Proceeding
Hybird Learning
on Education and ELT

English Education Study Program
Muhammadiyah University of Metro
2022

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Introduction

National Webinar on Education and ELT "Hybrid Learning in Education and ELT"

Organized by the English Education Study Program, Muhammadiyah University of Metro

CONFERENCE BASICS

Conference title:	National Webinar on Education and ELT "Hybrid Learning in Education and ELT"
Conference website:	www.pbiummetro.ac.id
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Host :	English Education Study Program, Muhammadiyah University of Metro
Deadline for full paper :	March 12, 2022
Venue:	Online
Plenary Speaker :	1. Prof. DR. Rudi Hartono, M.Pd., (Semarang State University)
	2. Santhy Hawanti, Ph.D., (Muhamadiyah University of Purwokerto)
	3. Dr. Dedi Turmudi, MA. Tesol., (Muhammadiyah University of Metro)
Committee	
Chairperson :	Refa'i, M.Pd.
Members :	Amirudin Latif, M.Pd.
	Aulia Hanifah Qomar, M.Pd.
	Drs. Bambang Eko S.,M.Pd.
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	Syaifudin Latif D.,M.Pd.
	Yasmika Baihaqi, M.Pd.BI.
	Dedy Subandowo, M.A.
Length of plenaries :	2 hours
Length of presentation :	1.5 hours

Welcome

It is an honor and pleasure to welcome all participants of the online conference on National Webinar on Education and ELT "Hybrid Learning in Education and ELT" by the English Education Study Program, Muhammadiyah University of Metro.

In this new normal era, the government has implemented new normal policies in various lines including education by reopening schools. The new policy has generated a lot of polemics in several parties, especially parents. Many of them are worried if their children have to study outside when the COVID-19 pandemic is still not over. This situation requires school community to adapt to this new normal era by complying with the health protocols set by the government. The lecturers as the main learning facilitator have very crucial role in forming new habits for students. Learning innovations and the usage of suitable and diverse media for learning significantly hold up enhancing the educational quality in the new normal era. One of the appropriate learning model solutions as a way to adapt in the new normal era is by applying hybrid learning in the Intensive English class which mixes face-to face and online by utilizing technological sophistication.

We would like to appeal for your sharing of knowledge, expertise, experience, understanding and action plans through writing and presenting at this conference based on the following sub-themes and more. With unwavering passion we look forward to hearing your diverse voices in this Endeavour towards making our discipline a more worthwhile cause for us all, both locally and globally.

Chairperson

Refai, M.Pd.

Daftar Isi

PROCEEDING
NATIONAL WEBINAR ON EDUCATION AND ELT
"HYBRID LEARNING IN EDUCATION AND ELT"

MARLINS ENGLISH BASED ONHYBRID LEARNING IN IMPROVING CADETS' SPEAKING MOTIVATION AT POLYTECHNICS OF MAKASSAR MERCHANT MARINE

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ABSTRACT

Technology in the 21st century is the beginning of ICT progression. If we observe carefully the learning process of a person now, it isall about help of technology, especially the ease of internet access which is a part of comprehensive source in information. The aim of study was to increase cadets' speaking motivation toward Marlins English based on hybrid learning at Polytechnics of Makassar Merchant Marine. This study used classroom action research (CAR) that consisted of two cycles namely cycle 1 and cycle 2. The subject of study is 24 cadets. Location of study was in Polytechnics of Makassar Merchant Marine.

The results of study showed that through the application of Marlins English based on hybrid learning improve cadets' speaking motivation at Polytechnics of Makassar Merchant Marine. The percentage of cadets' speaking motivation in the first cycle was 58.33% while in the second cycle was 83.33%. The percentage in the first cycle had not achieved classical completeness while the percentage in the second cycle showed the achievement of the predetermined success indicators. This was indicated by an increase in cadets learning outcomes in speaking that had achieved what was expected, namely more than 70% of cadets had met the specified Minimum Learning Mastery Standard, which was > 70, so that classroom action research had been successful. The conclusion of this study that the application of the Marlins English based on hybrid learning improve cadets' speaking motivation at Polytechnics of Makassar Merchant Marine.

Keywords:Hybrid Learning, Improvement, Marlins English, Cadets' Speaking Motivation

INTRODUCTION

Education plays an important role in producing Human Resources (HR) with superior competencies needed in the workplace in the twenty-first century and the era of the industrial revolution 4.0. Meanwhile, curriculum demands and the emergence of the fourth industrial revolution, known as period 4.0, necessitate educational institutions to implement innovations that will benefit the world of 21st century skills-based education (Griffin &Care, 2015; Jatmikoet al., 2016). Technology of 21st century education is the beginning of ICT progression. If we look closely, we can see that with the help of technology, a person's learning process has become quite thick, especially with the accessibility of internet access, which is part of a comprehensive supply of information. Meanwhile, curriculum demands and the evolution of the 4.0 industrial revolution era compel educational institutions to innovate in ways that benefit the world of 21st century skills-based education. Human resources with competency and graduate learning outcomes aimed at learning skills and innovations, such as critical thinking skills, problem-solving abilities, literacy, teamwork, decision-making, creative thinking, responsibility, and the ability to study autonomously, are required.

In the sphere of higher education, the Indonesian National Qualifications Framework mandates institutions to establish a curriculum that ensures students have superior capabilities in a variety of skills that are in line with the demands of the twenty-first century and the industrial revolution. Literacy, critical thinking abilities, scientific creativity, teamwork, information and communication technology skills, and problem-solving skills are all part of the 4.0 (Jatmiko et al., 2016).Higher education's learning environment has evolved over time. Prior to the use of distance technology in higher education, face-to-face learning was the norm at all universities, with professors at the heart of the learning process as the primary source of knowledge outside of the curriculum. Those were, however, bygone days. According to Moore (2016), remote education began in the last quarter of the twentieth century, but it did not completely take hold in higher education until the beginning of the twenty-first.

Humans have also reaped several benefits as a result of technology advancements and ingenuity in the recent decade (Tayibnapis et al, 2019). If a country has a high level of development, it is said to be advanced. A country is called advanced if it possesses a high level of technological mastery (high technology), whereas failing countries are those that are unable to adapt to technological advances Ngafifi, 2014). The use of technology in language teaching has become a necessity that cannot be ignored. Levy (2012: 279) that the use of more than 30 different types of technology is good for learning.

The government recognizes the need of improving vocational education. With the advancement of technology and the rising needs of competitiveness in the world of work place graduates of vocational schools in control of a workforce, which means they must possess adequate competence to compete not only with Indonesian labor, but also with labor from other nations. English language proficiency must be a skill that vocational cadets possess in order for their graduates to compete successfully in their area of employment.However, many cadets remain unfamiliar with English, and it has yet to be employed effectively for regular

communication both inside and outside the classroom. The majority of pupils are nervous around persons who speak English, and some even avoid them. (Purnama, 2020).

Learning activities are required to gain the ability to talk. Certain learning models can be used to carry out this activity. The learning model is a prescriptive technique that provides direction for achieving learning objectives. Learning models, in general, have syntax. This syntax, on the other hand, can include a variety of components such as theoretical foundations, techniques, media, teaching materials, and so on. Learning structures, social systems, learners' and educators' roles, and support systems are all components of the learning paradigm (Joyce et al, 2005). With the advancement of information and communication technology, educators can now use a variety of devices and internet connections. E-learning can be used to teach people how to speak. Speaking lessons can be taught both face to face and online. Hybrid learning is the term for this notion. This is a reference to the University of Washington's definition. Blended learning is inextricably linked to the concept of hybrid learning. The concept of blended learning can be divided into two categories: (1) meetings only, and (2) meetings, media, and learning models. William(2002) presented the first school of thinking. Hybrid learning is collaborative learning that integrates online learning with face-to-face learning. According to Graham Kaleta and Barenfenger hybrid learning is a learning model that combines learning in the classroom with face to face with learning in the open by utilizing available information technology (Ino, 2018). The purpose of this hybrid learning is to provide learning facilities by providing learning resources and still paying attention to the characteristics of students in learning.

The kind of platform will be used in this study namely Marlins. Marlins is an online learning platform for seafarers that is not just in English language learning but also includes other maritime-related resources such as E-learning solutions for the shipping, cruise, yacht and offshore industries (Limbong, 2018). Additionally, it includes examinations used to assess the competence of seafarers who are willing to work aboard ships.Marlins offers a variety of tools for crew assessment and training in addition to English testing options for seafarers. These materials are used by significant employers in the ship management, marine leisure, and offshore sectors for recruitment and training purposes, and they are applied globally. One of the learning products offered by Marlins is Marlins English for seafarers. This product contains maritime English that will be used on ship particular effective communication. As previously stated, the IMO STCW Convention, SOLAS, ISM Code, and other international regulations all need excellent communication to protect the safety of crews and vessels.

Marlins' new flagship curriculum relies on our years of experience as the world's leading provider of Maritime English assessment and instruction. The course also meets the requirements for Maritime Engineers under IMO Model Course 3.17, Maritime English (General Maritime English), and is appropriate for seafarers at the elementary and intermediate language levels. This unique new training intends to improve sailors' Maritime English skills, with an emphasis on the communication needs of deck, marine engineer officers, and crew. This course will help seafarers improve their English language and communication skills in multi-national crews, during inspections, and in ship-to-shore communications. The course, which takes place on the

"MV Marlin," is divided into five modules, each with a different marine theme, and combines grammar, maritime vocabulary, SMCP, and pronunciation into a full self-study program.

Marlins Maritime English experts have created a selection of extremely imaginative, engaging speaking, listening, and reading challenges to keep the learner engaged and motivated throughout the course. Learners can compare their own speech to that of a native speaker using the built-in speech recorder feature, which encourages self-directed practice. Each course closes with a quick review task that reinforces the material and provides feedback.

Some previous research results showed thatargues for practical and focused support to recognize, develop, and enhance the talents of teacher-designers in the transformational use of hybrid learning environments in health education(Green, 2022). In line with research result of Bennett et al (2020) stated thatThe hybrid learning space's contribution to learning space research is in its composition as a hybrid learning space in which educators and students collaborated to assess student data and inform learning and teaching innovations within the same study period. This study was supported by research result of Simbolon (2019) stated that Using hybrid online learning to implement ICT-based learning can have a substantial impact on students' reading skills, or to put it another way, hybrid online learning is better than traditional learning when it comes to aiding the development of English reading skills. In the medium group, the percentage increase in N-gain English reading skills is 61%.

Based on the description above, it appears that the cadets' speaking motivationbased on hybrid learning has never been examined, yet it is necessary because students require it in order to improve their speaking skillsand can increase cadets' motivation at Polytechnics of Makassar Merchant Marine.

METHOD

This research is a classroom action research (CAR) which aims to improve cadets' speaking motivation toward Marlins English based on hybrid learning at Polytechnics of Makassar Merchant Marine. Procedure is a process that must be carried out by researcher in each cycle of classroom action research. This action plan is carried out through a classroom action research plan consisting of two cycles, each cycle consisting of four stages, namely: planning, implementing actions, observing and reflecting (McTaggart, 2003; Kemmis, S., McTaggart, R., & Nixon, 2014). The research subjects were Deck study program as many as 24 cadets.

In short, CAR can be defined as a form of reflective study by the perpetrators of the actions taken to increase the rational stability of the actions they take, as well as improve the conditions in which these learning practices are carried out. To realize these goals, the CAR is carried out in the form of a cyclical assessment process consisting of 4 stages, as follows.

Thus, the stages of this activity are repeated until a problem is considered resolved, then-usually-followed by the emergence of other problems that must also be treated similarly.

The four phases of a cycle in a CAR are usually described by a CAR spiral as shown below:
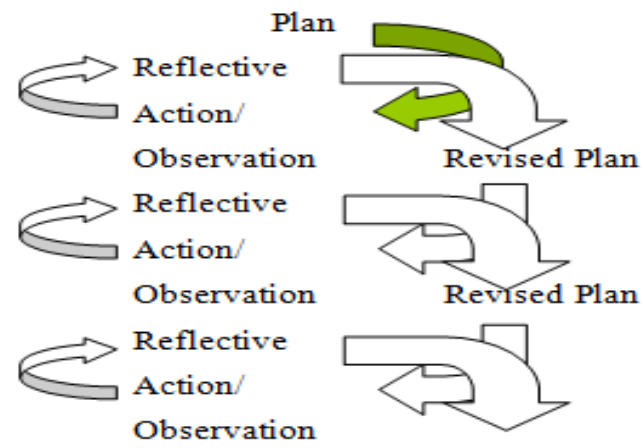
Figure 1.1: Kemmis, S and McTaggart Model of Classroom Action Research

After implementing the classroom action research in cadets' speaking motivation toward Marlins English based on hybrid learning at Polytechnics of Makassar Merchant Marine, In each cycle, the writer conducted the test (posttest 1 and 2). The writer employs a few steps to compare the test results between the pretest and the tests in each cycle. Calculating the cadets' mean test score, the class percentage, and the cadets' improvement score from pretest to posttest 1 and posttest 2 into % are all examples. The cadets were also observed to see if the action was being carried out properly.

To collect data was done by tests, observations and field notes. And the indicator of this study was cadets' speaking learning outcomes of at Polytechnics of Makassar Merchant Marine. This point of cadets' learning outcomes in speaking, the reseachermade measurements by looking at the average classical learning outcomes for cadets' speaking motivation for each cycle and comparing them.

RESULTS AND DISCUSSIONS

This study aims to apply the Marlins English based on hybrid learning to improve cadets' speaking/Speaking skills for Deck study program of class 3A at Polytechnics of Makassar Merchant. Before carrying out cycle I, the research discussed with cadetsto get needs related to Marlins English. So in measuring learning outcomes of speaking, researcher used the Speaking assessment rubric as follow:

No	Speaking Components	I n d i c a t o r	Points
1	Pronunciation	a) Students have few traces of foreign accent b) Students are always intelligible, though one is conscious of define accent. c) Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	5 4 3 2

		d) Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat.	1
		e) Students have pronunciation problem severe as to make speech virtually unintelligible	
2	Grammar	a) Students make a few noticeable errors of grammar word order.	
		b) Students occasionally make grammatical or word errors which or not, however obscure meaning.	5 4
		c) Students make frequent errors of grammar and word order, which occasionally obscure meaning.	3
		d) Students have grammar and word errors make comprehension difficult.	2 1
		e) Students have errors in grammar and word order so severe as to make speech virtually unintelligible	
3	Vocabulary	a) Students' use of vocabulary and idioms is virtually that of native speaker.	
		b) Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies.	5 4 3
		c) Students frequently are wrong words conversation somewhat limited because of in adequate vocabulary.	
		d) Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult.	2 1
		e) Students have limitation vocabulary so extreme as to make conversation virtually.	
4	Fluency	a) Students have speech as fluent and effortless as that native speaker.	
		b) Students have speed of speech seems to be affected by language problems.	5 4
		c) Students have speed and fluently rather strongly.	3
		d) Students usually hesitant often force in to silence by language limitation.	2 1
		e) Students have speech is as halting and fragmentary as to make conversation virtually impossible	
5	Comprehension	a) Students appear to understand everything without difficult.	5
		b) Students understand nearly everything at normal speed, although occasionally repetition may be	4 3

		necessary.	
		c) Students understand most what is said at slower than normal speed with repetition.	2
			1
		d) Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly	
		e) Students cannot say to understand even simple conversational English	

Table 1.1 Speaking assessment rubric

Based on the assessment rubric above, researchers measure the ability of speaking of cadets when they do English conversation between their peer and English lecturer. To facilitate the assessment, the researcher multiplied four of each component so that the maximum value is 100.

After doing the learning process through hybrid learning to improve cadets' speaking motivation toward Marlins English at Polytechnics of Makassar Merchant Marine for three meetings in the first cycle which ended with an evaluation test at the end of the cycle, the results of learning speaking of cadet were obtained with an average value of 62.5% of the entire cadet. The table of results of the evaluation of learning cadets majoring in Deck class 3A Polytechnics of Makassar Merchant Marine in the first cycle can be seen in the following table.

Table 1.2 Evaluation results of cadetsspeaking motivation in Deck class 3A at Polytechnics of Makassar Merchant Marinein the first cycle

No.	Score Interval	Category	Frequency
1.	90 – 100	Very Good	0
2.	80 – 89	Good	5
3.	70 – 79	Moderate	4
4.	60 – 69	Less	15
5.	< 59	Very Less	0
	Level of Success	62.5%	
	Category	Moderate	

Source:Cadet's Speaking Learning Outcomes of Cycle I

Based on evaluation results of cadetsspeaking motivation in Deck class 3A at Polytechnics of Makassar Merchant Marine in the first cycle shows that there was no cadet who got a score of 90-100 (Very Good) category, 5 cadetsgot score 80-89 (Good) category, a score of 70-79 as many as 4 cadets (Moderate) category, there were 15cadetswho got a score of 60- 69 and there was no cadet got a score of <60 in the Very Less category. If the final grades of cadetsspeaking motivation were grouped into five categories (very good, good, moderate, less, and very less) then the frequency distribution of scores is shown in the following table:

Table 1.3Distribution of Frequency and Percentage Category of Cadets' Speaking Motivation in Cycle I

No	Score Interval	Category	Frequency	Percentage
1	90-100	Very Good	0	0%
2	80-89	Good	5	20,83%
3	70-79	Moderate	4	16,66%
4	60-69	Less	15	62,5%
5	<59	Very Less	0	0%
	Total		24	100%

Source: Cadet's Speaking Learning Outcomes of Cycle I

Based on the table above, it can be seen the Cadet's Speaking Learning Outcomes of Cycle I as an achievement indicator each cycle. There was no cadet who got a score in the "Very Good" category (0%). There were 5 cadets had Good category with a percentage of 20.83%. There were 4 cadets with a percentage of 16.66%. Then there were15 cadets (Less category) with a percentage of 62.5% and there was not cadets got very less category.

Table 1.4 Cadets Learning Completeness as an achievement indicatorin Cycle I

Score	Category	Frequency	Percentage
70-100	Success	10	41.66%
0-69	No Success	14	58.33%
Total		**24**	**100%**

Source:Research Result of cycle I

Based on the table of student learning completeness in the first cycle above, it showed thatcadets learning outcomes of speaking in the first cycle had not been said to be successful because cadets learning outcomes in speaking who completed only 10 cadets with a percentage of 41.66% and the number who did not complete as many as 14 cadets with a percentage of 58% while the criteria in the achievement of indicators of success in cadets learning outcomes must obtain a value of > 70%. So the evaluation of the first cycle had not been successful.

Table 1.5 Cadets Learning Completeness an achievement indicatorin Cycle II

Score	Category	Frequency	Percentage
70-100	Success	20	83.33%
0-69	No Success	4	16.66%
Total		**24**	**100%**

Source: Research Result of cycle II

Based on the table of cadets learning completeness in the first cycle above, it showed thatcadets learning outcomes in the first cycle had not been said to be successful because cadets learning outcomes in speaking who completed become 20 cadets with a percentage of 83.33% and the number who did not complete only 4 cadets with a percentage of 16.66% while the criteria in the achievement of indicators of success in cadets learning outcomes had obtained a value of < 70%. So the evaluation of the second cycle had been successful.

The results of the reflection of the observation data showed that the learning cycle I had not been maximized, because the plan for the first cycle had not been successfully implemented. Then the learning about continued in cycle II with several refinements

Cadets Learning Completeness in Speaking Through Hybrid Learning

- CYCLE I: 58,33%
- CYCLE II: 83,33%
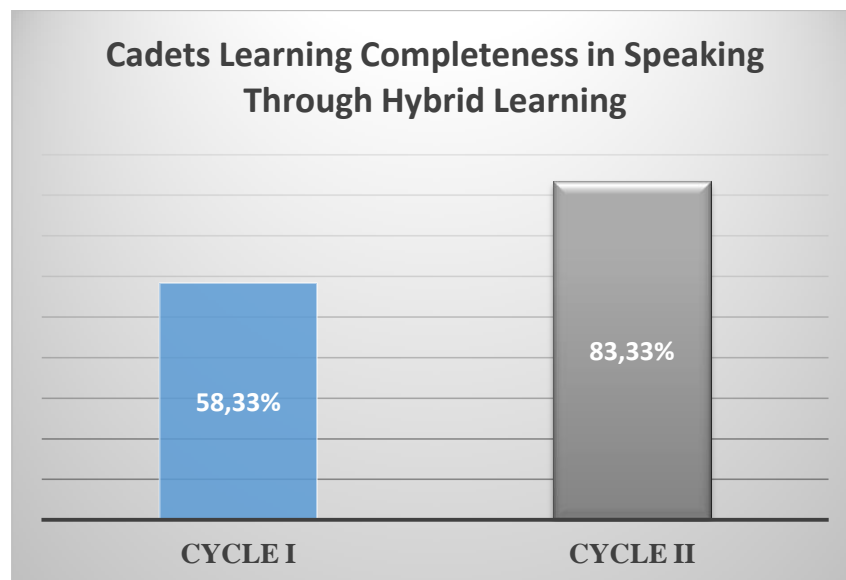
Figure 1.2: Cadets Learning Completeness in Speaking Motivation in using Marlins English based on Hybrid Learning

Lecturer Aspect
a) The lecturer must be good at managing the class, so that cadets did not do other work in the learning process.
b) Lecturer must master teaching and learning process, so cadets can respond and be motivated to find answers to these problems.

Cadets Aspect
a) Working on cadets worksheets. Cadets are expected to pay attention to the material explained by the lecturer.
b) Cadets were expected to work together
c) Cadets must provide a response to create a pleasant atmosphere in learning through hybrid learning
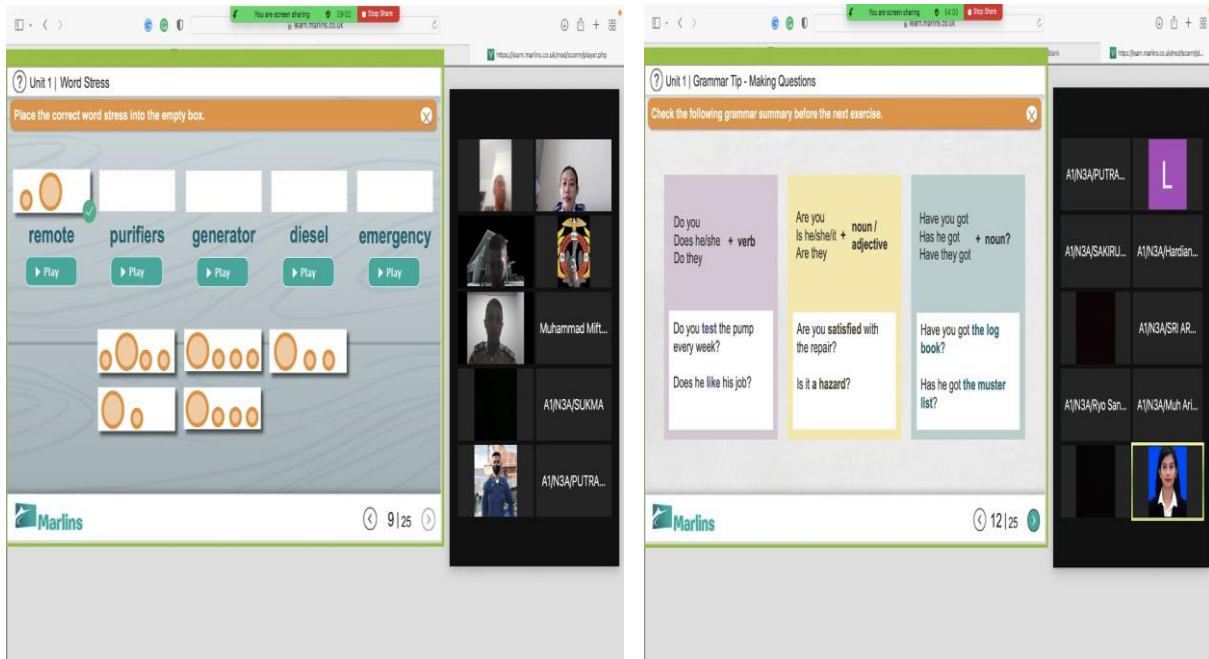
Figure 1.3: The implementation of using Marlins English based on hybrid learning

After reflecting on the activities in cycle I, several improvements were made in Cycle II with activities that were deemed necessary, such as maximizing the use of the learning model and the lecturer being better prepared so that the appearance and delivery of material in learning could be maximized, so that cadets would be easier to accept material and feel enthusiastic in participating in learning. Because of this, it is very influential on increasing cadets learning outcomes in speaking. In cycle II it can be seen that the learning outcomes of there is an increase in student learning outcomes, which shows that the average score of student acquisition from cycle I to cycle II experienced an increase, namely from the first cycle with the acquisition of 41.66% increased to 83.33% in the second cycle. This shows that the indicators of success were met. This was indicated by an increase in cadets learning outcomes in speaking that had achieved what was expected, namely more than 70% of cadets had met the specified Minimum Criteria of Mastery Learning/Minimum Learning Mastery Standard, which was > 70, so that classroom action research had been successful.

However, Based on observations with cadets, it appears that the hybrid method had a higher level of cadet engagement than the traditional method, this is because (1) it adds insight because it uses a new method that is different from the previous one; (2) cadets feel they have more time to learn because the modules deployed in the LMS application (MARLINS) are more detailed than having to read a textbook; and (3) the obligation to be absent in email makes students feel they have a greater obligation to study and explore more about the material through other internet links.

The results of this study were supported by other studies which state that the students' perception of the integration of blended learning in the classroom. It falls into some categories:

the usefulness of blended learning, the institutional support, the impact of blended learning on the students learning, and the percentage use of blended learning as well as challenges encountered in using blended learning. This research is expected to be of benefit to lecturers, students, and stakeholders to enrich knowledge and develop language skills and proficiency based on blended learning instruction in the Indonesian EFL classroom (Muhayyang et al, 2021). In keeping with earlier research findings that indicated hybrid learning to be the most successful method for learning Pranatacara courses, hybrid learning was proclaimed the most effective method for learning *Pranatacara course*s (Dwijonagoro et al, 2019). This study was supported by the fact that one of the components of the hybrid online course that students enjoy is an online discussion forumand Students think that the hybrid online courses should continue (Rizal, 2018). Then regarding the positive effects of Skype on the improvement of language learners' speaking ability (Souzanzan et al, 2017).

Contrary with the other research result of Ganovia et al (2022) found that learning activities using hybrid learning have constraints. By looking at the obstacles experienced, it is hoped that effective teachers and learning providers can improve them, so that learning can be more meaningful, interactive, and fun for students during this pandemic.

Furthermore, using hybrid learningcan improve cadets' achievement and results of speaking skillfor Marlins Maritime English experts have created a selection of extremely imaginative, engaging al skills especially speaking skill and challenges to keep the learner engaged and motivated throughout the course. Cadets can compare their own speech to that of a native speaker using the built-in speech recorder feature, which encourages self-directed practice. Each course closes with a quick review task that reinforces the material and provides feedback.

CONCLUSION AND RECOMENDATION

Based on the formulation of the problem, the results of data analysis and discussion, the results of this study can be concluded that this research shows that using hybrid learning as an educational method improves cadet achievement and speaking skill outcomes. Cadets appreciated their instruction and gained more motivation, curiosity, and confidence as a result of it. Therefore, the application of the Marlins English based on hybrid learning should be applied as designed activities in teaching speaking skills and can motivate cadets at Polytechnics of Makassar Merchant Marine. Then Marlins English based on hybrid learning is very appropriate and effectively used as a media in learning speaking because it provides opportunities for cadets to express their ideas. This also has an impact on students' speaking ability in conveying expressions English is getting better.It is suggested that the research be kept and expanded to include other linguistic skills.

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PROCEEDING
NATIONAL WEBINAR ON EDUCATION AND ELT
"HYBRID LEARNING IN EDUCATION AND ELT"

HYBRID LEARNING AS THE LEARNING SOLUTION FOR THE STDUENTS LEARNING INTERESTIN NEWNORMAL ERA

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Abstract

Pandemic Covid'19 is really having huge impact for people around the world unexpected in educational field. In this new normal era, the government applied the policy role for the reopening school. This new policy made some polemics especially for the parents who worried when their children have to learn outside. This condition requires the college to apply the health protocol. As the lecturer, they have to facilitate the collegians in learning specially to increase the students learning interest to join the class intensively. The lecturer has to looking for the learning innovation and suitable media for enhancing the educational quality in this new normal era. One of the appropriate and suitable learning models in this era is applying the hybrid learning which mixes between face to face and online learning term. The goal of this research is to describethe hybrid learning method as the learning solution for the students learning interest in English Class in AkademiKebidananWahanaHusada Bandar Jaya Central Lampung. This research is qualitative research with form of descriptive. The result of this research show that the hybrid learning can improve the students learning interest. So, hybrid learning gives a good effect for the learning method in this new normal era.

Keywords: hybrid learning, learning interest, new normal era

INTRODUCTION

In this pandemic covid'19 era, the world struck including Indonesia. The role of implementation program for staying at home has been applied in this era(Khasanah et al., 2020). The covid'19 pandemic had affected the education system in the world, including in Indonesia, so distance learning was implemented. In this era is really challenging for the lecturer because they are cannot stop the process of teaching and learning. In the higher educational stage, lecturer should be active and creative to carry out the online learning. the students also should prepare the equipment such as computer, laptop or other who can connect to internet so that the learning can be run well and continuing.

In this new normal era, the government has applied the role and policy for the educational field to reopening the school. In this new policy, the government give the permission for the school to reopening with the requirement such as do not obey the health protocol, keep the distance for 1 meter, wear mask, wash hand, bring hand sanitizer and do not intensively apply face to face learning term. From this case, the education institution is forced to adapt quickly. The minister of education gives the statements that the school should prepare for the educational realization in

this phase of new normal era. Rita and Safitri(2020) said that the new normal is a new form of interaction that relies on Standard Procedure Operation to stem of virus outbreaks when social interaction are carried out in various sectors.

The opening school in the new normal policy era has considered as the alternative for the students learning needs because they have been online learning from home. But it is not one of the solutions because many of them cannot manage the time when they are joining the online class. Some students have many reasons for did not join the online class because they have no smart phone, they have no laptop, they cannot operate the online learning application and many more. This condition is surely worrying because following English major is important especially for this digital era. Almost all of thing and tools is using English direction. So, the students have to learn English for their basic competent in this world industry.From this case, the government gives the solution for the students' problems. The government give the permission for the school who want applying the face-to-face learning term with some of conditions. The school with the green zone can apply the face-to-face learning process but it borders such a week twice. Nashir, M and Laili,RN (2021) stated that face to face learning process is needed for the students to improve the quality of education considering the lack of students' awareness to study independently at home and lack of literacy awareness in reading ability and providing the references. It can be said when the students following the online learning process in pandemic era, they should have people who accompany and monitor they learning. This statement is related with the argument from Noor et al, (2020). She said that online courses participant is minim, it is in the unsatisfied level. From this statement, it can be said that the online learning is not one of the solutions because the students still have no much interest in following the online class interaction. in the learning process, learning interest is to be one of the most crucial factors for students. When the students have no interest in the class with material giving or the term of learning it will be the problem for the teacher and next generation. It also being a problem for the students because they cannot get the maximal learning achievement.

From this happened thing, the problem arose from the preliminary research. From thus problem, the researcher wants to describe the application of using hybrid learning for the student learning interest in English Class of Midwifery Students in AkademiKebidananwahanaHusada Bandar Jaya Central Lampung.

1. LITERATURE REVIEW

Covid'19 has an impact in many sectors of the world including education. But in fact, a lot of happened by the limit school infrastructure, teacher readiness, students' readiness and parents' readiness (Mirzab& Adept., 2020). Thus, from this statement, the teacher and parents having a big role to increase the students learning interest, to support student motivation and more attention for the students graphic learning. Gleason, B & Greenhow, C (2017) stated that the advances of using technology in the learning process make the possible new model for the application of hybrid learning. One such model feature of hybrid learning is combining the learning term such as face-to-face and online learning term of course with other students physically presents on campus or in the classroom (Roseth, Akcaoglu, &Zallner., 2013). This kind of learning term having much potential to enrich the students learning and make the

teaching and learning process as the resource allocation more efficient and poses several of challenges.

Figure 1. The concept of hybrid learning
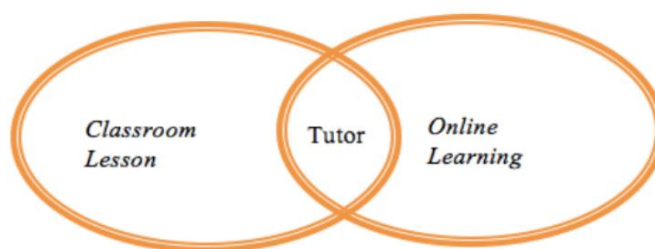
Source : Rusman and Riyana, 2011

From that pattern, hybrid learning is a learning method that combine face-to-face meeting with online meeting in synchronization. Sumandiyar et al., (2021) stated that this learning is combining between conventional learning where the teacher and students meet directly with the online learning form where they can make the interaction everywhere and anywhere. Another form, they can learn with a virtual meeting between the teacher and students. The teacher and students may be in different place but they can give feedback, ask the questions and give the answer. Everything is done in a real time (Rusman and Riana, 2011). It can be said that the hybrid learning is more flexible for the students and the teacher. They can still discussion in the classroom and also, they can continue their discussion in online learning form. Hybrid learning model can also make the students more interest in learning after studying at home with the online learning form. In this condition, the teacher also require to maximize the use of media in applying the hybrid learning. so that the students who take part of it can capture the information through media in hybrid learning, Sumandiyar et al., (2021).

The condition that does not force the students only learn by the online form will be increase the students learning interest. Learning interest is also important for the students because when the students do not have any interesting in joining the conventional learning in the class room, they will not attend the class. not only it, but the students will not take any information of their meeting although the teacher used the creative way in the process of learning. Natalia (2018) stated that interest is often called the "interest". Interest can be a part of attitude.Interest is the most crucial thing for students especially in learning progress. In educational field, someone who interest with something can be try to do the best for everything they did, and try to reach the goal. The elaboration of interest from Natalia (2018) we can take the point that interest in learning in really vital for the students learning activity and it take a huge part to give the influence for the students' attitudes and behavior. Interest in learning is an important thing to the students. Not only in learning English but also in another subject. So that in the future, the application of hybrid learning can make the students more active in learning activities.

METHOD

Methodology research in this study conducted in AkademiKebidananWahanaHusada Bandar Jaya Central Lampung. This research is using qualitative research. The application of this method illustrated the beliefs that some individuals or groups arise as the result of social or human problems (Creswell and Poth, 2017) by using the method of phenomenological. According to Sumandiyar at al., 2021 said that the phenomenology is the study of the consciousness from a person basic experience, also known as subjective or phenomenological experience.

    a. Participant

       The participant of this research is the students of midwifery students at the first semester of academic year 2020/2021 in AkademiKebidananWahanaHusada Bandar Jaya. There are 34 students. Then, all of students are as the participant.

    b. Data Collecting Technique

       a. Questionnaire

The questionnaire consists of thirty questions. The questionnaire is using likert scale. There are 5 choices to answer the question. They are (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree. In the questionnaire, the students should read carefully about the question, because there are positive and negative question. Then the result of the questionnaire will calculate to see the implementation of hybrid learning for the students learning interest in new normal era.

RESULT AND DISCUSSION

Hybridlearning stand for two words, they are hybrid (mixing or collaboration) and learning (study). So, hybrid learning is the combination of media or approach in learning term. it can be the combination of face-to-face learning and online learning term. According to Sutisna, E. &Vonti, L. H. (2020) the higher education tries to take the solution of the problem because of pandemic covid'19 in innovation ways. The innovation was carried out the integration communication and information about the technology that can apply in the learning process. It is known as the hybrid learning. While Herdian and Surjono (2020) state that the hybrid learning is the learning method that combine two or more methods or approach in the learning process to reach the aim of the learning process. It different from the type of E-learning. Sabah, N.M. (2013). E-learning makes the process of learning interactive and collaborative by linking each learner with physically apart experts, time and location flexible, time and cost effective for students. Konwar,I.H. (2017). E- learning refers to the application of using electronic assets in teaching learning process which includes web- based learning, computer-based learning, virtual classroom and digital collaboration.The implementation of online learning advances the new educational methods that enrich the effectiveness and the opportunities the educational field, where the information and the knowledge in the page of web can be update and maintain regularly. Students' view the e learning is as the form of education that implies the immersion, motivation and also online communication effectively.

When the conventional learning term, here Paul and Jefferson (2019) elaborate the benefits of implementing face-to-face learning format such as the teaching modality provide by personal of the teacher, students can feel the real time interaction among the faculty, the students can explore

their question during the process of learning, the students have the opportunity to seek the responds and clarifications in their class discussion forum. Students who like offline learning (face-to-face) term, online class will be hard adapted for them. They have to sit in front of computer or hand phone for more a half day. It is such a new habit for them. For thus problem, the teacher has to rehearse to increase the students interested to following the class. They have to looking for the approach, media and strategy that support the learning process and also increase the students' interest in learning. As the statement from Koraw. Y. K. (2006), she has the opinion that lack of infrastructure and equipment and poor teaching method all contribute to students' lack of interest. Thus, in the pandemic covid'19 era, the implementation of E-learning is really helping the teacher to continue the learning process. The online learning classes, the teacher have to find the ways to improve their interaction with the students and maintain the students' interest and engagement (Lapitan et al., 2021). Prior to this new normal era, the majority of learning in traditional bricks and mortar schools that offer full of format in face-to-face learning term. For this case, the lecturer applying the hybrid learning as the model of learning process in new normal era. Although the implementation of hybrid learning is relative smooth, there are several challenges in the process of it. However, it has to be developed because until now, the hybrid learning is as the effective way to learn during pandemic that require distance learning.

Hybrid learning model applied in English class of Midwifery students in AkademiKebidananWahanaHusada. The full implementation of hybrid learning model uses internet facilities and continuously by during face-to-face learning process with the real interaction between the lecturer and the students. To see whether the students increase their learning interest by using hybrid learning, here the researcher using questionnaire. To know the reliability of the instruments, the researcher used the data calculation of split half Spearman Brown. The formula was used to analyze the questionnaire test. To measure reliability of the test, the formula is as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{25229}{27363 \quad X \quad 23945}$$

$$= \frac{25229}{655207035}$$

$$= \frac{25229}{25597,012}$$

$$r_{\frac{1}{2}\frac{1}{2}} = 0,99$$

$$r_{11} = \frac{2r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}}$$

$$r_{11} = \frac{1,97}{1,99}$$

$$r_{11} = 0,99$$

From the result of reliability above, the instrument is reliable because the result of r_{11} is 0,99. It is mean that r_{11} is higher than coefficient interval (0.07), thus the instruments can be used to take the data in the research. Rating scale of reliability based on Sugiyono (2012) is as follow:

Table 4.1 Rating Scale of Reliability

Coefficient Interval	Correlation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	High
0.80 – 1.000	Very High

Source : Sugiyono (2012, p. 257)

From the coefficient interval above, it shows that the score is considered very high because the result is 0,99 and it is in the range 0.80-1.00. It means that the instruments can be used in the research. The researcher gives the instrument for the students after last meeting of English class. the result show that from 34 students, 9,52 % students getting high score (76-100) and 2,04 % students getting low score of learning interest, it is about (0-75). It means that the students who get higher score is having high learning interest in implementation of hybrid learning rather than only apply online learning.

From the calculating above, it can be seen that hybrid learning can be the solution for the students learning interest in new normal era. Hubbard (2013) stated that hybrid learning is combination between conventional face-to-face direct meeting and integration of technology in e-learning, so this implementation should be in proportional and strategies for the students and lecturer. Hybrid learning emphasize the needs of traditional way in learning process and the important redesigning of learning models combining by the technology. While Bryan and Volchenkova (2016) declare that hybrid learning is the system of mixing between face-to-face and computer media in learning experiences. Combining the direct meeting in class and online term will reduce the use of internet network fully and allow the students to meet the teacher directly to get the direction instructional as well. Thus, this model can be the solution for the implementation of full online learning term as the impact of pandemic covid'19. It can be as the solution for the students who difficult to access the internet networking, the higher cost of purchasing the data internet and inadequate the infrastructure especially for rural era (Febrianto, et al., 2020).

Form the elaboration above, hybrid learning such a flexible way in learning can be reach by the students, they did not only stay in home for online learning but they also can also stay in classroom and get the real teaching and learning process but they have to obey the condition by the government. The implementation of hybrid learning process will be the solution for the parents' polemics where they are worried when they have to give the permission for the students in this new normal era because the implementation of conventional learning (face-to-face) is having any run down. It can be said that the meeting in real classroom is bordered for mor twice a week. The less of time, the learning process continue by online term. Thus, it can be said that the implementation of hybrid learning in English class for students learning interest of midwifery

students in AkademiKebidananWahanaHusada Bandar Jaya Central Lampung is running well and successfully.

CONCLUSION

The result of this research is good connection between the students learning interest in teaching using hybrid learning at new normal era. Students with usual habit learning by face-to-face learning term will be difficult to joining the online learning fully. They more having lack of interesting to join the class because they are hard to adapt. Hybrid learning will be the solution for thus problem because hybrid learning is the method of learning who combining between two approach or model in learning. in this case the lecture combining between face-to-face learning process and also online learning. By using this learning type, the students more increase their learning interest to joining the English class. They can enjoy the material giving by the lecturer because they can attend in the class room and also joining in online class forum.The implementation of hybrid learning really give a good impact for the students and lecturer. This model helps the students and the lecturer to reduce their stress and hard in learning during pandemic covid'19 that requires the distance of learning. By using hybrid learning, the English learning process are really innovative and increase the students learning interest to joining the English classroom. Then, it can be said that the hybrid learning can be the learning solution for the students learning interest in new normal era.

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PROCEEDING
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PARENTS' STRATEGIES IN IMPROVING CHILDREN'S ENGLISH LEARNING ABILITY IN DISTANCE LEARNING PERIOD

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Abstract

The protracted period of the COVID-19 pandemic has made many adjustments in various sectors of life, including the education system with the Distance Learning teaching pattern. One of the affected parties in this policy are children who had just started elementary school (SD) education when the pandemic hit. This research focuses on the Parent's Strategy in Improving Children's English Learning Ability in the Distance Learning Period.

The research was conducted using a qualitative descriptive research method with three informants. The study results concluded that all parents have and are currently carrying out the functions of guidance, supervision, and facilitation in improving their children's English learning abilities during this Distance Learning period.

Through this strategy, it is hoped that children can develop their English language skills without being burdened. English learning strategies that parents carry out are through mentoring early introduction of English at pre-elementary school age in a playtime/relaxing atmosphere, simple communication using English between parents and children, as well as facilitating and monitoring the use of media that children like to learn to introduce them to English.

INTRODUCTION

It has been two years since the COVID-19 pandemic hit Indonesia and affected various life sectors, both from the economic sector to the education sector. Currently, the Indonesian government is still imposing social restrictions on specific areas to break the transmission chain of the Covid-19 pandemic.

Indonesia had experienced a decline in Covid 19 cases, so in August 2021, the discourse of limited face-to-face meetings (PTM) was echoed by the Minister of Education, Culture, Research, and Technology to minimize learning loss. The basis for this decision is the Instruction of the Minister of Home Affairs Number 37 of 2021 regarding the implementation of

learning in academic units in the PPKM zone levels 3,2, and 1, which can be done through limited face-to-face learning (PTM) and/or Distance Learning (Liputan6.com, 2021). However, the Covid 19 pandemic has shown an increase again along with the emergence of a new variant, Omicron.

Based on the statement of the Minister of Health Budi GunadiSadikin, the increasing cases in some Indonesian regions in the last three weeks were contributed by school activities and pilgrimages or funerals (Kompas.TV, 2021).This increasing condition also occurred in Bogor city, so in February 2022, the Mayor of Bogor decided to stop the limited offline learning. According to the Mayor, BimaAryaSugiarto, offline learning in Bogor city will not start before the Covid-19 case in Bogor city has decreased (Republika.co.id, 2022).

Based on this decision, all schools in Bogor city implemented Distance Learning again. Distance learning is a term to distinguish it from learning forms before the pandemic, namely face-to-face learning or offline learning.

One of the parties affected by this policy is children who are just starting elementary school (SD) education when the pandemic hits. These children have to deal with differences in lesson content from kindergarten to elementary school as well as forms of teaching and learning activities using online media such as zoom and google meet, which they have never done before. As a result, these children are "forced" to be able to adapt to the new teaching system in order to continue to acquire knowledge.

From the student's perspective, online learning or study from home is considered a holiday because they are not used to learning from home. Children also tend to feel bored with routines that seem only to do tasks that are always monotonous with inadequate facilities (Qadafi, 2021).

Actually, for children born in the Generation Alpha category, the gadgets use is not a scary thing because they were born in the era of technology. However, these children still need assistance and guidance from their parents as well as the teachers, considering that they are entering the early stages of elementary school education.

Communication and interaction with teachers who have been trained and used to provide teaching are not optimal. Meanwhile, parents also have to divide their attention between teaching children and other tasks that are also their responsibility, such as housework office work (for working parents).

Disturbance or noise in communicating online can also be an obstacle considering that the area may not have the same internet network access. These conditions are a challenge for these young learners to receive an education.

Several studies related to Distance Learning and teaching English for young learners have been carried out, including : Yohanis, M. L., Fridani & Sumadi (2021)who researched the parent's involvement in early childhood education with distance learning patterns; Qadafi (2021)who examined the problem of the Distance Learning pattern adaptation from the perspective of an English teacher; Alam & Lestari (2020)with research that focuses on introducing English using flashcard media; Maili (2018)with the topic of the implementation analysis of English language education in elementary schools; Smith, Harvey, Burdette, &

Cheatam (2016)which highlights distance learning activities for children with disabilities and Harun (2014)which links early childhood English learning with local culture. Therefore, this research will focus on the Parent's Strategy in Improving Children's English Learning Ability in the Distance Learning Period.

Learning English was deliberately chosen to be the topic of this research because English was the most widely used language in the world in 2021 (Annur, 2021).

METHOD

This study uses a qualitative descriptive method with a case study approach. The research subjects used in this study were three people. The research subjects or informants were selected with the following criteria: (1) Father or mother with children who have just entered the 1st grade of elementary school, (2) the elementary school where their child attends has taught English lessons. The research location was conducted in the Ciomas area, Bogor, West Java. Data collection techniques were carried out through in-depth interviews, observations, and literature studies. The data analysis technique was carried out by referring to the Miles &Huberman concept through data collection, data reduction, data presentation, and concluding stages. The validity of the data was tested through source triangulation and technical triangulation.

RESULT AND DISCUSSION

Result

Reported from Tribunnews, it is known that Indonesia occupies the 13th position out of 21 countries in Asia regarding the English Proficiency Test. This study, released by EF Education First, has become the most extensive study globally, measuring the adults' English level proficiency whose mother tongue is non-English (Tribunnews.com, 2021).

Based on the interview results, it is known that all of the informants assess their English skills at the intermediate level. They get the results of this assessment based on the TOEFL scores results that they have done on their undergraduate education. The informants are employees of government institutions that are involved in research. In this study, in order to determine the Parent's Strategy in Improving Children's English Learning Ability in the Distance Learning Period, an in-depth study was carried out on five (5) discussion topics given to the informants, with the following results:

Table 1.**Description of Parent's Opinion regarding English mastery for children's future**

No.	Parent's Opinion regarding English mastery for children's future	Informan Code
1.	"It is essential considering that currently English has been widely used both in subject matter, social life, and in the work world".	I1

2.	"It is vital because now everything has to be in English. So it must be mastered. That is why I want to put mychildson English course later if I have money".	I2
3.	"It is crucial. Now, Fida, I'm adding additional English course on him, you know..as much as possible from an early age, yes, but we should not force it on our children, we have to ask the children first do they want it or not."	I3

Source: Primary data processed.

Based on the interview results, it was found that none of the informants thought that English mastery for their children's future was not essential. Even I2 and I3 have plans to provide additional English tutorials. I2 plans to offer additional English course as the child gets older. Meanwhile, I3 has enrolled their children in an online-based English course institute to improve their English skills. The reason for choosing an online-based English course institute is that Bogor city was still under social restrictions when the interview took place. After all, the Covid-19 transmission rate had not slowed down. For I1 has not planned to provide additional tutoring because the informant argues that she can still provide teaching and mentoring in her child's English subject.

Table 2.**Description of Parent's Opinion regarding children's ability to learn English during Distance Learning**

No.	Parent's Opinion regarding children's ability to learn English during Distance Learning	Informan Code
1.	"Currently, the child seems to have no problem learning English; in fact, English is one of his favorite subjects. Luckily, since he was young, we have been introduced him to English, and it seems that he also likes English, so yeah.., we are good with that. He can also follow what his teacher taught him through Google Meet".	I1
2.	"It's a bit lacking at the moment, but he often asks questions about English subjects when playing games or watching YouTube. Like when he wants to chat with his online friends. But usually, when his teacher has taught him, he can do it. The condition is..thischild has never experienced offline learning before (since entering elementary school), so I am a little bit worried about his progress in reading. Still, surprisingly after his teacher taught him (via G-meet), he could do it. Before that, we have tried to teach him, but he declines".	I2
3.	"As for English, I don't think I've ever seen any complaints from him, and it seems like he enjoys doing English".	I3

Source :Primary data processed.

On this discussion topic, it is seen that according to the parent's opinion, their children do not have difficulty in learning English as a foreign language. Even though English is a new subject taught in elementary school, according to all informants, their children's familiarization with English starts before entering elementary school.

According to I1, the English introduction to their children is conducted at approximately 3-4 years by giving intense English-language cartoons (downloaded via external hard disk), simple communication using English, and downloading English-based children's games to be played by him.

The method of introducing English, according to I2, is to facilitate their children through pay-TV shows, which offer many English-language cartoon programs for children. She also provides gadgets that have installed children's games and English-based learning games for his son, at approximately four years. Meanwhile, for I3, the English introduction for their children through watching English cartoons together and playing English games at the age of 5 years. Parents consider these forms of introduction to be very helpful for their children in learning the English language they have now.

Table 3.**Description of the tools used in Children's English Learning by Parents**

No.	The tools used in Children's English Learning by Parents	Informan Code
1.	"English content YouTube to help his listening and writing skills; he also likes to write English comments on youtube channels that he follows, like Bibi pew channel, etc.	I1
2.	"Laptops, cellphones, English CD's, Disney+ Hotstar, youtube".	I2
3.	"Smartphones to download English introduction game applications for children"	I3

Source :Primary data processed.

Based on the results of the interviews, it is known that all informants have used communication and information technology for teaching English to their children. Such as Smartphones, internet-connected laptops to access YouTube English content, English language introduction game applications for children, and English-based games. The selection of these assistive devices is a form of facilitation from parents, and then the child can decide their tendency to use the assistive device.

Table 4.**Description of Gadget Usage Duration according to Parents**

No.	Gadget Usage Duration according to Parents	Informan Code
1.	"It's limited, but I'm forbidding my children to go out to play because of this pandemic. So his entertainment is just a gadget;	I1

No.		Informan Code
	when I'm busy doing household duties or office work assignment, I let him play with his smartphone, but when I think it has already taken a long time, I'll ask him to stop".	
2.	"All-day long, because in times like this (pandemic), the entertainment is just gadgets, but it's limited by me to take a break then, later on, he can continue again".	I2
3.	"The children hold the gadget with restrictions, only from Saturday to Sunday. But sometimes, he still can get the smartphone. Well, you know, when our children beg so bad, sometimes we don't have the heart to decline".	I3

Source :Primary data processed.

The informants agreed to set limits for their children's access to gadgets. Even though they use these gadgets to improve their children's English skills, the informants also understand the negative impact of gadgets on their children's health. The current state of the pandemic makes it difficult for parents to provide entertainment for their children at home. This is related to other responsibilities attached to informants (household duties and office work assignments) so that gadgets are still seen as a form of entertainment that is safer when compared to other forms of outdoor entertainment (playing with friends, family picnics, traveling).

Table 5.**Description of parents' opinions regarding children's responses in learning English during the Distance Learning period**

No.	Parents' opinions regarding children's responses in learning English during the Distance Learning period	Informan Code
1.	"It doesn't matter, because I see that children don't have any difficulties learning and doing their assignments.".	I1
2.	"I was worried at first, but afterward, the children seemed okay with it (distance learning)".	I2
3.	"The child doesn't complain; it's different when asked to do math or Indonesian (the task of copying paragraph) homework"	I3

Source :Primary data processed.

During the implementation of Distance Learning, the informant paid attention to and assessed the children's responses in English learning given by the teacher through Google Meet and English textbooks homework. From these observations, the informants considered that their children did not seem burdened by this subject. Even for children I1, English is his favorite subject. Meanwhile, for I2 and I3, English is not a subject that is feared so that in the learning process, their children do not show negative responses such as complaining, stressing, or frustration.

Based on the researcher's observations, it is known that the children already have basic knowledge of the English language, such as understanding colors, basic numbers (1-10), body anatomy, and some basic words in English.

Discussion

The parents' educational background and English language skills are additional points for them to introduce and help their children learn English, especially during this pandemic when the intensity of meetings with teachers is not as much as when in offline learning. According to quantitative research conducted by Anggraini et al. in 2019, it was found that there was a significant influence between the students' parents' educational background on students' English skills (Anggraini, Aspari, Anggarini, & Rakhmanita, 2019).

However, based on the results of this research, it can be concluded that for parents who feel inadequate or have limited time in teaching their children English, it is still possible to improve their children's English learning skills. It can be helped by utilizing online media such as smartphones and laptops connected to the internet network, English-based children's game applications, online and offline, and English-based CDs and children's films.

English Mastery for children has become an important point for parents because it is related to their future, with the development of this era that entered the industrial revolution 4.0 age. This children were born in the era of the Alpha Generation. Reporting from kaksetoschool.sch.id site, the alpha generation definition is the first generation born in the digital world, a generation that is very familiar with digital technology (Ginanjar, n.d.).This condition makes our children have to adapt to English because the majority of communication and information technologies are currently based on English. Games that often become children's favorites, such as Playstation also uses English in operation. Not to mention if children are schooled at international school which using English as their daily communication.

The current condition of distance learning can cause learning difficulties for both children and parents as a tutor, as described in the research ofRustiana & Amal(2021)But based on the findings in this study, it can conclude in early conclusion that children will not feel burdened if the familiarization process is carried out in relaxed conditions such as during playtime. This is in line with the theory presented by Harun(2014)that learning English can be circumvented by various methods, techniques, and games as well as learning media that will make children not feel they are learning but playing so that children feel engrossed in learning English.

Proper English familiarization can foster children's interest and ability in mastering English. This will undoubtedly provide benefits in the future for children in learning English subjects both in an offline learning and distance learning atmosphere.

In this study, it can be seen that parents have been and are currently carrying out the functions of mentoring, monitoring, and facilitating in improving their children's English learning abilities during this distance learning period. Parents expect their children to develop their English language skills through this strategy without being burdened. Because the English learning strategy carried out by parents is through early familiarization of English at pre-elementary school age in a playtime/relaxed atmosphere, simple communication using English

between parents and children, as well as the use of gadgets and media that they like to introduce English to them. Some parents use English-language YouTube content, while others get additional vocabulary from games and English-language cartoons.

The duration of using gadgets for children is indeed much anxiety for parents. Many parents worry about the negative impact of using gadgets. However, back again that gadgets are just tools. If parents continue to carry out the monitoring function, the negative effect of using gadgets could be minimized.

This opinion is strengthened byAl-Ayouby'sresearch on gadgets used at an early age to the children's character building published in 2017. The study stated that the effects of using gadgets in early childhood were negative, and some were positive, depending on supervision and direction of parents and adults in children's environment.

Looking at the children's responses in learning English during the Distance Learning period, based on this research, it is known that parents assess their children are not showing negative response in learning English subject. Even there is a children's informant who makes English his favorite subject. Post-formal learning activities must strengthen the science and knowledge provided by the teacher through online media. This is where parents play a full role in increasing the interests and abilities of English for the children.

CONCLUSION AND SUGGESTION

Parents are the main characters supporting the development of children physically, cognitively, and psychosocially. Through the family as the smallest social unit, parents can guide, accompany and direct their children in the learning process. In this study, it can be concluded that all parents have been and are currently carrying out the functions of mentoring, monitoring, and facilitating in improving their children's English learning abilities during this distance learning period.

Through this strategy, parents expect their children to develop their English language skills without being burdened. The English learning strategy carried out by parents is through mentoring in early introduction of English at pre-SD age in a playtime/relaxing atmosphere, simple English communication between parents and children, as well as facilitating and monitoring the use of media that become children's favorite to introduce English to them. Some parents use English-language YouTube content, while others get additional vocabulary from games and English-language cartoons.

In order to sharpen this research, it is hoped that there will be further research related to this with different research methods and with different qualitative and quantitative research subjects to produce distance learning models based on the student characteristics.

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PROCEEDING
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EFISIENSI PEMBELAJARAN BERBASIS E-LEARNING SCHOOLOGY DI ERA HYBRID LEARNING BAGI SISWA SMK

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Abstract

Artikel ini dibuat bertujuan untuk memaparkan hasil temuan data berupa efisiensi pembelajaran berbasis Schoology bagisiswa SMK. Jenis penelitian yang digunakan pada artikel ini adalah penelitian kualitatif dan deskriptif. Sumber data utama dalam artikel ini adalah aplikasi Schoology yang digunakan oleh siswakelas XII DPIB di SMK Kartika V-I Balikpapan. Teknik pengumpulan data yang digunakan adalah teknik wawancara, observasi, dan teknikcatat. Teknik analisis data yang digunakan pada tahap ini antara lain reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian efisiensi penggunaan Schoology ini dibagimen jadi dua kategori, yaitu: (1) tingkat efisiensi berdasarkan mata pelajaran; (2) berdasarka nkelebihan dan kekurangan penggunaan Schoology bagi siswa kelas XII DPIB

Key Words:aktivitas, aplikasi, belajar, guru, sekolah

INTRODUCTION

Pada proses pembelajaranhybdrid learning, kerap kali ditemukan permasalahan seperti kurangnya aktivitas belajar. Semenjak system pengajaran menjadi online learning, lalu sekarang berubah menjadi hybrid learning, tidak jarang siswa sering ketinggalan materi dan ketika siswa diberi kesempatan untuk bertanya, tidak ada satupun siswa yang mengajukan pertanyaan. Model pembelajaran yang selama ini digunakan berupa ceramah yang hanya berfokus pada guru (satuarah) (Sulandari, 2020). Dimana guru memberikan materi lewat zoom sembari menjelaskan, sementara siswa mendengarkan dan harus menghadap layar monitor atau gadget berjam-jam selama mata pelajaran berlangsung, membuat siswa merasa bosan dan tidak mendengarkan materi yang disampaikan guru hingga selesai. Materi yang di dapat pun hanya berdasarkan pada apa yang diberikan oleh guru dan siswacenderung tidak dilibatkan dalam proses pembelajaran

yang disebabkan karena kurangnya media pembelajaran yang digunakan, khususnyabagisiswakelas XII DPIB SMK Kartika V-I Balikpapan.

Dunia pendidikan di Indonesia dapatdikatakanmengalamiperkembangan yang pesat(Izzaty et al., 2007). Hal ini dapat terlihat dari banyaknya media pembelajaran yang diciptakan untuk meningkatkan kualitas pembelajaran. Adanya inovasi dalam media pembelajaran ini didukung dengan kemajuan teknologi, dimana setiap perubahannya sangat dinamis(Nurdyansyah, 2019). Teknologi yang kita pelajari beberapa tahun lalu bias saja tergantikan dengan teknologi baru yang terus bermunculan. Pemanfaatan teknologi di bidang Pendidikan semakin kondusif dengan terbitnya Surat Keputusan Menteri Departemen Pendidikan Nasional tahun 2001 (Nasional, 2001)yang mendorong sekolah dan perguruan tinggi konvensional untuk melaksanakan Pendidikan jarak jauh. Dimana para guru ditugaskan untuk mengikuti pelatihan penggunaan platform pembelajaran berbasis elektronik.

Bentuk perkembangan teknologi tersebut salah satunya yaitu E-Learning. Sebagai inovasi dalam proses pembelajaran, E-learning dapat digunakan untuk menyampaikan materi dan mengukur kemampuan siswa dalammenguasai materi menembus ruang dan waktu. Melalui e-learning, siswa dapat mengamati, mendengarkan, dan mendemonstrasikan materi yang didapat. Guru melakukan virtualisasi bahan ajar dalam berbagai format yang menarik sehingga siswa termotivasi untuk mengetahui materi lebih jauh. Sistem yang digunakan e-learning yaitubentukimplementasidi bidangteknologi dan pelaksanaan nya membutuhkan akses berupa komputer dan koneksi internet (Bukman & Amiruddin, 2021).

Peneliti memilih schoology sebagai salah satu e-learning yang menjadi objek penelitian. Schoology adalah media yang dibuat khusus untuk keperluan pendidikan. Basori berpendapat, schoology adalah sebuah platform inovatif yang dibuat dan terinspirasi dari Facebook. merupakan salah satu platform inovatif yang dibangun berdasarkan. Menurut Aminoto dan Pathoni, schoology merupakan sebuah website yang menggabungkan fitur jejaring sosial dan e-learning. Adapun menurut Setiyani, schoology merupakan sebuah situs layaknya media sosial yang memberikan layanan berupa pembelajaran gratis layaknya di dalam kelas.

Siswa dapat mengakses berbagai materi pembelajaran seperti video, gambar, hingga melakukan praktikum secara virtual. Melalui schoology, materi yang disajikan dapat membuat siswa semangat untuk turut aktif memecahkan persoalan yang diberikan oleh guru (Choirudin, 2017) Schoology menjadi perangkat pendukung yang membantu siswa umumnya dan guru khususnyadalampemenuhankemampuanmultiliterasi. Guru dapat memotivasi siswa untuk menyumbangkan ide dan memecahkanberbagaipersoalandalam proses pembelajaran. Penggunaan schoology membuat peranan guru yang selama ini hanya menjadi koordinator, menjadi fasilitator dan kolaborator(Salim, Jazuli, Nurhayati, & Saputra, 2020).

Beberapa keunggulan Schoology yaitu yang pertama, dapat membantu guru memberites online dan membuatberitadalamgrupkelas. Yang kedua, dapatmengirimkanartikel yang dikutipdari blog tertentu. Ketiga, dapatmenjadiruanguntukberdiskusiantarsiswa. Keempat, guru dapat menggunakan Schoology di waktu yang bersamaan untuk berdiskusi dengan siswa. Schoology merupakan sebuah laman web yang menawarkan pembelajaran seperti di dalam kelas

yang mudah digunakan dan gratis. Guru hanya perlu membuat akun sebagai guru, begitu pula dengan siswa. Selain itu guru dapat membuat halaman tertentu yang berisi setiap projek yang ingin diberikan kepada siswa sehingga terlihat lebih sistematik.

Penelitian yang berhubungan dengan efisiensi e-learning schoology banyak peneliti temukan dalam kajianter dahulu, diantaranya sebagai berikut: (1) Salim, La Ode Ahmad Jazuli, Nurhayati, Hendra Nelva Saputra pada tahun 2020mengkajitentanginovasi media pembelajaranbagi guru SMA Negeri 4 Kendari berbasiskegiatanpelatihan Schoology(Salim et al., 2020); (2) (Nita Kaniadewi dan WidiSriyanto pada tahun 2019 mengkaji tentang peran learning management system (schoology) di ir 4.0 (Kaniadewi & Sriyanto, 2019); (3) Isma'ilia KhoirunNasta'in pada tahun 2019 mengkaji tentang pemanfaatan Schoology bagi karakteristik siswa SMK Negeri 8 Semarang kelas XI jurusan multimedia(Nasta'in, 2019);

Berdasarkan kajian terdahulu yang telah peneliti temukan, peneliti menemukan persamaan dan perbedaan. Dalam kajian pertama dan ketigasama-sama menganalisis pemanfaatan Schoology pada siswa menengahatas, namun berbeda subjek penelitian. Dari persamaan dan perbedaankajianterdahulu yang telahditemukanini, disimpulkan bahwa posisi peneliti dalam kajian ini adalah melanjutkan kajian-kajian yang telahada dengan objek yang berbeda.

Dari pemaparan diatas, tujuan peneliti melakukan kajian iniv adalah memaparka nefisiensi pemanfaatan Schoology bagisiswa SMK. Secara spesifik, dengan kajian ini peneliti bertujuan untuk: mendeskripsikan kelebihan dan pemanfaatan Schoology bagi kelas XII SMK Kartika V-I Balikpapan.

METHOD
Design

Pada penelitian kali ini peneliti menggunakan jenis penelitian kualitatif deskriptif. Penelitian kualitatif adalah penelitian yang menggunakan sudut pandang orang yang diteliti secara rinci dan teliti dan menggunakan kata tertentu (Kusumastuti, 2020). Metode penelitian kualitatif meneliti objek yang terbentuk secaraalami, hasil penelitian menekan kan makna yang terkandung didalamnya (Sudjana & Ibrahim, 1980). Penelitian deskriptif adalah penelitian yang memaparkan suatu kejadian secara rinci sesuai dengan gejala dan peristiwa yang telah terjadi (Yuliani, 2018). Penelitian deskriptif berfokus pada bagaimana bentuk pemecahan masalah secara aktual. Peneliti menggunakan jenis penelitian ini dalam meneliti efisiensi Schoology bagi siswa kelas XII SMK Kartika V-I Balikpapan untuk mengetahui hubungan yang lebih mendalam antara dua variable yaitu antara efisiensi Schoology dan siswa SMK kelas XII SMK Kartika V-I Balikpapan.

Subject or Participant (take one term)

Siswakelas XII SMK Kartika V-I Balikpapan jurusan DPIB (Desain Permodelan dan Informasi Bangunan) yang mana sebagian besar dalam proses pelajaran nya mendesain gambar bangunan berbentuk 2 dan 3 Dimensi.

Data and Source of Data

1. Sumber data primer

Sumber data primer adalah data yang dikumpulkan dan diolah sendiri oleh peneliti. Dalam hal ini sumber data primer yang digunakan oleh peneliti yaitu *aplikasi Schoology yang digunakan oleh siswakelas XII DPIB di SMK Kartika V-I Balikpapan*

2. Sumber data sekunder

Sumber data sekunderadalah data yang digunakanatauditerbitkan oleh pihakketiga dan bukan hasil olahan peneliti (Arsyad, 2013, h. 76). Dalam hal ini peneliti menggunakan jurnal dan buku tambahan yang mendukung untuk meneliti makna asosiatif

Data Collecting Technique (how the data is obtained)

Dalam pelaksanaannya, peneliti menggunakan teknik pengumpulan data berupa:

a. Wawancara

Wawancara merupakan kegiatan yang berisi percakapan terstruktur yang didahului dengan pertanyaan dan mempunyai alur serta tujuan. Adapun tujuan peneliti menggunakan teknik wawancara adalah mendapatkan data yang aktual. Peneliti mengajukan beberapa pertanyaan, diantara nya mengenai jumlah mata pelajaran bagisis wakelas XII DPIB yang menggunakan Schoology. Pertanyaan selanjutnya yaitu bagaimana hasil pembelajaran selama menggunakan Schoology terhadap nilai ujian. Pertanyaan terakhir yaitu apakah Schoology efektif bagi pembelajaran siswa kelas XII DPIBSMK Kartika V-I Balikpapan.

b. Observasi

Observasi dalam teknik pengumpulan data dapat menjadi factor penentu keberhasilan suatu penelitian. Observasi berarti kegiatan mengamati dengan seksama setiap kejadian yang muncul untuk selanjutnya dicatat. Hasil penggunaan pengumpulan data berupa observasi menjelaskan setiap interaksi antar manusia. Pada tahap pengambilan data observasi, peneliti mengamati secara langsung kegiatan pembelajaran menggunakan aplikasi Schoology.

c. Teknik catat

Teknik catat adalah teknik mencatat segala informasi berkaitan dengan objek penelitian dengan tahapan sebagai berikut:

a) Peneliti mencatat kata-kata hasil observasi dan wawancara berkaitan dengan efisiensi penggunaan Schoology.

b) Peneliti mencatat alasan tersebut dan mengelompokkan nya.

Data Analysis Technique (how the result is analyzed)

Peneliti menggunakan teknik analisis data milik Miles dan Huberman, dimana prosesnya antara lain reduksi data, penyajian data, dan verifikasi data (Sugiyono, 2017). Langkah-langkah tersebut diuraikan sebagai berikut:

1. Reduksi data

    Reduksi data merupakan kegiatan merangkum hal-hal pokok yang sesuai dengan data guna memberikan gambaran hasil penelitian secara jelas(Sugiyono, 2017). Ada beberapa tahapan yang dilakukan peneliti, yaitu:

    a) Membaca kembali hasil pengelompokan data yang telah dibuat.
    b) Membaca kembali hasil wawancara, observasi dan studi pustaka yang telah dilakukan.

2. Penyajian data

    Penyajian data merupakan teknik menyajikan data dalam bentuk yang mudah dipahami dan dapat mempermudah dalam menarik kesimpulan (Arbain, 2020). Adapun tahapan nya sebagai berikut:

    a) Peneliti mengumpulkan data yang diperoleh yaitu efisiensi pembelajaran menggunakan Schoology.
    b) Peneliti memilah dan menyajikan data kedalam table klasifikasi.

3. Penarikan kesimpulan

    Penarikan kesimpulan dapat dilakukan jika data yang ditemukan terbukti valid dan telah melalui tahap anvalidasi data, sehingga kesimpulan yang diambil dapat dipertanggung jawabkan (Basid, Kamil, & Innah, 2021). Adapun tahapan nya sebagai berikut:

    a) Peneliti membuat ringkasan terhadap hasil dan pembahasan efisiensi pembelajaran menggunakan Schoology.
    b) Peneliti melakukan induksi data untuk menjawab dan melengkapi penelitian yang tidak ditemukan oleh peneliti terdahulu.

RESULT AND DISCUSSION (UPPERCASE, 12 Bold Times New Roman Center)

Result (Left)

Hasil penelitian yang dipaparkanberikuttermasuk di dalamnyaperistiwapenggunakane-learning Schoology selamapelaksanaanUjian Akhir Semester pada siswakelas XII DPIB SMK Kartika V-I Balikpapan. Temuan yang disajikanterbagimenjadiduakategori, yang pertama, berdasarkan masing-masing matapelajaran yang diujikanmenggunakan Schoology. Yang kedua, berupakelebihan dan kekurangan Schoology yang dipergunakanselamapelaksanaanUjian Akhir Semester pada siswakelas XII DPIB SMK Kartika V-I Balikpapan. Hasil temuanpertamaakandisajikandalamtabel 1sebagaiberikut.

Tabel 1. Tingkat efisiensiberdasarkanmatapelajaran yang diujikan

No	Mata Pelajaran	Tingkat Kehadiran	Efisiensi		Tingkat Efisiensi (SatuanPersen)
			Ya	Tidak	
1	AplikasiPerangkatLunak Dan Perancangan Interior Gedung	100%		√	30%
2	Bahasa Indonesia	100%	√		55%
3	Bahasa Inggris	100%	√		60%
4	EstimasiBiayaKonstruksi	100%		√	45%
5	Konstruksi dan Utilitas Gedung	100%		√	40%
6	Konstruksi Jalan &Jembatan	100%		√	50%
7	Matematika	100%	√		60%

8	Pendidikan Agama Islam Dan Budi Pekerti	100%		√	50%
9	Pendidikan Pancasila Dan Kewarganegaraan	100%	√		75%
10	ProdukKreatif Dan Kewirausahaan	100%	√		60%

Dari tabeldi atastampakbahwahasilpenelitianterbagimenjadiduakategori, yaituefisien dan tidak. Tingkat ketidakefisienansebagianbesarberada pada matapelajaran yang menggunakanhitung-hitungan dan gambar pada soal.Selanjutnya,hasiltemuankeduaakandisajikandalamtabel 2 sebagaiberikut.

Tabel 1. Kelebihan dan kekurangan media e-learning Schoology

No	Kelebihan	Kekurangan
1	Manage on the Go	Harus selaluterkoneksidengan internet
2	Leverage iOS and Android Devices	Plagiarismebisaterjadi
3	Pada menu Course bergunauntukmembuatkuis	Seringterjadi error

Discussion (left)

   Media e-learning schoology sebagai bagian dari salah satu kelas virtual diharapkan mampu memberikan kemudahan dalam proses belajar mengajar. Akan tetapi, untuk mengetahui efek tiftidaknya suatu media perlu diadakan penelitian terhadap hal tersebut. Adapun penjelasan hasil temuan peneliti akan dipaparkan sebagai berikut.

a. Tingkat efisiensi berdasarkan mata pelajaran yang diujikan

   Pembelajaranberbasis e-learning khususnya schoology pada mata pelajaran yang ada di SMK Kartika V-I Balikpapan dikatakan efektif jika: (1). Mampu membuat hasil ketuntasan belajar tercapai; (2) Berpengaruh signifikan terhadap hasil belajar dengan keterampilan dalam proses pembelajaran; (3) Berpengaruhsignifikanterhadapkeaktifansiswaselamaproesbelajar; (d) hasil belajar siswa yang belajar menggunakan schoology lebih baik dari pada siswa yang tidak menggunakan Schoology.
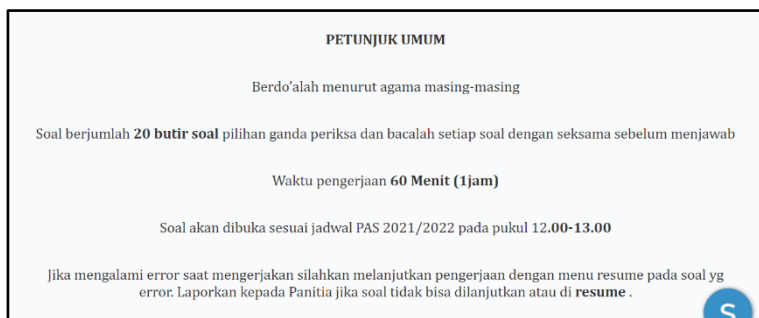
Gambar 1Tampilanlaman Schoology ketikapelaksanaanujian

   Peneliti membagi hasil tingkat efisiensi berdasarkan mata pelajaran yang diujikan kedalam dua kategori yaitu eksakta dan non eksakta. Pada kategori eksakta masing-masing mata pelajaran menunjuk kan hasil Bahasa Indonesia sebesar 55%, Bahasa Inggris sebesar 60%, Pendidikan Agama Islam Dan Budi Pekertisebesar 50%, ProdukKreatif Dan Kewirausahaan sebesar 60%, dan efisiensi tertinggi terdapat pada matapelajaran Pendidikan Pancasila Dan

Kewarganegaraan yaitu sebesar 75% dengan jumlah soal 20 butir dan waktu pengerjaan selama 60 menit. Tidak ditemukannya kendala berupa loading selama pengerjaansoal.

Sementara untuk kategori mata pelajaran eksakta, masing-masing mata pelajaran menunjukkan hasil Aplikasi Perangkat Lunak Dan Perancangan Interior Gedung sebesar 30%, Estimasi Biaya Konstruksi sebesar 40%, Utilitas Gedung sebesar 50%, dan Matematika sebesar 60% dengan jumlah soal 20 butir dan waktu pengerjaan selama 60 menit. Kendala yang ditemukan pada matapelajaran eksakta yaitu memakan waktu yang cukup lama Ketika ingin berpindah soal, seringnya error Ketika pengerjaan mengingat beberapa soa lmenyisipkan gambar tiga dimensi atau video animasi yang berukuranbesar, sehingga Ketika jaringan yang digunakan siswa tidak stabil menyebabkan error dan harus melakukan refresh setiap saat.

Peneliti menemukan keunikan dalam hal ini untuk pelajaran matematika yang merupakan matapelajaran eksakta tetapi sebanyak 60% siswa menyatakan media Schoology efektif, sementara untuk pelajaran Pendidikan dan agama islam yang merupakan matapelajaran non eksakta sebanyak 50% siswa menyatakan media Schoology tidak efektif untuk digunakan. Berdasarkan hal tersebut peneliti kemudian menyimpulkan bahwa pada matapelajaran non eksakta dimana hampir tidak ditemukan soal bergambar atau yang membutuhkan perhitungan memungkinkan siswa untuk melakukan kecurangan seperti mencari jawaban melalui laman google disbanding dengan mata pelajaran eksakta yang jawaban nyaharus berdasarkan hitungan.

b. Berdasarkan kelebihan dan kekurangan media e-learning schoology.
  1. Kelebihan media e-learning schoology
    a.) Manage on the go

    Melalui e-learning Schoology seorangguru dapat memberikan tugas, mengajak siswa diskusi mengenai suatu materi, atau memeriksa hasil pengerjaan tugas siswa yang mana boleh dilakukan di rumah. Schoology memungkinkan guru dan siswa saling berinteraksi melalui grup yang telah dibuat sebelumnya.
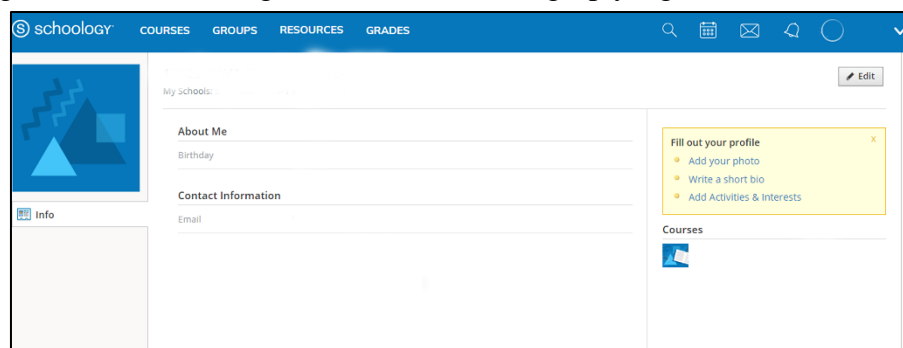
Gambar 2 Fitur pada Schoology

b.) Leverage iOS and Android Devices

Schoology sebagai aplikasi mobile gratis tentunya tidak luput dari pemberitahuan di setiap pembaharuan yang diperlukan untuk memperbaiki fitur-fitur pada aplikasi. Schoology dapat digunakan pada semua gadger berbasis android dan ios.
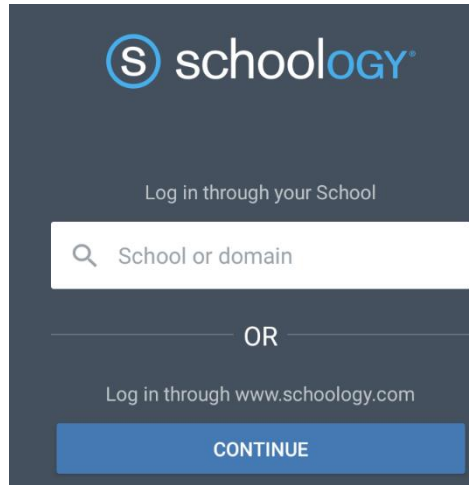
Gambar 3Tampilanaplikasischoologyberbasis android

c.) Pada menu Course berguna untuk membuat kuis

Dalammenu Course, guru dapat membuat berbagai jenis soalseperti essay, pilihan ganda, dan lain sebagainya. Hal ini yang tidak dimiliki Facebook. Kelebihan lainnya yaitu guru tidak harus memeriksa pekerjaan siswa secara langsung, semua dapat dikontrol dari jarakjauh, dan juga guru tidak perlu membuat soal sebanyak kelas yang diampu, cukup memanfaatkan fitur import. Schoology dapat mendeteksi berbagai jenissoal yang mengandung equation, gambar, simbol, bahkan video di dalamnya.
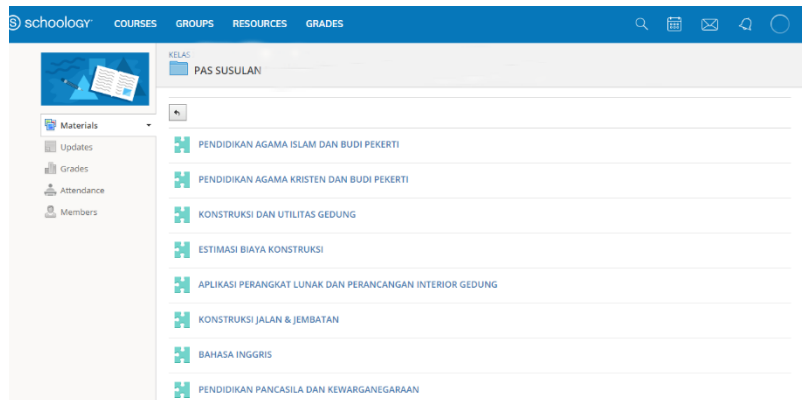
2. Kekuranganmedia e-learning schoology
   a.) Harus selaluterkoneksidengan internet

   Siswa yang ingin mengakse stugas yang diberikan oleh guru harus selalu terhubungdengan internet. Bagisiswa yang menggunakan layanan wifi mungkin tidak menjadi kendala, akan tetapi bagi yang menggunakan paket data tentuakan sedikit terkendala. Sinyal yang tidak stabil dan daerah tempat tinggal merupakan salah satu faktor yang mempengaruhi.

   b.) Plagiarisme bias terjadi

   Kemudahan dalam mengoperasikan aplikasi Schoology kerap kali disalah gunakan oleh siswa. Layaknya berselancar di sosial media tanpa adanya pengawasan, Schoology memungkinkan terjadinya beberapa kecurangan. Sebagai contoh, siswa dapat mencari jawaban di laman google ketika sedang mengerjakan ulangan, sehingga dicek oleh guru jawaban nya sama semua. Hal inilah yang wajib dipertimbangkan Ketika ingin menggunakan Schoology sebagai alternatif media belajar.

   c.) Sering terjadi error

   Menurut Handayani 2011 dalam Meisa 2014:14 error merupakan penyimpangan yang terjadi secara terus-menerus tetapi penggunanya tidak mengetahui halter sebut termasuk penyimpangan. Error sifatnya dinamis, karena terjadi dalam kurun waktu sebentar tetapi intens. Hasil temuan penelitian menyebutkan bahwa error yang sering terjadi pada aplikasi Schoology salah satunya adalah ketidak konsistenan jawaban. Sebagai contoh siswa menjawab soal jumlah kaki ayam ada dua, ternyata begitu jawaban disubmit hasilnya salah dan menyebabkan perbedaan nilai antara schoology dengan pemeriksaan manual oleh guru. Sehingga dalam hal ini siswa cukup dirugikan.

CONCLUSION AND SUGGESTION

Efisiensi pembelajaran berbasis e-learning schoology di era hybrid learning bagi siswa smk kelas XII DPIB di SMK Kartika V-1 Balikpapanterdiriatas: (1) tingkat efisiensi berdasarkan mata pelajaran yang diujikan, dimana pada kategorinon eksakta masing-masing mata pelajaran menunjukkan hasil Bahasa Indonesia sebesar 55%, Bahasa Inggris sebesar 60%, Pendidikan Agama Islam Dan Budi Pekerti sebesar 50%, Produk Kreatif Dan Kewirausahaan sebesar 60%, dan efisiensi tertinggi terdapat pada matapelajaran Pendidikan Pancasila Dan Kewarganegaraan yaitu sebesar 75% dan kategori mata pelajaran eksakta, masing-masing mata pelajaran menunjukkan hasil Aplikasi Perangkat Lunak Dan Perancangan Interior Gedung sebesar 30%, Estimasi Biaya Konstruksi sebesar 40%, Utilitas Gedung sebesar 50%, dan Matematika sebesar 60%; (2) berdasarkan kelebihan dan kekurangan media e-learning schoology.

Dalam efisiensi penggunaan Schoology bagi siswa kelas XII DPIB di SMK Kartika V-1 Balikpapan yang mana sebagian besar pembelajaran menggunakan rumus-rumus dan perhitungan ketika ingin menggambar rancangan bangunan, maka aplikasi Schoology belum cukup efektif dalam penggunaannya karena masih sering ditemukan error di dalamnya.

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PROCEEDING
NATIONAL WEBINAR ON EDUCATION AND ELT
"HYBRID LEARNING IN EDUCATION AND ELT"

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PRE-RECORDED VIDEO INSTRUCTION IN DOING PEER FEEDBACK: HYBRID LEARNING SUPPLEMENTARY

by

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Abstract

Hybrid learning is one of popular way in teaching and learning process during this outbreak situation. Subsequently, hybrid learning is combining on offline and online setting of learning. In implementing these ways, an educators need to use such a digital tool. For instance, the use of pre-recorded video while teaching and learning process assupplementary aid of hybrid system. Pre-recorded video is the result of recording made by the lecturer outside the class. This research goal's is to investigate the use pre-recorded video in learning writing particularly in doing peer feedback. In the other hand, the use of blog is also required in uploading the writing draft. This blog is used as the medium of peer feedback. The subject of this research is the fourth semester students in English education study program Uin Raden Intan Lampung. In collecting the data, the researcher used observation and document or artifact. Meanwhile, those data are analyzed interactively. Finally, the result of the research showed that pre-recorded video and blog is one of significant supplementary of asynchronous element of hybrid learning.In addition, the use of pre-recorded video in doing peer feedback can be perceived both lecturer and students during the distance learning.

Key Words: Pre-Recorded Video, Peer Feedback, Hybrid Learning, Supplementary

INTRODUCTION

During the pandemic situation, many educators try to provide online distance learning for their students. It is done to assist teaching and learning process effectively. Meanwhile, distance learning is experiences in which students and instructors are separated by space and/or time (Cavanaugh et al in Roger: 2013). It means that students and lecturer/teacher are not in the same room, and separated by physical distance. The lecturer does not interact directly face to face with

the students. Furthermore, the teacher uses communication tool in distributing the material and instructions. The use of digital tool is very crucial in this situation. The lecturer should design the implementation of any tools that assist their distance learning. For instance, the use of online video conference is commonly implemented.

In other words, the lecturer also requires to find appropriate ways in applying this distance learning. Since, there are a regulation from the government relate to the way of teaching learning process in the new normal era the term of hybrid learning is regularly used by some educator in worldwide. Hybrid learning is a teaching method in which some students attend class in person while others participate virtually from their homes. Educators use video conferencing hardware and software to teach both remote and in-person students at the same time. Hybridclasses may include asynchronous learning elements such as online exercises and pre-recorded video instruction to supplement face-to-face classroom sessions (Boyarsky in Adi et al, 2021:656).

In addition, this paper talks one of the models of hybrid learning. The model is asynchronous learning element. Asynchronous learning is online education that does not happen directly and it is not interactive (Alice et al, 2021:20). It can be clarified that there is no direct interaction among the lecturer and students. Providentially, Rika and Sulistiyani said that Asynchronous learning is general term used to describe forms of education, instruction, and learning thatdo not occur in the same place or at the same time (2020:3012). Thus, the lecturer does some steps in preparing their asynchronous class.Firstly, the lecturers can prepare their video recording in explaining the material a day before the due date. Secondly, the lecturer uploads the recording in a digital media. In case, the lecturer can upload the material in blog, wiki, LMS, etc. Thirdly, the lecturer can instruct the students to download the file and follow the directions. This recording is also named as pre-recorded video. The students could listen to the sound and watch the picture interactively.

Pre-Recorded video is the example of asynchronous learning. It usually named as pre-recorded lecture (PRL). Shah et al in Rim et al describe that the instructor records a lecture outside of class and share with students in a digital format, such as MP4, that can be accessed remotely from anywhere (2016:105). Lecturer prepares the video first then share to the students. Thus, the students can retrieve anytime and anywhere. The use of this pre-recorded lecture is very beneficial for the students. They can learn individually and repeatedly. This paper shall show the reader the example of pre-recorded video that has been made by the lecturer. It contains the explanation about doing peer feedback. As we know that, peer feedback is useful for students writing. The students can obtain many suggestions from their peer.

In line with the description above, peer feedback is the process of discussing and measuring the performance one student and his peer (Khadijah et al:2020). The peer measures their peer writing. They can read and leave any feedback toward their friends' writing. In this context, the peer will focus on commenting an essay. In other words, the process of peer feedback is very significant in writing process so that the students will get better writing. Subsequently, the lecturer instructs the students to do a peer feedback in online setting. This

activity is done in students' privet blog. There are many researchers has conducted research in pre-recorded video. For instance, A Comparison of Two Forms of Instruction: Pre-Recorded Video Lectures vs. Live ZOOM Lectures for Education in the Business Management Field, this research is comparing about two form of instructions which are pre-recorded video and live zoom lecture (Maidul et al:2020).

At last, this paper would focus on investigating the process of implementing pre-recorded video while doing peer feedback. The use of pre-recorded video is combined with blog. After giving instruction through pre-recorded video the lecturer continue asking the students to upload their essay in their own blog. Furthermore, there are many differences between this research and the previous one. Besides the use of pre-recorded video and blog this research also focus on doing peer feedback toward students' essay.

METHOD
Design

This research used a qualitative research approach where it is often used and carried outby a group of researchers in the social sciences, including education. Qualitative research seeks the understanding a phenomenon by focusing on the total picture rather than breaking it down into variables (Donald et al,2010:29). It means that the purpose of this research is portraying the depth understanding rather than a numeric analysis of data. Thereby, this research relies on words and only minor use of numbers. The researcher is personally involved or as the primary instrument.

Subject or Participant

This research is occurred in English education study program Uin Raden Intan Lampung. The participant are fourth semester students which learn essay writing. In selecting the participant, the researcher used purposive sample. Purposive sample is typically designed to pick a small number of cases that will yield the most information about particular phenomenon (Vicki & Creswell, 2008:208). It is done because by using this sampling the researcher believe to be sufficient to offer ultimate awareness and thoughtful.

Data and Source of Data

Primary sources of data are provided in this research. Accordingly, primary sources are original documents (correspondence, diaries, report, etc.), relics, remains or artifact. In the other hand, secondary sources, the mind of a non-observer comes between the event and the user of the record (Donald, 2008:467). It can be said that the primary sources of data in this research comes from the artifact. The artifact sample is the pre-recorded video lecture. It talks about the instruction in doing peer feedback. Besides, the primary source, there is secondary source. They are belonging to books and articles used to provide theories and analyze the data.

Data Collecting Technique

The next step is to choose the data collection methods that will be used. In this research, the data collection are observation and document or artifact. Observation is a basic method for obtaining data in qualitative research and is more than just "hanging out". Next, qualitative research may use written or document or other artifacts to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Donald, 2008:431-442). The researcher would analyze the activity of peer feedback and describe the use of pre-recorded video lecture used in doing peer feedback.

Data Analysis Technique

Data analysis in qualitative research is often done concurrently or simultaneously with data collection through an iterative, recursive, and dynamic process. According to Donald et al the stages in analyzing the data are (1) organizing ang familiarizing, (2) coding and reducing, and (3) interpreting and representing (2008:481). Generally, the researcher should follow the detail of the stages.

RESULT AND DISCUSSION
Result

This paper discussed about the implementation of pre-recorded video lecture and the used of blog while doing peer feedback toward students' essay. Technically, the lecturer prepared the pre-recorded video first. Here is the pre-recorded video lecture in instructing the students to do peer feedback.
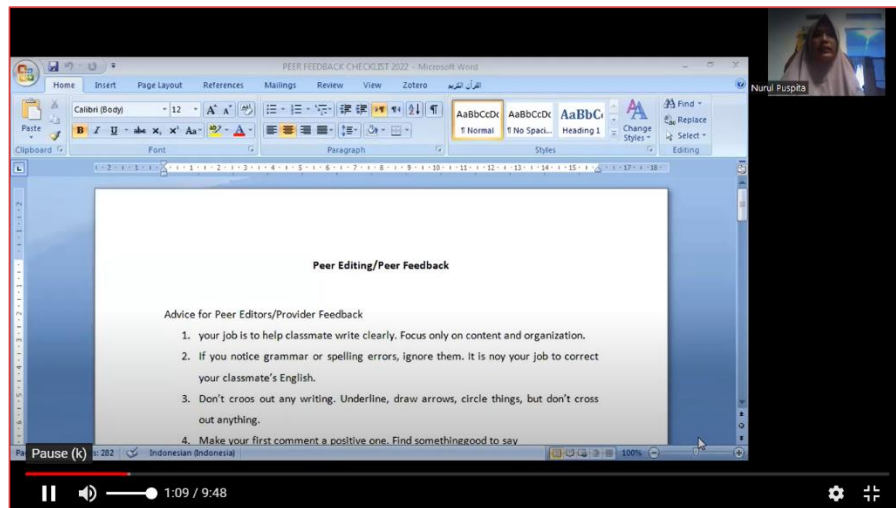
(Pict.1)

This pre-recorded video lecture has been uploaded in lecturer's blog. It makes the students easy in accessing this video.
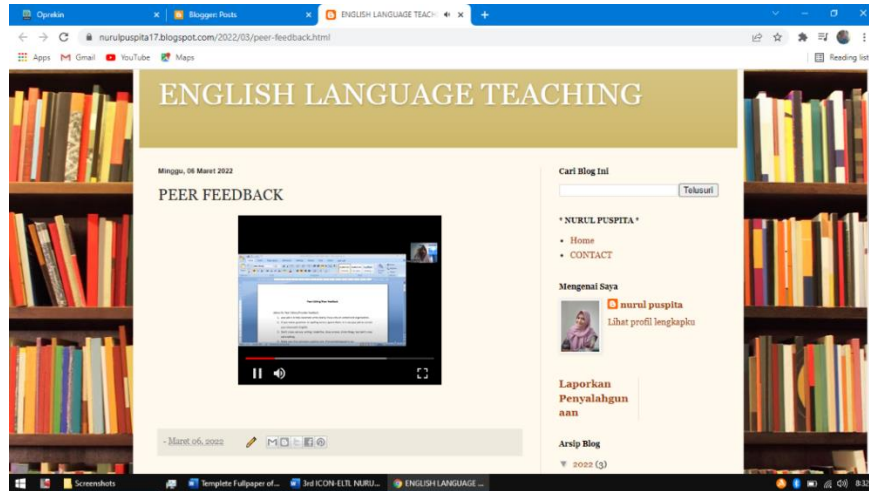
(Pict.2)

In doing peer feedback the students also used their own blog. They upload their draft of essay. Here is the sample of their activity in doing peer feedback in blog.
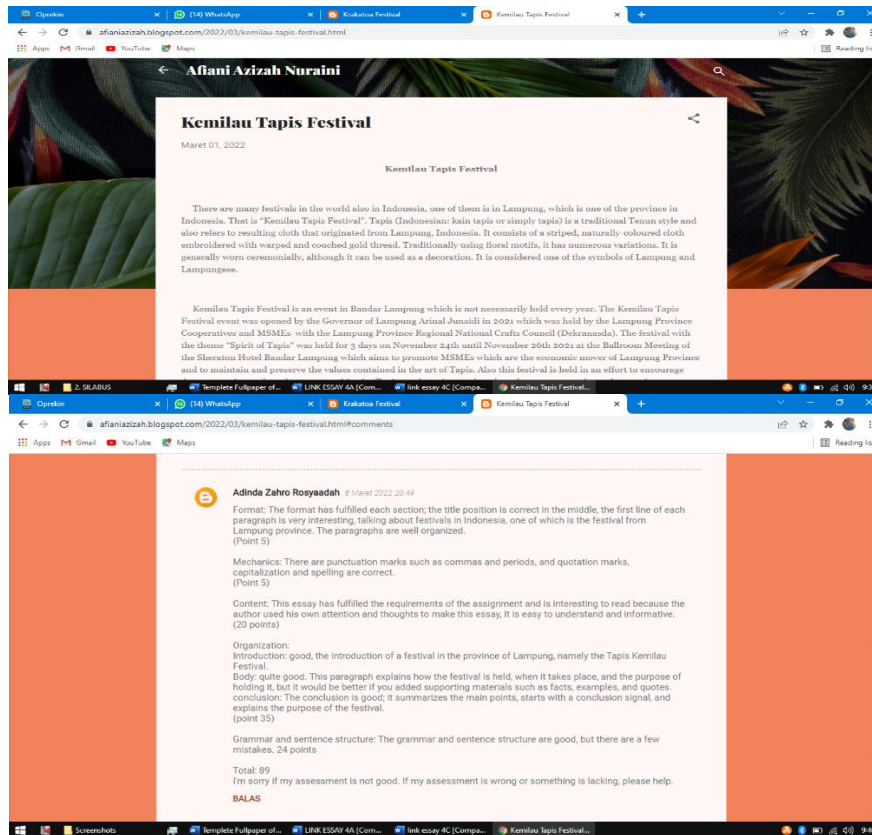
This essay has been uploaded by afiani. She uploaded her writing in her own blog. Next, adinda accessed afiani's then did peer feedback in column comment.

Discussion

Pre-recorded video lectures can useful both lecturer and students. Lecturer could use them to re-organize teaching and rethink content delivery. Students can play back the lectures

and work through the slides at their own pace, which is particularly useful in the case of complex courses(UNSW:2021). In summary, the lecture has consideration in arranging the instructions which going to introduce to the students. These considerations such as compatibility, accessibility, flexibility, and copyright. Compatibility means the pre-recorded video is compatible to be operated in types of computer system. Next, accessibility means whatever the students condition it is easy to be accessed. Meanwhile, flexibility means the students can access the pre-recorded video by connecting to the internet and mobile device. The last is copyright, it talks about the licensed of the pre-recorded video lecture that is under lecturer regulation. In the other sites, the students could access whenever and wherever they need to learn the materials through this pre-recorded video lecture.

The lecturercould use variation of tool in creating pre-recorded video lecture. For instance, blackboard collaborate, PowerPoint, video file, zoom meeting and streamingvideo. In creating the pre-recorded video lecturer should concern on some steps. Here is the example of creating pre-recorded video on zoom meeting. First, the lecturer gets started into zoom account. Secondly, the lecturer starts an instant meeting. Thirdly, the lecturer records the session. Fourth, the lecturer shares the screen. Fifth, the lecturer ends the meeting. Sixth, the lecturer downloads the video (Rochester:2020). Consequently, the lecture needs to prepares the things wisely.

Moreover, both lecture and students could obtain many benefits. In lecturer point of view, the benefits are less time spent in class, less repetition for lecturer, more consistency in information given to each student, and useful training for new lecturer. Temporarily, the benefits for the students are less time spent in class and students can watch the videos in an "on-demand" setting (Bradley, 2013:134-135). In line with the result of this paper, the students and lecturer also receive the same things in the use of pre-recorded video to be implemented in peer feedback. The lecturer can arrange the instructions that consist of explanation about peer feedback, the steps in doing peer feedback, the partner of peer feedback, and the link of essay uploading in blog. In this case, the lecturer teaches four classes of essay writing. It results that the lecturer will not do a repetition in delivering the materials. Furthermore, the information given to the students relate to the material will always consistent. This pre-recorded video will always be used by the students while doing peer feedback in the next meeting. The students also could play the video based on their request. Then, they can utilize some point in the video. For instance, the pause, stop, and forward button. Thus, they can set the pre-recorded video toward their desire.

CONCLUSION AND SUGGESTION

In conclusion, the process of implementation pre-recorded video lecture in doing peer feedback is run smoothly. The lecturer should follow the tips and steps in creating the video. In addition, the use of this pre-recorded video in doing peer feedback can be perceived both lecturer and students. In case, the benefits narrate about time allocation efficiency and the consistency of information. Thus, this pre-recorded video proudly used by the lecturer and students in asynchronous learning particularly in doing peer feedback.

After conducting this research, the researcher suggests the future researcher to use this pre-recorded video lecture in assisting asynchronous learning as one of the elements in hybrid learning. It can be used as the variation of the media in hybrid learning.

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KECANDUAN GADGET PADA SISWA SEKOLAH

MENENGAH PERTAMA: SEBUAH STUDI DESKRIPTIF

by

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Abstract

Penelitian ini bertujuan untuk melihat bagaimana kondisi kecanduan *gadget* diwilayah Jakarta selatan. Pemilihan Jakarta selatan sendiri didasari beberapa pertimbangan diantaranya Jakarta Selatan merupakan wilayah dengan jumlah SMP terbanyak kedua di wilayah DKI Jakarta (Sistem Informasi Aplikasi Pendidikan, 2018). Jakarta merupakan wilayah dengan jumlah pengguna *gadget* terbanyak di Indonesia (Asosiasi Pengguna Jasa Internet Indonesia, 2017).Jumlah sampel sebesar 3061 siswa SMP pada 10 kecamatan diwilayah Jakarta Selatan. Pengukuran dilakukan dengan menggunakan skala kecanduan *gadget* yang dibuat berdasarkan teori Youngand Rogers (2016). Analisa data dilakukan melalui pengujian dengan membuat frekuensi melihat nilai *mean,median,percentile* dan membuat total setiap sub kategori dari skala kecanduan *gadget* untuk selanjutnya dibuat kategorisasi. Dari hasil penelitian didapat hasil bahwa sebagian besar siswa SMP diJakarta Selatan memiliki kecanduan *gadget* yang sedang sampai dengan sangat tinggi dengan jumlah2503atau sebesar 81.77% dari total sampel.

INTRODUCTION

Dunia pendidikan bisa mendapatkan manfaat besar dari tehnologi Tehnologi bisa dimanfaatkan untuk mencari bacaan dan materi guna menambah ilmu pengetahuan dalam pembelajaran. Google atau yahoo dan situs lainnya juga bisa ditelusuri siswa dalam mencari jurnal, makalah, dan buku elektronik. Walaupun begitu, bukan berarti buku paket yang tersedia tidak dipakai dalam pembelajaraan, penggunaan bacaan dan materi dari Google atau situs lainnya ditujukan hanya sebagai tambahan ilmu dan materi dalam kegiatan belajar mengajar (Putri, 2018).

Di sisi lain, game yang merusak, pornografi dan ajaran yang salah juga bisa ditemukan dalam gadget yang merupakan bentuk tehnologi. Pengaruh negatif baik perilaku anak maupun kemampuan anak bahkan kerusakan otak secraa permanen bisa terjadi akibat penggunaan gadget yang belebihan terutama utuk konten yang tidak baik, seperti kekerasan (game dan film) serta pornografi (Wijanarko, 2016)

Pada masa sekolah menengah pertama ini memerlukan perhatian khusus. Said dalam Nur (2018) menyebutkan bahwa siswa Sekolah Menengah Pertama (SMP) umumnya memiliki usia diantara 12-15 tahun dan berada pada tahap remaja awal.Nur (2018) juga menjabarkan bahwa Sehubungan dengan kondisi tersebut, problematika remaja awal seperti emosi tidak stabil, mudah marah, mengalami perubahan mood dengan cepat dan karakteristik remaja lainnya juga dimiliki oleh siswa SMP.Karakteristik remaja yang perlu diperhatikan adalah kegeramaran remaja, khususnya remaja awal untuk melakukan eksplorasi. Rasa penasaran yang lebih dimiliki oleh remaja dan mreka umumnya akan melakukan apapun untuk menjawab rasa penasaran dan pertanyaan dalam diri. Ditambah dengan karakteristik gemar mencoba, maka tanpa memikirkan resiko yang akan ia dapatkan, remaja akan mencoba apapun yang baru.Dengan perkembangan teknologi yang luar biasa, maka menjadi kesempatan besar bagi remaja untuk mencari jati dirinya, mencari jawaban dari setiap pertanyaan yang muncul, mencoba berbagai hal, mencari tahu apapun yang ia ingin tahu dengan lebih mudah. Internet merupakan salah satu media yang dapat di akses remaja untuk mendapatkan hal-hal diatas, yang memberikan akses untuk mendapatkan informasi sebanyak mungkin, digunakan kapan saja dan dimana saja. Gadget merupakan media yang remaja miliki untuk mengakses internet untuk mengakses apapun yang ia ingin ketahui dengan lebih mudah (Nur, 2018)

Menurut data Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) di tahun 2016, penetrasi internet di Indonesia semakin meningkat. Orang Indonesia yang menggunakan internet dalam kehidupan sehari-hari didapati berjumlah 132 juta orang Indonesia. Dari jumlah tersebut 75,5 persennya adalah berada pada kelompok usia anak-anak dan remaja. Dijelaskan lebih lanjut bahwa perkembangan teknologi yang pesat ini berpengaruh pada gaya hidup anak-anak dan remaja di Indonesia. Akses yang mudah membuat mereka dapat menjelajah dunia maya dengan leluasa. Pemblokiran situs-situs oleh pemerintah juga dianggap belum maksimal membuat konten yang bebas menjadi tantangan bagi keamanan internet bagi anak-anak dan remaja.

Riset yang dilakukan oleh Nielsen Indonesia (2017) mendapatkan hasil bahwa Generasi Z atau remaja yag berusia 19 tahun kebawah dalam aktivitas mereka telah menjadi generasi yang cenderung beralih memakai *platform online*. Riset ini mendapatkan hasil bahwa generasi Z yang lebih memilih melakukan segala sesuatu berbasis online dalahm kehidupan sehari-hari adalah sekitar 40 persen.

Karacic dan Oreskovic (2017) menjelaskan lebih lanjut bahwa salah satu fungsi remaja yang paling penting adalah menemukan identitas dan pandangan hidup sendiri, tanpa konflik batin dan kebutuhan untuk selalu bertindak dalam standar moral yang dapat diterima, mematuhi otoritas orang tua, atau memenuhi harapan teman sebaya. Karena remaja sering berkonflik dengan otoritas dan norma budaya dan moral masyarakat, efek perkembangan tertentu dapat memicu serangkaian mekanisme pertahanan. Selama masa remaja, ada peningkatan risiko krisis emosional, sering disertai dengan perubahan suasana hati dan periode kecemasan dan perilaku depresi, yang coba dilawan oleh remaja melalui penarikan diri, penghindaran kontak sosial yang luas, reaksi agresif, dan perilaku adiktif. Remaja sangat rentan dan reseptif selama periode ini dan dapat menjadi tertarik ke Internet sebagai bentuk pelepasan. Seiring waktu, ini dapat menyebabkan kecanduan. Remaja paling terbuka terhadap berbagai godaan adiktif yang dihadirkan Internet selama masa penyesuaian. Remaja cenderung lebih rentan terhadap perilaku berisiko dan dapat menikmati praktik adiktif untuk mengatasi kecemasan, frustrasi, dan kegagalan atau karena kebutuhan untuk kegembiraan, optimisme yang tidak realistis dalam kaitannya dengan perasaan kebal, atau bahkan kebutuhan untuk mencapai. tujuan mereka sebagai bagian dari transisi mereka ke usia dewasa. Penggunaan Internet yang berlebihan pada kelompok usia ini dapat dianggap sebagai perilaku berisiko karena dapat menyebabkan kecanduan (Karacic dan Oreskovic, 2017)

Lebih lanjut lagi Chasanah dan Kilis (2018) mengatakan bahwa kecanduan gadget berdampak negatif bagi kehidupan remaja, baik dalam bidang kesehatan, akademik, sosial, maupun keluarga. Sejalan dengan Fitria et.al (2018) yang menjelaskan bahwa masalah serius lainnya yang terkait dengan kecanduan internet di kalangan remaja termasuk penolakan untuk bersekolah dan masalah kesehatan mental seperti kesepian, harga diri rendah, kurang tidur, insomnia, kecemasan, dan depresi. Penggunaan Internet yang berlebihan juga ditemukan merusak hubungan keluarga, harga diri, kepuasan hidup, prestasi akademik dan kelancaran verbal semantic. Remaja menjadi lebih mudah terganggu di kelas dan saat mengerjakan tugas jika ada gadget, remaja juga menjadi kesulitan dalam kemampuan manajemen waktu (Hong, Chiu dan Huang, 2012).

Rosen, et. Al dalam Chasanah dan Kilis (2018) menjelaskan bahwa penggunaan teknologi seperti gadget dapat memprediksi penurunan aktivitas fisik, pola makan yang buruk, dan peningkatan kemungkinan obesitas pada remaja. Penggunaan gadget yang berlebihan juga menyebabkan kurangnya interaksi tatap muka, karena remaja lebih cenderung berkomunikasi menggunakan pesan singkat melalui gadget (Srivastava dlam Chasanah & Kilis, 2018). Drago dalam Chasah dan kilis (2018) juga menjelaskan bahwa penggunaan gadget juga dapat

mengganggu kualitas interaksi tatap muka dengan orang lain karena banyak orang yang tetap menggunakan gadgetnya saat berbicara dengan orang lain

Wijanarko (2016) menjelaskan bahwa Gadget atau dalam Bahasa Indonesia gawai adalah suatu peranti atau instrument yang memiliki tujuan dan fungsi praktis yang secara spesifik dirancang lebih canggih dibandingkan teknologi yang diciptakan sebelumnya. Gadget baik laptop, ipad, tablet, atau smartphone adalah teknologi yang berisi aneka aplikasi dan informasi mengenai semua hal yang ada di dunia

Al-Barashdi, Bouazza, & Jabur dalam Chasanah dan Kilis (2018) menyebutkan bahwa terdapat beberapa istilah untuk kecanduan gadget seperti kecanduan smartphone, kecanduan ponsel, penggunaan ponsel bermasalah, ketergantungan ponsel, penggunaan ponsel kompulsif, dan penggunaan ponsel berlebihan. Kecanduan gadget adalah perilaku penggunaan media yang maladaptif dengan ciri-ciri penggunaan gadget yang berlebihan, kesulitan untuk mengontrol dan mengganggu aktivitas sehari-hari (Kwan & Leung, 2015; Kwon et al., 2013 dalam Chasanah & Kilis, 2018).

Felix (2018) memberikan kesimpulan berdasarkan statistik lembaga riset pemasaran digital yang dilaporkan dalam tempo indonesiana, melaporkan bahwa jumlah pengguna *smartphone* di Indonesia secara aktif lebih dari 100 juta orang. Berdasarkan angka tersebut, Indonesia akan menjadi Negara dengan pengguna *smartphone* terbesar keempat yang aktif di dunia setelah China, India, dan Amerika. Penelitian yang dilakukan oleh Kwon et al. (2013) menunjukkan bahwa adiksi smartphone lebih cenderung terjadi pada remaja dibandingkan orang dewasa

Berdasarkan data Badan Pusat Statistik di tahun 2016-2020, didapati hasil bahwa penggunaan Internet di Kalangan Siswa Sekolah Semakin Meningkat dan peningkatan penggunaan internet pun terjadi pada semua jenjang pendidikan yang bertumbuh pesat dari 33,98% di tahun 2016. Dalam kurun waktu dua tahun, SMP/sederajat yang mengakses internet meningkat menjadi 73,4% (Jayani, 2021). D Indonesia sendiri, dari semua jenjang pendidikan, berdasarkan data peserta didik di Indonesia menurut jenjang pendidikan Tahun Ajaran (TA) 2017/2018 peserta didik Sekolah Menengah Pertama (SMP) berada pada urutan kedua dengan jumlah siswa mencapai 10,13 juta jiwa (Badan Pusat Statistik, 2018). Jakarta Selatan sendiri merupakan wilayah dengan jumlah Sekolah Menengah Pertama terbanyak kedua di wilayah DKI Jakarta (Sistem Informasi Aplikasi Pendidikan, 2018).

Fenomena gadget di kalangan remaja khususnya SMP khususnya di wilayah Jakarta Selatan dapat dilihat dari hasil observasi dan wawancara peneliti, salah satunya di Sekolah Menengah pertama di kawasan kecamatan Pasar Minggu. Di Sekolah Menengah Pertama di kawasan ini, apat dengan mudah dijumpai penggunaan gadget oleh siswa di sekolah-sekolah tersebut. Dari hasil observasi di beberapa sekolah di wilayah ini, ditemukan para siswa smp cenderung sibuk dengan gadget atau handphone masing-masing meskipun sedang duduk-duduk bersama teman-temannya sehingga tampak tidak banyak interaksi dengan teman tersebut. Saat duduk di kantin dan di kelas pun para siswa nampak lebih sibuk dengan gadgetnya serta tidak memperhatikan lingkungan sekitar dan kurang memperhatikan gurunya. Mereka memainkan

gadgetnya bahkan saat jam pelajaran berlangsung sehingga membuat kegiatan belajar mengajar tidak kondusif . Hal yang sama juga didapati ketika peneliti melakukan observasi dan wawancara di sekolah-sekolah Menagah Pertama di wilayah kecamatan Mampang Prapatan, Jakarta Selatan dimana peneliti mendapatkan beberapa siswa di beberapa sekolah SMP-SMP tersebut yang secara diam-diam mengeluarkan ponselnya di dalam kelas meskipun pelajaran belum berakhir dan guru masih mengajar. Hal serupa juga terjadi di wilayah Cilandak Jakarta selatan yakni setelah pembelajaran berakhir para siswa langsung membuka game atau aplikasi lainnya.Meskipun diberlakukan peraturan untuk tidak membawa gadget tetapi masih ada beberapa siswa yang melanggar peraturan atau masih membawa gadget ke sekolah dan mencuri waktu untukmengoprasikan gadget secara diam-diam tanpa sepengetahuan guru di sekolah.. Siswa mengaku menggunakan gadget untuk berkomunikasi dengan teman, bermain game, menjelajahi social media (instagram),dan mengisi waktu kosong atau sebagai media hiburan

Chasanah dan Kilis (2018) menjelaskan bahwa kesulitan untuk merasa nyaman dalam situasi dengan akses yang minim terhadap objek yang diminati, cemas saat objek tersebut tidak ada, penggunaan yang berlebihan dan perasaan tergantung pada objek tersebut merupakan gejala kecanduan. Engs dalam Chasanah dan Kilis (2018) menyebutkan bahwa ketergantungan adalah setiap aktivitas, zat, objek, atau perilaku yang menjadi fokus utama dalam kehidupan seseorang, yang dapat mencegahnya untuk melakukan aktivitas lain secara optimal sehingga dapat merugikan orang tersebut atau orang lain secara fisik, mental, atau sosial. Berdasarkan fenomena penggunaan gadget yang berlebihan, gadget bisa menjadi objek kecanduan bagi remaja.

Melihat fenomena aktifnya siswa-siswa di Jakarta Selatan dalam menggunakan gadget berdasarkan hasil observasi dan wawancara awal, maka peneliti tertarik untuk melakukan studi deskriptif mengenai kecanduan gadget padasiswa sekolah menengah pertama di wilayah Jakarta Selatan yang meliputi seluruh kecamatan di wilayah tersebut.

METHOD

Penelitian ini merupakan penelitian kuantitatif. Pada penelitian awal peneliti mengkonfirmasi hipotesis adanya kecanduan *gadget* remaja diwilayah Jakarta Selatan. Sebelum penelitian ini dilaksanakan, peneliti melakukan studi literatur terhadap penelitian-penelitian serupa yang telah dilakukan sebelumny aberdasarkan teori dan jurnal. Pada permasalahan yang terjadi, peneliti menetapkan variabel yang sesuai dengan kriteria partisipan. Penelitian ini akan dilakukan dalam mendapatkan gambaran mengenai kecanduan *gadget* diwilayah Jakarta. Metode dalam penelitian ini menggunakan studi deskriptif kuantitatif. Metode iniuntuk menyajikan gambaran mengenai setting social untuk mengeksplorasi mengenai suatu fenomena dengan mendeskripsikan sejumlah variable yang berkenaan dengan masalah yang diteliti. Metode dalam pengumpulan data menggunakan teknik survei. Metode survey adalah penyelidikan yang diadakan untuk memperoleh fakta-fakta dari gejala-gejala yang ada dan mencari keterangan-keterangan secara factual. Ini adalah 68. 133 siswa SMP diwilayah Jakarta Selatan. Berdasarkan rumus slovin dengan tingkat kesalahan 5% didapat jumlah sampel sebesar 3061 siswa yang terbagi menjadi 10 kecamatan. Siswa SMP berada pada masa remaja awal yang berdasarkan data merupakan pengguna internet dan *gadget* yang makin meningkat

jumlahnya. Tehnik sampling yang digunakan adalah *proportion at earea random sampling* teknik ini merupakan pengembangan dari *stratified random sampling,* dimana jumlah sampel pada masing-masing area sebanding dengan jumlah anggota populasi pada masing-masing area populasi (Yusuf,2014).

Tabel 1.
Jumlah Populasi dan Sampel

WILAYAH	POPULASI	SAMPEL
Cilandak	9407	384
Jagakarsa	13857	389
Pesanggrahan	8882	383
KebayoranLama	11085	386
KebayoranBaru	8010	381
MampangPrapatan	4410	367
PasarMinggu	9549	384
Pancoran	2933	387
Total	68133	3061

Teknik pengumpulan data yang dilakukan menggunakan kuesioner yang berdasarkan pada skala kecanduan *gadget.* Skala kecanduan *gadget* digunakan untuk mengungkap variable kecanduan *gadget.* Skala ini disusun oleh peneliti berdasarkan beberapa indicator antara lain:

a. Pikiran terus-menerus tertuju pada aktivitas berinternet dan sulit untuk dibelokkan kearah lain.
b. Adanya kecenderungan penggunaan waktu berinternet (*gadget*) yang terus bertambah demi meraih kepuasan yang sama dengan apa yang pernah dirasakan sebelumnya.
c. Gagal untuk mengontrol atau menghentikan penggunaan internet(*gadget*).
d. Adanya perasaan tidak nyaman,murung atau cepat tersinggung atau marah ketika yang bersangkutan berusaha menghentikan penggunaan internet (*gadget*).
e. Adanya kecenderungan untuk tetap online melebihi dari waktu yang ditargetkan.

Skala kecanduan *gadget* terdiri dari 30 (sepuluh) butiritem. Skala terbagi atas pernyataan *favorable* sebanyak 15(limabelas) butir item dan pernyataan *unfavorable* sebanyak 15 (lima belas) butiritem, dimana pernyataan *favorable* menujukkan indikasi yang dianggap positif atau yang mendukungin dikator variable yang diukur, sedangkan pernyataan *unfavorable* menunjukkan indicator negative atau yang tidak mendukung indicator dari variable yang diukur.

RESULT AND DISCUSSION

Darihasil pengujian deskriptif statistik mamperlihatkan karakteristik data yang digunakan dalam penelitian ini antaralain nilai rata-rata (mean), nilai tertinggi (Max),

nilaiterendah(min)danstandardeviasi.

Dari hasil tanggapan responden terhadap pernyataan-pernyataan variable Kecanduan *gadget* memiliki rentang skor 4 dengan skor tertinggi sebesar 5 dan skor terendah sebesar 1. Dari hasil pengujian diperoleh nilai rata-rata jawa banres pondensebesar3,06denganstd deviasi 1,19. Dari hasil tersebut dapat diketahui bahwa jawa banres ponden terhadap masing-masing pernyataan pada variable kecanduan *gadget* cukup bervariasi.

Tabel 2

KategorisasiKecanduan*Gadget*

Skor	Kategori
58,81-70	Sangattinggi
47,61–58,8	Tinggi
36,41–47,6	Sedang
25,21-36,4	Rendah
14 – 25,2	Sangatrendah(Tidak kecanduan)

Tabel 3.

KategorisasiKecanduan*Gadget*

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	24	0.78%
47.61 -58.8	Tinggi	488	16%
36.41 -47.6	Sedang	1991	65%
25.21 -36.4	Rendah	526	17.18%
14- 25.2	SangatRendah (TidakKecanduan)	32	1%

Tabel 4.

Kecanduan*Gadget*berdasarkan jenis kelamin laki-laki

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	18	1%
47.61 -58.8		225	16,5%

SKOR	KATEGORI	Jumlah	Persentase
36.41 -47.6	Tinggi	952	65,7%
25.21 -36.4	Sedang	239	15,5%
14 -25.2	Rendah Sangat Rendah(TidakKecanduan)	15	1,2%

Tabel 5.

Kecanduan*Gadget*berdasarkan jenis kelamin Perempuan

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	9	0,5%
47.61 -58.8	Tinggi	249	15,4%
36.41 -47.6	Sedang	1039	64,5%
25.21 -36.4	Rendah	301	18,6%
14 -25.2	Sangat Rendah(TidakKecanduan)	14	1%

Tabel 6.

Data Kecanduan*Gadget*berdasarkan Usia

No	Usia	Jumlah
1	Muridusia11tahun	7
2	MuridUsia12tahun	354
3	MuridUsia13tahun	1264
4	MuridUsia14tahun	1140
5	MuridUsia15tahun	291
6	MuridUsia16tahun	4

Tabel 7.

Kecanduan*Gadget*berdasarkan Usia 11 Tahun

SKOR	KATEGORI	Jumlah	Persentase

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	0	0%
47.61 -58.8	Tinggi	1	14.2%
36.41 -47.6	Sedang	5	71.4%
25.21 -36.4	Rendah	1	14.2%
14- 25.2	Sangat Rendah(TidakKecanduan)	0	0%

Tabel 8.
Kecanduan*Gadget*berdasarkan Usia 12 Tahun

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	7	1,9%
47.61 -58.8	Tinggi	59	16,7%
36.41 -47.6	Sedang	226	63.8%
25.21 -36.4	Rendah	59	16.6%
14-25.2	Sangat Rendah(TidakKecanduan)	3	1.1%

Tabel 9.
Kecanduan*Gadget*berdasarkan Usia 13 Tahun

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	11	1,9%
47.61 -58.8	Tinggi	209	16,7%
36.41 -47.6	Sedang	830	63.8%
25.21 -36.4	Rendah	203	16.6%

SKOR	KATEGORI	Jumlah	Persentase
14-25.2	Sangat Rendah(TidakKecanduan)	11	1.1%

Tabel 10.

Kecanduan*Gadget*berdasarkan Usia 14 Tahun

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	11	1%
47.61 -58.8	Tinggi	155	13,6%
36.41 -47.6	Sedang	777	68.2%
25.21 -36.4	Rendah	189	16.57%
14-25.2	Sangat Rendah(TidakKecanduan)	5	0.4%

Tabel 11.

Kecanduan*Gadget*berdasarkan Usia 15 Tahun

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	3	1%
47.61 -58.8	Tinggi	51	17,5%
36.41 -47.6	Sedang	199	68,4%
25.21 -36.4	Rendah	36	12,4 %
14-25.2	Sangat Rendah(TidakKecanduan)	2	0.6%

Tabel 12.

Kecanduan *Gadget* berdasarkan Usia 16 Tahun

SKOR	KATEGORI	Jumlah	Persentase
58.81 –70	SangatTinggi	0	0%

SKOR	KATEGORI	Jumlah	Persentase
47.61 -58.8	Tinggi	1	25%
36.41 -47.6	Sedang	3	76%
25.21 -36.4	Rendah	0	0 %
14-25.2	Sangat Rendah(TidakKecanduan)	0	0%

Berdasarkan hasil penelitian yang disajikan pada uraian data diatas dapat diketahui bahwa dari 3061 orang responden yang diteliti terdapat 32 orang (1,0%) yang tidak kecanduan *gadget*, kemudian terdapat 526 orang (17.18%) yang memiliki kecanduan *gadget* dengan kategori rendah, 1991 orang (65%) memiliki kecanduan *gadget* dengan kategori sedang, 488 orang (16%) yang memiliki kecanduan *gadget* tinggi dan terdapat 24 orang (0.78%) yang memiliki kecanduan *gadget* sangat tinggi.

Sehingga dapat disimpulkan bahwa sebagian besar siswa SMP di Jakarta Selatan memiliki kecanduan *gadget* yang sedang sampai dengan sangat tinggi dengan jumlah 2503 atau 81.77%. Dari segi usia, untuk ukuran kecanduan gadget sedang ke tinggi paling banyak didapati pada murid dengan usia 15 tahun sebesar 86.9% diikuti dengan siswa usia 14 tahun yaitu sebesar 82.8%.

Penggunaan gadget yang tinggi ini sesuai dengan perkiraan dari penelitain Nur (2018) yang menyatakan bahwa karakteristik remaja khususnya remaja awal yang perlu diperhatikan adalah kegeramaran remaja untuk melakukan eksplorasi. Rasa penasaran yang lebih dimiliki oleh remaja dan mreka umumnya akan melakukan apapun untuk menjawab rasa penasaran dan pertanyaan dalam diri. Ditambah dengan karakteristik gemar mencoba, maka tanpa memikirkan resiko yang akan ia dapatkan, remaja akan mencoba apapun yang baru.Dengan perkembangan teknologi yang luar biasa, maka menjadi kesempatan besar bagi remaja untuk mencari jati dirinya, mencari jawaban dari setiap pertanyaan yang muncul, mencoba berbagai hal, mencari tahu apapun yang ia ingin tahu dengan lebih mudah. Internet merupakan salah satu media yang dapat di akses remaja untuk mendapatkan hal-hal diatas, yang memberikan akses untuk mendapatkan informasi sebanyak mungkin, digunakan kapan saja dan dimana saja. Gadget merupakan media yang remaja miliki untuk mengakses internet untuk mengakses apapun yang ia ingin ketahui dengan lebih mudah (Nur, 2018)

Hamzah, Muflih & Puniawan (2017) juga menyebutkan penggunaan smartphone secara berlebihan menyebabkan remaja lebih dekat dengan smartphone ketimbang perhatian orangtua. Remaja akan gelisah jika berpisah dengan smartpone, namun merasa biasa saja ketika ditinggal pergi orang tuanya. Jika hal ini dibiarkan terus-menerus, orangtua akan kehilangan anak anak mereka. Sementara remaja akan menjadi kecanduan dan lebih sayang pada smartphone. Penggunaan smartphone secara berlebihan akan mengarah kepada kecanduan. Tondok dalam

Hamzah, Muflih & Puniawan (2017) juga menjelaskan bahwa kecanduan akan smartphone akan menyebabkan remaja melupakan tugas belajarnya, dan juga pemenuhan kebutuhan dasarnya seperti makan, minum, atau mandi.

Hasil deskriptif penelitian ini sejalan dengan Menurut data Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) di tahun 2016, penetrasi internet di Indonesia semakin meningkat. Orang Indonesia yang menggunakan internet dalam kehidupan sehari-hari didapati berjumlah 132 juta orang Indonesia. Dari jumlah tersebut 75,5 persennya adalah berada pada kelompok usia anak-anak dan remaja. Riset yang dilakukan oleh Nielsen Indonesia (2017) mendapatkan hasil bahwa Generasi Z atau remaja yag berusia 19 tahun kebawah dalam aktivitas mereka telah menjadi generasi yang cenderung beralih memakai *platform online*. Riset ini mendapatkan hasil bahwa generasi Z yang lebih memilih melakukan segala sesuatu berbasis online dalahm kehidupan sehari-hari adalah sekitar 40 persen.

Berdasarkan data Badan Pusat Statistik di tahun 2016-2020, didapati hasil bahwa penggunaan Internet di Kalangan Siswa Sekolah Semakin Meningkat dan peningkatan penggunaan internet pun terjadi pada semua jenjang pendidikan yang bertumbuh pesat dari 33,98% di tahun 2016. Dalam kurun waktu dua tahun, SMP/sederajat yang mengakses internet meningkat menjadi 73,4% (Jayani,2021). Felix (2018) memberikan kesimpulan berdasarkan statistik lembaga riset pemasaran digital yang dilaporkan dalam tempo indonesiana, melaporkan bahwa jumlah pengguna *smartphone* di Indonesia secara aktif lebih dari 100 juta orang. Berdasarkan angka tersebut, Indonesia akan menjadi Negara dengan pengguna *smartphone* terbesar keempat yang aktif di dunia setelah China, India, dan Amerika.

Untuk membedakan dari survey dan penelitian sebelumnya, penelitian ini menampilkan hasil lebih spesifik lagi bahwa dari jenis kelamin, 83,2% murid pria memiliki kecanduan gadget dari tingkat sedang sampai dengan sangat tinggi. Sedangkan murid wanita yang memiliki kcenderungan gadget dari sedang ke tinggi ada sebesar 80% sehingga dapat disimpulkan bahwa kecanduan gadget didominasi oleh murid laki-laki.

Kusnandar (2019) menyebutkan bahwa berdasarkan sumber data Badan Pusat Statistik (BPS), 2016-2018 didapatkan bahwa pengguna internet didominasi oleh laki-laki.Berdasarkan data publikasi tersebut, persentase pengguna internet perempuan pada 2018 hanya sebesar 37,49% sedangkan pengguna laki-laki mencapai 42,31%. Lebih jauh lagi disebutkan bahwa Meskipun akses internet oleh perempuan lebih rendah dari laki-laki, tapi data ini tetap menunjukkan pertumbuhan dibandingkan dengan tahun sebelumnya. Munculnya Facebook, WhatsApp, Youtube, Instagram, dan lainnya merubakan bentuk media sosial yang merupakan bagian dari gaya hidup masyarakat yang berperan serta dalam peningkatan pemakaian internet di Indonesia.

Lenhart dan Madden dalam Karacic dan Oreskovic (2017) melaporkan bahwa remaja laki-laki di Amerika menggunakan Internet untuk aktivitas fungsional dan hiburan lebih banyak daripada remaja perempuan yang menggunakannya untuk aktivitas pendidikan dan sosial ke tingkat yang jauh lebih tinggi. Tsai dan Lin dalam artikel yang sama menyimpulkan dari penelitian mereka bahwa anak laki-laki Taiwan menggunakan Internet untuk meningkatkan

mood mereka, sementara anak perempuan Taiwan memiliki pandangan yang lebih praktis tentang Internet.

Diulas lebih dalam lagi pada studi sebelumnya yang dilakukan oleh Ratnasari (2017) yang mengemukakan bahwa penggunaan internet untuk email dan terkait dengan studi lebih diminati oleh pengguna perempuan, sedangkan membaca berita online, chatting penggunaan yang lebih bersifat teknis seperti software dan download software, dan penggunaan untuk hiburan seperti game online dan mengunjungi situs pornografi lebih diminati laki-laki. Dalam sebuah studi tentang gender dan kesenjangan digital. Kennedy dalam Ratnasari (2017) menyatakan bahwa penggunaan internet dapat dilihat dari hari atau tahun, gender, dan anak-anak. Sebagian besar yang dilakukan perempuan saat menggunakan internet adalah e-mail (270), mailing list (104), pencarian informasi (103), rekreasi (129), game multi-user (10,1), dan membeli produk atau jasa (6.4). Sebagian besar yang dilakukan laki-laki saat menggunakan internet adalah e-mail (270), mailing list (107), pencarian informasi (143), rekreasi (178), game multiuser (11.5), dan membeli produk atau jasa (8.6). Namun hasil dari sebuah lembaga survei mematahkan stereotip yang telah berjalan selama ini, bahwa pria lebih banyak menggunakan internet untuk permainan dan situs porno sedangkan perempuan lebih banyak menggunakan situs 8 jejaring sosial. Berdasarkan hasil survei yang dilakukan oleh Popcap Social Gaming Research pada tahun 2010 menunjukkan bahwa di Inggris, persentase pemain perempuan game social lebih tinggi sebesar 55%, sedangkan pemain lakilaki game social hanya 45% (Ratnasari, 2017).

CONCLUSION AND SUGGESTION
Conclusion
Berdasarkan hasil penelitian yang diperoleh, dapat ditarik kesimpulan bahwasiswa SMP disekitar kecamatan Pesanggrahan – Jakarta Selatan memiliki kecanduan *gadget* yang sedang sampai dengan cenderung tinggi dengan jumlah 2503 atau 81.77%.

Suggestion
Berikut adalah saran yang peneliti berikan berdasarkan dari penelitian yang telah dilakukan:
Saran Teoritis
Bagi peneliti selanjutnya, diharapkan penelitian ini dapat dijadikan sumbe rreferensi dalam penelitian serupa dan melakukan penelitian selanjutnya dengan data yang kaya mengenai variable-variable sejenis. Variabel-variabel yang dapat ditambahkan adalah variable psikologis terkait permasalahan remaja diwilayah Jakarta selatan yang bias jadi merupakan dampak dari kecanduan gadget.
Saran Praktis
Melihat fenomena penelitian yang ada bahwa terdapat kecenderungan kecanduan gadget di wilayah Jakarta Selatan maka disarankan untuk melakukan tindakan preventif dan korektif terhadap fenomenaini. Perludilakukan beberapa kegiatan yang dapat menggantikan kecanduan mereka terhadap gadget seperti kegiatan olahraga, kegiatan sosial dan kegiatanlainnya.

Bio-Profile: (50 words)

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THE PRACTICAL IMPLEMENTATION OF INTERVIEW CHECKLIST IN RESEARCHING L2 ACADEMIC WRITING STRATEGIES

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Abstract

This paper highlights theoretical debate in relation with L2 English academic writing strategies and how it is applied to empirical research. To date, it seems rather difficult to state the definition of writing strategies. The study, however, tends to draw the attention on learning strategies. Based on this circumstance, the discussion of learning strategies seems crucial to identify on a surface before detailed explanations of academic writing is concluded. The final remarks of the study is expected to provide pedagogical implications including an instrument that helps teachers and researchers in assessing L2 English academic writing strategies.

Keywords :*academic writing strategies, interview checklist, research methods*

Learning strategies

Strategy means conscious movement toward a goal. Learning strategy refers to "behaviors or thought that a learner engages in during learning that are intended to influence the learner's encoding process" (Weinstein & Mayer, 1986, p.315). To be more particular, learning strategies are "operation employed by the learner to aid the acquisition, storage, retrieval, and use of information…; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p.8). Language learning strategy is used to refer to the effectiveness of his/her own learning in the field of second language. It involves a sequence of procedures for accomplishing learning (Aoudjit, 2018). Learning strategies for L2s mean specific actions, behaviors, steps, or techniques such as, seeking out conversation partners, or giving oneself encouragement to tackle

a difficult language task, used by students to enhance their own learning" (Scarcella & Oxford, 1992, p. 63)

Studies in second or foreign language (L2) relating to individual differences in language learners including L2 learning strategies have been particularly come into focus(refrences examples). Most considerable research agrees on the necessity of some level of conscious intention in using L2 strategies. Oxford (2003) points out that the learners consciously choose learning strategies as a useful toolkit for active, conscious, and purposeful self-regulation of learning. The employment of second/foreign language learning strategies leads to impact on ESL/EFL learning/acquisition. For example, Razak and Babikkoi (2014) point out that language learning strategies have links with language competence and performance. In ESL/EFL pedagogy, learners' poor attitudes and ineffective learning strategies may result in poor proficiency and poor academic performance. Hence, learners' study habits could be realized to see the link. In addition, when a strategy is so habitual that it is no longer within the learner's conscious awareness and control, it becomes a process (Cohen, 2014).

O'Malley and his colleagues (1985) proposed a taxonomy of 26 strategies (see table 1) which are classified into three distinct categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social. The addition of the social category becomes an important step in the direction of interactional strategies in language learning.

Table 1. O'Malley et al.'s (1985, p. 568) learning strategy types

Metacognitive learning strategy	Cognitive learning strategies	Socio-affective learning strategies
Planning	Grouping	Cooperation
Monitoring	Auditory presentation	Questions for clarification
Evaluation	Elaboration	
	Contextualization	
	Resourcing	
	Inferencing	
	Transfer	
	Translation	
	Imagery	
	Note-taking	
	Repetition	

Oxford (1990) develops language learning strategies emphasizing cognitive and metacognitive strategies and ascribing much less important to affective and social strategies. She designed learning strategies into six types: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Memory strategies

link with how students remember language. Cognitive strategies focus on how students think about their learning. Compensation enables students to make up for limited knowledge. Metacognitive strategies deal with how students manage their own learning. Affective strategies emphasize learners' feelings. Social strategies are relevant to learning by interaction with others.

The six classifications of learning strategies are the basis of the Strategy Inventory for Language Learning (SILL) used by Oxford and it becomes a great deal of research in the learning strategy field (Oxford & Burry-Staock, 1995; Griffiths, 2015). Furthermore, she categorizes the six types of language strategies into direct and indirect strategies. Direct strategies have links with target language such as reviewing and practicing. Indirect strategies relate to support language learning such as planning, co-operating and seeking opportunities.
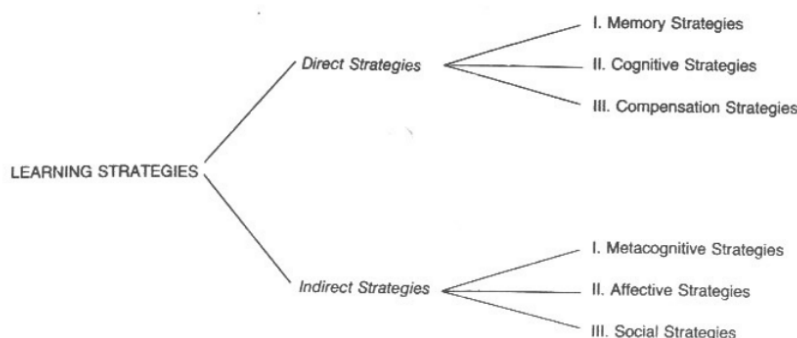
Oxford's (1990, p. 16) learning strategy system

Oxford defined the first type of L2 learning strategies as those that directly involve the language being learnt. Subsumed under direct strategies are memory, cognitive, and compensation categories. Indirect categories are those that, although not directly involving the target language, nevertheless are necessary or helpful for learning the language. Indirect strategies are categorized into metacognitive, affective, and social categories (see Oxford, 1989, for a detailed definition of these six categories). These direct and indirect strategies are to function as a mutual support network within which various types of strategies support and enhance each others' effects in order to improve L2 learning. However, in research practice such as Strategy Inventory for Langauge Learning (SILL), Oxford did not use the direct/indirect dichotomy, because she perceived it as not detailed enough for her needs.

Table 2. Oxford's (1990) learning strategy classification

Direct strategies	Memory strategies	Creating mental image linkages	Grouping
			Associating/elaborating
			Placing new words into a context
		Applying images and sounds	Using imaginary
			Semantic mapping

			Using keywords
			Representing sounds in memory
		Reviewing well	Structured reviewing
		Employing action	Using physical response or sensation
			Using mechanical techniques
	Cognitive strategies	Practicing	Repeating
			Formally practicing with sounds and writing systems
			Recognizing and using formulas and patterns
			Recombining
			Practicing naturalistically
		Receiving and sending messages	Getting the idea quickly
			Using resources for receiving and sending messages
		Analysing and reasoning	Reasoning deductively
			Analyzing expressions
			Analyzing contrastively (across languages)
			Translating
			Transferring
		Creating structure for input and output	Taking notes
			Summarizing
			Highlighting
	Compansation strategies	Guessing intelligently	Using linguistic clues
			Using other clues
		Overcoming limitations in speaking and writing	Switching to the mother tongue
			Getting help
			Using mime or gesture
			Avoiding communication partially or totally
			Selecting the topic
			Adjusting or approximating the message
			Coining words
			Using a circumlocution or synonym
Indirect strategies	Metacognitive strategies	Centering your learning	Overviewing and linking with already known material
			Paying attention
			Delaying speech production to focus on

			listening
		Arranging and planning your learning	Finding out about language learning
			Organizing
			Setting goals and objectives
			Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)
			Planning for a language task
			Seeking practice opportunities
		Evaluating your learning	Self-monitoring
			Self-evaluating
	Affective strategies	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
			Using music
			Using laughter
		Encouraging your self	Making positive statements
			Taking risks wisely
			Rewarding yourself
		Taking your emotional temperature	Listening to your body
			Using a checklist
			Writing a language learning diary
			Discussing your feelings with someone else
	Social strategies	Asking questions	Asking for clarification or verification
			Asking for correction
		Cooperating with others	Cooperating with peers
			Cooperating with proficient users of the new language
		Empathizing with others	Developing cultural understanding
			Becoming aware of others' thoughts and feelings

Dörnyei and Skehan (2014) defy the classification of language strategy into cognitive, metacognitive, social, and social strategies. Cognitive strategies deal with the manipulation or transformation of the learning materials/input such as repetition, summarizing, using images. Metacognitive strategies have links with analyzing, monitoring, evaluating, planning and organizing one's own learning process. Social strategies serve to highlight interpersonal behaviour including interaction with native speakers as well as peer cooperation. Affective strategies emphasize control of the emotional (affective) conditions and experiences in a supportive learning environment.

Research study on Indonesian faculty Davis and Abas (1991) revealed that 64 faculty at four tertiary institutions in Indonesia showed high use of metacognitive, social, compensation, cognitive, and memory strategies and medium use of affective strategies.

A paper written by Chattaraj (2020) studied Language Learning Strategy (LLS) to achieve the goal of communicative competence focusing on productive skills i.e. speaking and writing related strategy use by the students studying English for Academic Purpose (EAP) at various level of study in India. The study uncovered that not only is there a relationship between the use of LLS and level of study of the students, but certain complex cognitive strategies were used highly only by certain particular levels of learners. O'Malley et al. (1985, p.43) states that language learning strategies are 'extremely powerful language learning tool'. Language learning strategies have been classified into Cognitive strategies, specific to distinct learning activities/about how learners acquire the knowledge of Target language, and Metacognitive Strategies, knowing about learning/about how learners manage their learning activities.

L2 Writing strategies

It seems to notice that language-learning strategies consider relevant to the success of learning second language. Cohen (2014, p.2)describes "success" with being able to use the language as the vehicle of communication. The language use in the communication can be the area of language skills. Some studies show that successful learners tend to employ more strategies to accomplish the task, for example, writing (e.g., Green & Oxford, 1995; Tsai, 2004, Chien, 2012;). The focus of writing strategies traditionally has been the interest of L2 writing. Research studies of second language writing largely emphasize case study research methodology, combining different techniques: interviews, questionnaires, direct and audiotape observations, composing-aloud protocols, and texts produced by participants (Petrić & Czárl, 2003).

In L2 learning, writing is considered the most difficult language skills to learn. Learners tend to employ writing strategies in order to develop their writing quality and achieve their academic success (Shofiya, 2004). Raoofi et al.(2017) believes that writing strategy is a key role in the development of L2 academic writing. Nonetheless, it seems rather difficult to address the concept of writing strategies due to individual differences. Accordingly, this paper examines L2 writing strategies employed by researchers and offers a reference for the concept of writing strategies at the end of the discussion.

According to Mu and Carrington (2007), writing strategies consists of macro and micro strategies (see table 1). Macro-strategies cover rhetorical strategies, metacognitive strategies, cognitive strategies, and social/affective strategies. Rhetorical strategies consist of organizing, cohesive, genre awareness strategies, metacognitive strategies covering planning, evaluating and monitoring strategies, cognitive strategies, and social/affective strategies. Rhetorical strategies are strategies that writers use to organize and present their ideas in writing conventions acceptable to native speakers of that language. Metacognitive strategies refer to the strategies that writers use to control the writing process consciously. Cognitive strategies deal with the strategies that writers use to implement the actual writing actions encompassing generating,

revising, and imitating. Social/affective strategies are the strategies that writers use to interact with others to clarify some questions and to regulate emotions, and attitudes in the writing involving reducing anxiety, drawing in previous experiences and keeping high motivation and confidence.

Studies have suggested that successful L2 learners have metacognitive knowledge about (1) who they are as writers, (2) features of the writing tasks, (3) appropriate strategies for achieving their writing purpose (Oxford, 2017). Most L2 learners employ planning, reviewing, monitoring, generating ideas, organizing, goal setting, evaluating, and revising in order to improve their writing skills (Bereiter & Scardamalia, 1987).

Petrić and Czárl (2003) suggested a range of writing strategies into some categories including before beginning a writing task (8 strategies including making a time-table, writing an outline etc.) handling a writing task (14 strategies including re-reading the text for getting idea, using a bilingual dictionary etc. and revising the written text (16 categories including strategies like making changes in the vocabulary, sentence structure, structure of the essay etc.). The participants of the study include BA, M.Phil and Ph.D. students at Jawaharlal Nehru University, New Delhi.

The results of the study showed that M.Phil and PhD scholars reported using more number of writing strategies as compared to the graduate students and post graduate students. While the BA and master students reported using 6 strategies respectively out of the 12 writing strategies frequently, the M.Phil and PhD scolars reported using 8 and 9 writing strategies respectively out of the 12 Writing strategies frequently. The PhD scholars reported using the Writing strategies most frequently followed by M.Phil., BA and master students.

Arndt's (1987) study categorizes writing strategies into planning, global planning, rehearsing, repeating, re-reading, questioning, revising, and editing. Planning deals with finding a focus, deciding what to write about. Global planning looks at how a text is organized. Rehearsing tries out ideas and the language in which to express them. Repeating links with key words and phrases in composing text. Re-reading emphasizes of what has already been written down. Questioning as a means of clarifying ideas, or evaluating what has been written. Revising means making changes to the written text in order to clarify meaning involving a change of lexis, or a re-ordering if words. Editing highlights making changes to the written text in order to correct the syntax or spelling, and so on.

Riazi (1997) investigates Iranian doctoral students employing writing strategies such as cognitive strategies, metacognitive strategies, social strategies, and search strategies. Cognitive strategies involve interacting with materials to be used in writing by manipulating them mentally or physically (e.g., note-making, elaboration, inferencing, use of mother tongue knowledge and skill transfer from L1, and drafting including revising and editing). Metacognitive strategies cover assigning goals, planning (making and changing outlines), rationalizing appropriate formats, monitoring and evaluation. Social strategies emphasize interaction with other persons involving getting feedback from professors and peers. Search strategies link with supporting

sources such as, searching and using libraries (books, journals), using guidelines and using others' writing model as model.

Another classification of writing strategies is taken from Wenden (1991) who investigated metacognitive strategies among eight ESL students. The strategies mentioned by Wenden are planning, evaluation, and monitoring, clarification, retrieval, and self-questioning. The classifications are as illustrated in the following table:

Torrance and Thomas (1994) look at writing strategies in the social sciences by asking some questions focusing particularly on the activities that students engage in when writing, how clear they the text is needed before starting to write, and reasons for revising. The strategy-related questions are detailed in the following table.

Bai (2018)carried out writing strategies to thirty-two Singapore primary school students focusing on metacognitive and cognitive strategies. Metacognitive strategies include self-initiating, planning, monitoring, and evaluating. Cognitive strategies involve generated text, revising and resourcing.

A study with fifty-seven college students in Taiwan conducted by He et al.(2011) based on two group classifications according to their goal orientation, mastery orientation and performance orientation showed that they apply 21 distinct strategies in academic essay. The students started by retrieving background knowledge and associating unfamiliar words with their memorized vocabulary. The students also do criticize, ask relevant questions, and comment about their drafts more often. In order to face difficulties, they seem to use dictionaries, find alternative usages like synonyms, or choose the words or expression they feel more confidently approximated intended meaning. As a result, the group with two strong goals produced better essays than the group with only one strong goal.

The list of L2 writing strategies

The concept of L2 writing strategies is adapted from the foregoing research studies. The provision of the concept may help other researchers to define L2 writing strategies. The simplification of the concept of L2 writing strategies are illustrated in the following table:

Table 3. The list of writing strategies

No	Writing strategies	Authors
1	Planning strategies	Arndt (1987), Wenden (1991), Torrance and Thomas (1994), Riazi (1997), Mu and Carrington (2007), Petrić and Czárl (2003), He et al. (2011), Bai (2018)
2	Revising strategies	Arndt's (1987), Torrance and Thomas (1994), Riazi (1997), Mu and Carrington (2007), Petrić and Czárl (2003), He et al. (2011), Bai (2018)
3	Evaluating and monitoring strategies	Arndt (1987), Wenden (1991), Riazi (1997), Mu and Carrington (2007), He (2011), Bai (2018)
4	Generating ideas	Wenden (1991), Torrance and Thomas (1994), Mu and Carrington (2007), Petrić and Czárl (2003), Bai (2018)
5	Resourcing	Wenden (1991), Riazi (1997), Petrić and Czárl (2003), He et

		al. (2011), Bai (2018)
6	Editing	Arndt (1987), Wenden (1991), Riazi (1997)
7	Self-questioning	Wenden (1991), Torrance and Thomas (1994)
8	Organizing strategies	Mu and Carrington (2007), Torrance and Thomas (1994)
9	Re-reading	Wenden (1991), Arndt (1987)
10	Note taking	Torrance and Thomas (1994), Riazi (1997)
11	Use L1 knowledge	Riazi (1997), He et al. (2011)
12	Mindmapping	Torrance and Thomas (1994), He (2011)
13	Rehearsing	Arndt (1987)
14	Repeating	Arndt (1987)
15	Questioning	Arndt (1987)
16	Defining term	Wenden (1991)
17	Hypothesizing	Wenden (1991)
18	Verifying	Wenden (1991)
19	Ordering notes	Torrance and Thomas (1994)
20	Drafting	Torrance and Thomas (1994)
21	Elaborating	Riazi (1997)
22	Inferencing	Riazi (1997)
23	Assigning goals	Riazi (1997)
24	Rationalizing appropriate format	Riazi (1997)
25	Getting feedback	Riazi (1997)
26	Cohesive strategies	Mu and Carrington (2007)
27	Genre awareness	Mu and Carrington (2007)
28	Imitating strategies	Mu and Carrington (2007)
29	Reducing anxiety	Mu and Carrington (2007)
30	Drawing on previous experiences	Mu and Carrington (2007)
31	Keeping high motivation and confidence	Mu and Carrington (2007)
32	Retrieving strategies	He et al. (2011)
33	Compensating	He et al. (2011)
34	Translating	He et al. (2011)
35	Self-initiating	Bai (2018)

Interview checklist for pedagogical implications

As foregoing discussion, studies have formulated categories of writing strategies into several classifications including metacognitive, cognitive, affective and social strategies. Hence, it seems worth noting that all classification provided on the table, can be used as an indication to form an instrument for empirical research, an interview checked-list question for instance. The following discussion is the formulated fifteen interview checked-list questions that can be directly applied to address L2 writing strategies. These checked-list questions can also be used as a basis for comparison of students' writing strategies during their residency including higher-level education in particular.

1. Generally speaking, which of these phases did you include in the writing process of your essays in semester 1, 2, and 3?
   a. Planning
   b. Drafting
   c. Composing
   d. Evaluating/monitoring
   e. Editing/revising
   f. Finishing
   g. Other

2. What activities did you engage in when producing your writing assignments in semester 1, 2, and 3?
   a. Brainstorming
   b. Mindmapping
   c. Searching for the literature
   d. Taking note from the literature
   e. Ordering notes
   f. Making an outline
   g. Interacting with people including teachers and peers
   h. Reading widely
   i. What else…

3. How many drafts did you write for the submitted assignment in each semester?
   a. One
   b. Two
   c. Three
   d. Other

4. How did you organize for your writing structure in semesters 1-3?
   a. Abstract
   b. Introduction
   c. Method
   d. Discussion
   e. Conclusion
   f. Reference

5. What was the focus of attention when monitoring and evaluating your writing assignments in semester 1, 2, and 3?
   a. Idea
   b. Grammar

c. Vocabulary

d. Sentence

e. Other

6. How did you seek access to resources for each assignment?
   a. Libraries (online/offline)
   b. Books
   c. Journals
   d. Internet
   e. News
   f. Google scholar
   g. Academia
   h. Science direct
   i. Research gate
   j. Other

7. What did you do when reading relevant materials?
   a. Mark important parts
   b. Write short notes
   c. Summarize important sections
   d. Write down theories
   e. What else…

8. What activities did you undertake to develop your writing in semester 1, 2 and 3?
   a. Defining terms
   b. Re-reading
   c. Proofread
   d. Writing practice
   e. Employing writing software
   f. Other

9. What types of software did you use to improve your writing in semester 1, 2, and 3?
   a. Dictionary
   b. Google translate
   c. Grammarly
   d. Quillbot
   e. Plagiarism checker
   f. Other

10. What were your reasons for revising your writing?
    a. Improving clarity
    b. Improving style
    c. Developing content
    d. Correcting errors
    e. Rearrange the text
    f. Reducing length
    g. Other

11. What challenges did you face in the production of writing assignments in each semester?
    a. Time management
    b. Writing convention
    c. Seeking the resources
    d. Understanding the content of literature
    e. Feeling insecure
    f. Experiencing stress

12. How did you try to cope the challenge?
    a. Getting feedback from the teacher
    b. Asking for help from peers/classmates
    c. Joining seminars/workshops and presentations
    d. Writing practice
    e. Drawing previous experiences
    f. Borrowing other students' assignments to see the writing format
    g. Relaxing and enjoying something
    h. Keeping high motivation and confidence
    i. Other

13. How did you cope with language difficulties in writing academic paper in each semester?
    a. Using your L1 knowledge
    b. Translating
    c. Paraphrasing
    d. Finding synonyms
    e. Other

14. What benefits did you get from academic writing assignments?
    a. Improving writing skill
    b. Mastering new vocabularies
    c. Expanding specialist subjects knowledge
    d. Acquiring English knowledge

e. Communicating with another person in the academic context

f. What else…

15. Did you have anything to say about your strategies in writing assignments that I forgot to ask?

Conclusion

The aforementioned discussion of assessing academic writing strategies has been thoroughly explained, with supporting literature studies from the current topic. The initial concept for elaborating the discussion of writing strategies is learning strategies. It is true that examining l2 academic writing strategies from the standpoint of research methods is remarkable when dealing with an interview study. A synthesis of well-established literature led to the development of practical interview guidance for teachers and researchers interested in examining L2 academic writing strategies with this proposed instrument.

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PROCEEDING
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STUDENTS' PERCEPTION ON VIRTUAL LEARNING ENVIRONMENTBASED INSTRUCTION IN INDONESIAN EFL CLASSROOM

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Abstract

This study explores the students' perception on virtual learning environment based instruction in Indonesian EFL classroom. It employs a descriptive study using a purposive sampling technique and taking 34 respondents from EFL university students. The questionnaire and interview were used to collect data on perception of EFL university students on virtual learning environment based instruction in the process of learning in the EFL classroom. The result of the study shows the students perception of the integration of virtual learning environment in the classroom. It falls into some categories: the usefulness of blended learning, the institutional support, the impact ofvirtual learning environment on the students learning and the percentage use of virtual learning environmentas well as challenges encountered in using blended learning.This research is expected to be of benefit to lecturers, students and stakeholders to enrich knowledge and develop language skills and proficiency based on virtual learning environment instruction in Indonesian EFL classroom.

Keyword: Virtual Learning Environment, Perception, EFL Classroom

INTRODUCTION

The development of information and communication technology is increasingly in line with the shifting of traditional face-to-face learning practices towards a more open education through the use of information and communication technology as a learning medium. Bishop G. (1989) predicted that future education would be flexible, open, and accessible to anyone who needed it regardless of gender, age, or previous educational experience. Whereas Mason R. (1994) argues that future education will be more determined by information networks that allow interaction and collaboration, rather than face to face interaction in the school buildings.This is a pattern of potential challenges in the field of education that is clearly visible in front of the eye, whether consciously or unconsciously, and whose consequences and impacts cannot be ignored by stakeholders and people involved in the field of education, especially teachers.

The future of education in Indonesia is more likely to take the form of open education

and training, with online learning education and training programs being implemented. (Jafar & Rahman, 2019). Sharing learning resources together between educational and training providers in a network, the use of interactive information technology devices, such as Multimedia CD-ROMs, in education is gradually replacing television and video and making optimal use of internet technology in learning development. Learning that is focused on information and communication technology is gradually being mixed with traditional learning.It is here, the emergence ofVirtual learning environment(Bonk & Graham, 2006), also known asmixed learning, which is a style of education that blends conventional instruction with information and communication technology-based instruction. It blends conventional (face-to-face) learning with information and communication technology-based learning (Badaruddin, Noni & Jabu, 2019). Consequently, the learning structure becomes more flexible and less static as a result of Blended Learning.

While so common in literature, virtual learning environmenthas no clear meaning and may therefore mean differently for other peopleasclaimedby (Ruth Colvin Clark and Richard E. Mayer, 2008).(Graham, 2006) divides virtual learning environmentinto three categories: (1) blending face to face and online teaching, (2) blending modality of instruction (or delivery media), and (3) blending methods of instruction. As stated by Leakey and Ranchoux (2006),

> "Virtual learning environment in CALL is the adaptation in a local contextof previous CALL and non-CALL pedagogies into anintegrated programo flangua get eaching and learning drawing on different mixes of media and delivery to produce an optimum mix that address es the unique needs and demands of thatcontext. (p.385)"

Virtual learning environment, according to Mortera-Gutierez (2006), is a method of instruction that combines online courses or computer-mediated courses with face-to-face instruction. Tucker (2012), for example, defines virtual learning environmentas any face to face courses combination and online courses. As a result, despite different conceptions of blended learning, the general points of agreement include: the use of some form of e-learning function in conjunction with face-to-face form of learning, with the duration of time allocated online varying based on the desired outcomes.(Figure1).

Face- to- Face   Virtual learning environmentE-Learning(Online)

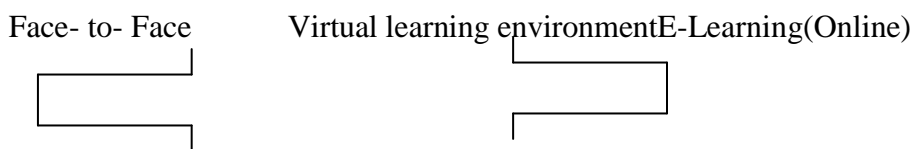Figure1. Virtual learning environment(İşigüzel,2014, p. 109)

In the last decade, virtual learning environment has attracted the attentions of second language educators and researchers, especially when it comes to teaching English as a Foreign Language.(Yang,   Chuang,   &   Tseng,   2013;   Tuncay   &   Uzunboylu,

2012;Miyazoe&Anderson,2010;Liu, 2013;Siew-Eng&Muuk,2015;Shahrokni & Talaeizadeh, 2013;).

According to Rossett (Graham at al., 2003), "Virtual learning environment is the use of two or more distinct methods of training." Sharma (2010) offers three different BL concepts. The first definition encompasses both face-to-face and online instruction, while the second definition encompasses a variety of technologies. Similarly, Garrison and Kanuka (2004) define BL as "the thoughtful combination of classroom face-to-face learning experiences with online learning experiences."

Virtual learning environment models are one of the immediate factors constraining technology adoption in tertiary education over the next couple of years, according to the 2017 New Media Consortium Horizon Study (Adams Becker et al. 2017). According to the EDUCAUSE Curriculum Initiative's 2017 annual survey of higher education, Virtual learning environmentis now one of the most important topics in teaching and learning. (EDUCAUSE 2017).Blended Learning, as a relatively new learning and teaching paradigm compared to traditional classrooms, has its own appeal because it mixes two sides of various classroom contexts, namely online and offline.

There have been few studies on students' experiences in a virtual learning environment setting, despite the fact that there have been several studies on students learning English as a Foreign Language Erdem and Kibar (2014). Their research in 2014 was one of the few findings on stuedents' perception and roles in virtual learning environment courses. They conducted a qualitative and quantitative analysis in a virtual learning environmentthat included Facebook to better understand students' perspectives on blended learning.The findings revealed the students' positive attitudes toward virtual learning environment implementation, implying that Facebook can be a useful tool for communication and interaction, and that the virtual learning environment atmosphere can be a good place to share homework and projects.Another research conducted by (Aladwan et al., 2018) in Jordan examine the attitudes of University of Jordan students towards the use of Blended Learning. This research selected 250 students who have taken blended courses that contain aspect of knowledge, attitude, and preference in blended learning. The result indicated that the students have shown constructive attitude en route forblended learning, moreover, the electronic resources provided through virtual learning environment courses is an effective way to help students improving their knowledge and skills.

These studies have shown that Virtual learning environment improves student learning in the classroom, and that students have a constructive attitude concerningthe use of Virtual learning environment in their classes. Virtual learning environment becomes a trend in educational settings nowadays, not only in high school level, but also in higher education level. However, further research is needed to explore the use of a virtual learning environment approach in Indonesia and the students' attitude and achievement towards it.

Therefore, the researchers set out to answer the following questions in order to learn more aboutvirtual learning environment in an Indonesian EFL classroom:
1. What is the EFL students' perception on the implementation of Virtual learning

environment Based Instruction?

2. What are the challenges of using virtual learning environment based instruction to provide effective and meaningful instruction?

LITERATURE REVIEW

Virtual learning environment in English Language Teaching

The emergence of the so-called industrial revolution 4.0 has been attributed to the information technology revolution in relation to the industrial world (IR 4.0). Digitalization, the internet of things, the internet of people, big data, iCloud data, and artificial intelligence are some of the characteristics of the IR 4.0 era. All of these new technologies have caused havoc in a variety of areas, including education (Afrianto, 2018).

In facing the industrial revolution 4.0, the Indonesian Ministry of Research Technology and Higher Education has specific policies and programs that support the industrial revolution in Indonesia one of which is Applying Hybrid/Virtual learning environment(Rentradikti2015-2019). Hybrid e-learning combines conventional and digital learning to meet the needs of the new Industrial Revolution 4.0 technology era.(Syam, Basri, Abduh, & Patak, 2019). Virtual learning environment model is the combination of face-to-face teaching and technology-based models and it is regarded as the 21st century model by the educational researchers (Mehmet, 2011)

Virtual learning environment is an alternative method that is highly relevant to recent digital era, which integrates the traditional methods and methods based on multimedia technology (Zainuddin & Keumala, 2018). "Virtual learning environment is thus a versatile approach to course design that encourages the mixing of various times and locations for learning, providing some of the conveniences of completely on-line courses without the utter lack of face-to-face contact," according to O'Connor, Mortimer, and Bond (2011). Several studies have shown that courses that use Virtual learning environment as a delivery method help students learn better (Garnham & Kaleta, 2002; Lim & Morris, 2009; Boyle, Bradley Dziuban et al., 2006; Chalk, Jones, & Pickard, 2003;Twigg, 2003a;O'Toole & Absalom, 2003).Virtual learning environment is also beneficial due to increased flexibility of access to learning that reinforces the student's autonomy, reflection, and powers of research Sharpe et al., 2006; Tam, 2000), and makes learning analysis and monitor easier (Osguthorpe & Graham, 2003). Students become more inspired and active in the learning process as a result of blended learning, increasing their dedication and perseverance (Donnelly, 2010). Dziuban, Graham, Moskal, Norberg, & Sicilia (2018) found that BL improves student performance and satisfaction in general.

Virtual learning environment was named one of the top ten emerging trends in the information industry by the American Society for Training and Development (ASTD). Furthermore, there is a widespread expectation that the use of BL for providing training at companies and higher education institutions will increase. Virtual learning environment is the most common and easiest development of our educational agenda.It demonstrates an elegant solution to the challenges of adjusting learning and development to individual needs. It represents

an opportunity to combine online learning's creative and technical advancements with conventional learning's best features of engagement and participation. Personal coaches' wisdom and one-on-one touch will help to support and strengthen it (Thorne, 2003).Also in English language teaching, virtual learning environment has improved as a teaching method in the classroom. (Liu, 2013) conducted research at Tsinghua University's Department of Foreign Languages and Literatures in Beijing, China. The study concentrated on the use of virtual learning environment at the university level, especially in the EFL Writing Course. She discovered that integrating Virtual learning environment into her classroom is well-liked and beneficial to the students, as it enhances student-teacher and student-studentinteractions, decreases or even eliminates anxiety in communication, motivates them to be more autonomous and independent learners, and improves their ability in academic English. She used questionnaires as one of her testing methodologies, but the questionnaire was not specifically designed to test the efficacy of Virtual learning environment as it applied to the Academic English Writing Course, but rather for a more general purpose. Teachers' reflections and students' evaluations during the Academic English Writing Class were two other methodologies she used to collect data from the study. Instead of using the questionnaire, the researcher was advised to do further research and use a pre- and post-test design to explore the effect of virtual learning environment in writing.

(Lalima & Dangwal, 2017) in Lucknow, Uttar Pradesh, India conducted a research under the title Blended Learning: An Innovative Approach. This research explores the use of Virtual learning environment in India educational system and how to appropriately adapt it into the class. The trainees tend to choose the traditional teaching method and using ICT tool as a supported item in the teaching process, instead of choosing the Virtual learning environment itself. Turns out, the implementations of Virtual learning environment in India educational settings need an effort, right attitudes, motivated teachers, and students to create a successful Virtual learning environment implementation. However, the most important issue that has to be considered in Virtual learning environment implementation is the development of right type attitudes that can be changed by the students, teachers, parents, or society. Organizing the right attitude can be used to raise awareness of the benefits of Virtual learning environment so that the right mindset is in place for its implementation in the classroom. As a result, if Virtual learning environment is introduced in a well-planned and structured manner with the appropriate attitudes, it has the potential to be the educational system of the future in India.(Banditvilai, 2012) investigates the enhancement of the students' language skills in 2 groups of students, the control group and experimental group to measure their developed language skills; listening, speaking, reading, and writing in an English for Specific Purposes (ESP) class in Thailand. This study examines how virtual learning environment can be used to improve students' language skills in an Asian university setting, specifically Thailand. This study found that using a virtual learning environment strategy in the classroom enabled students to build and practice English language skills outside of class whenever and wherever they had internet access, including repeating the lesson without being judged or pressured.Virtual learning environment is a valuable concept to help teachers to achieve teaching goals more successfully in the class. However, the limitation of

the study is used only in one class. Further study needed to conduct the study to investigate different kinds of groups of students.

Learning processes in virtual learning environment were investigated in another study (Shahrokni & Talaeizadeh, 2013). The findings of an investigation into learning processes in a virtual learning environment using semi structured interviews with 115 EFL learners and forum, logs, and chat scripts revealed that the most common tasks interesting to be used by the students in online learning are forum, messages, and chat, which enable them to share ideas both synchronously and asynchronously. Students prefer the implementation of virtual learning environment method because it helps them to accommodate the disadvantages of face-to-face courses, according to this finding. It's critical to back up the suggestion that colleges and universities incorporate online courses into their traditional face-to-face curricula with clear practical and theoretical ideas, (Voos, 2003).Anderson and Miyazoe (2010) performed an exploratory study of 61 upper intermediate level Japanese EFL learners' usage of blogs, forums, and wikis in a virtual learning environment context. A mixed method methodology was used to collect data, which included a survey, an interview, and text analysis, ensuring the study's validity by data collection triangulation methods.The virtual learning environment instruction was found to be not only fun for the students, but it also helped them develop their writing skills significantly. The results have showed that students' ability to differentiate between different writing styles has improved.

Models and different approaches to virtual learning environment

The Clayton Christensen Institute for Disruptive Innovationidentifies four models of blended learning: Rotation, Flex, À La Carte, and Enriched Virtual. Virtual learning environmentis an emerging field of research; the models have changed over time and may be redefined in the future as more schools modify the defined models to meet the needs of students.

The rotation model allows for more interaction between the teacher and the students. In its simplest terms, the four types of rotation models allow students to rotate between learning modalities within a given course or subject. In some cases, the teacher will dictate the rotation, while in others the student will have more control over the rotation. There are four variations on the rotation model: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

In the station rotation model, students rotate among stations in a single classroom. The teacher defines the stations. Common examples include online personalized learning, small group collaborative work, and teacher-led instruction. In this model, all students rotate among all stations as directed by the teacher.

In the flipped classroom model, students complete the online learning component at home or off site and then use their face-to-face time for guided practice with the teacher. The primary content delivery is the online content that the student accesses outside of the traditional classroom. The model is called "flipped" because in the traditional classroom, the teacher delivers the instruction in the classroom and the students practice at home. By flipping, students receive the instruction online at home and practice in the classroom with the teacher.

The last rotation model, individual rotation, students have a personal "playlist" of activities from which they can select as they learn a concept or skill. Students have choice in which activities they choose and different students may take very different paths to mastery.

In the flex model, a student accesses most of the content online and progresses on a personalized schedule between online and offline activities. The teacher is used on an adaptive basis and provides support or alternative learning activities as needed. The online content is the primary driver of instruction. The flex model is often characterized by students being able to move at their own pace and finishing courses when they have shown mastery and not at the end of an academic term. In the flex model, both online and offline activities take place at the school. The flex model is often a whole-school model or a school-within-a-school model and does not happen at the individual classroom level.

The à la carte model is simply an online course that a student takes to supplement the face-to-face courses that he or she is taking at school. Most common examples are students with a high interest in a specialized field, e.g., marine biology. In this case, the student takes an online course in lieu of a study hall and is able to reach out to a science teacher as needed.

The last model of Virtual learning environment, enriched virtual, allows for the least amount of interaction between the student and the teacher. In this model, much like the flex model, the online content is the primary driver of instruction. However, unlike the flex model most of the learning takes place outside of the school; the student only accesses the face-to-face teacher periodically.

Finally, when it comes to implementing virtual learning environment in Indonesia, there are only a few models and approaches that have been promoted. According to Arifin & As'ad (2019), in the Indonesian context, teachers at schools and universities are rarely found integrating technology-based instruction into their teaching and learning processes. They proposed three concepts for a virtual learning environment: student engagement, collaborative learning, and flipped classroom. Badaruddin, Noni, and Jabu (2019) used Cloud Moodle-Based Virtual learning environment in the design of virtual learning environment activities and found it to be effective because the model provides a comprehensive overview of the most important parts of the sequential features of activity design. As a result, it will be much easier to support research on virtual learning environment implementation models in Indonesia if student attitudes are taken into account.

Benefits and Challenges of Blended Learning

There are many reasons that an instructor, trainer, or learner might pick virtual learning environment over other learning options. Virtual learning environment increased pedagogical richness; increased access and flexibility to knowledge, increased social interaction, and increased cost-effectiveness. Virtual learning environment systems provide an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent, semi personal content delivery. According to Akkoyunlu and Soylu (2004), virtual learning environment combines the strengths and limitations of online learning with the strengths and

weaknesses of face-to-face learning.

According to the reviewed studies, students and teachers' attitudes toward virtual learning environment are generally optimistic, and the advantages of virtual learning environment generally outnumber the challenges. Through the tests, students gained a better understanding of the content of the online section, according to Kobayashi and Little (2011), and English communication skills were acquired by students with higher performance levels. Moodle, according to Sahin-Kizil (2014), facilitated successful learning and provided a beneficial learning environment for the students, especially in vocabulary and grammar. Similarly, learners were found to be able to improve their interpreting and language skills as well as broaden their general knowledge by using an online library (Chan, 2014). The other studies also emphasized the advantages of virtual learning environment in terms of student development. According to Ferreria, Salinas, and Morales (2014), as opposed to the control group, the experimental group subjected to the virtual learning environment model increased their language proficiency. To put it another way, the acquisition of language skills was aided by a virtual learning environment design that included cooperative instruction and online activities. In Yang (2012)'s research, after participating in the virtual learning environment program, students in the experimental community of blended remedial reading program strengthened and performed better on the reading exam.

Based on Sahin-Kizil (2014), using virtual learning environment increased student engagement because they found it fascinating and challenging, which engaged them.Interaction and participation, which are an inextricable part of language classes, have played a role in the process and outcomes of some studies. Yang (2012) stated in another study that virtual learning environment encouraged social engagement because students seem to have more opportunities to identify their learning difficulties and receive individual input from various colleagues. Another important element to consider in virtual learning environment studies is motivation. An online library can help students retain their motivation and enthusiasm while interpreting because virtual learning environment courses provide students with multiple opportunities to practice interpreting (Chan, 2014).According to Mackenzie, Promnitz-Hayashi, Geluso, Delgado, Castellano, and Hinkelman (2011), Virtual learning environment showed signs of increased learner self-efficacy and motivation because they had different lesson objectives, patterns of interaction, and styles of homework, variety of media, and variety of performance. Aside from the obvious advantages of blended learning, such as improved language proficiency, engagement, and encouragement, it also has a number of other advantages. Yang (2012) discovered that in a virtual learning environment course, online reading activities helped students to thoroughly practice what they learned in thetraining without being constrained by time or place. Chan (2014) found that the online library gave students with consistent home study resources that supplemented in-class learning and gave them many chances to practice at home with no restrictions.

While the majority of studies found virtual learning environment to be beneficial, some of them also revealed some issues raised by teachers. Yang (2014) discovered that teachers are

concerned about the shifting roles of students and teachers, a lack of group team work, lack of training in virtual learning environment courses, and unfamiliarity with new programs. Nissen and Tea (2012) stated similarly that some teachers struggled to understand the virtual learning environment course design, and that, as in conventional language learning courses, they considered face-to-face classes to be the most important; as a result, they rarely active in the virtual learning environment as predicted. Al-Khalidi, (2021) stated that technology integration is an important factor in the modern educational system, as it allows teachers, administrators, and evaluators to continually evaluate the standard and style of integrating technology in a typical classroom application.Changing the position of teachers appears to be a significant challenge, as evidenced by Yang's research (2014)

In conclusion, despite the abundance of evidence demonstrating how beneficial virtual learning environment is, it also creates and triggers more challenges to overcome. Teachers and students should be prepared for any challenges that may arise during the implementation of virtual learning environment in their educational program.

Students' Perception towards Virtual learning environment Strategy

Perception is one of branches from psychology which a study of an individual reaction towards something, either by their physical reaction, feelings, attitudes, and etc. (Abraham, 2011). For many years, many researchers have conducted research concerning about human's attitude. One of them, in a book of Psychology of Attitudes, attitude defined as the expression of psychological tendencies by evaluating a particular object or situation negatively or positively (Eagly & Chaiken, 1993). In addition, (Haddock & Maio, 2008) defined the attitudes as an evaluative judgment to make a decision whether liking or disliking towards a stimulus object.

Concerning the students' attitude of the use of Virtual learning environment as the teaching strategy in the class is one of the most common topics to explore. A research conducted by (Akbarov et al., 2018) investigate the students' perception towards the use of Blended Learning. 162 students have participated in the study, there were 100 females and 62 males. The study was a cross-sectional study by gathering data at a specific time point and correlational study as well to investigate the relationship between various variables to Virtual learning environment. In the EFL context, the study found that students prefer Virtual learning environment to conventional classrooms. However, the students liked to take an English exam with the pencil-and-paper form than using the digital form. Besides, any conventional teaching approaches or forms of submitting assignments or tests should be retained by the instructor.In the end, the students need to be introduced to the Virtual learning environment method in the class. This study is also revealed that the students have a positive attitude towards virtual learning environment in EFL classroom and their learning preferences towards it.

The students' perception toward the introduction of virtual learning environment in teaching English at Al-Quds Open University in Palestine were investigated in a case study conducted by (Bakeer, 2018). A sample of 60 undergraduate students was split into a control group and an experimental group that received different treatment to assess students' perception

toward virtual learning environment in English class, the potential of accessible technology to enhance language skills, and students' autonomy. Students' perception toward integrated learning in English class, the ability of accessible technology to improve language skills, and students' autonomy were all measured using the results. Students' perception toward the use of virtual learning environment in English classes had a positive effect, enhancing students' language skills as well as their ability to learn independently, as well as and their desire to learn in class, according to the results of this report.

METHOD

As for sampling in this study, 34 respondents ranging from first, third, fifth and seventh semester students of Makassar State University (UNM) were taken purposively. Research instruments such as an online survey and an interview protocol are among the materials used. The online survey questions were sent to the study participants using a Google form.A survey is a form of data collection used in almost every discipline, especially in the social sciences (Aldridge and Levine, 2001). The interview protocol, which includes interview instructions, is the other approach used in this analysis. The interview requirements were defined in the interview guidelines, which stated the parameters or characteristics of the research subject or interviewee; it benefits as eyewitness memory, Fisher and Schreiber (2017). The open-ended questions in the interview session are close to those in the online survey session.

The information from the interviews was analyzed thematically, while the data from the online survey were descriptively analyzed.The process of recognizing themes that are patterned in a phenomenon is known as thematic analysis (Braun, Clarke, Hayfield, and Terry (2019), Guest, MacQueen, and Namey (2011), Boyatzi (1998). This suggests that the interview types' themes were chosen based on the questions asked in the online survey.

RESULTS AND DISCUSSION

Familiarity with Virtual learning environment

The majority of participants are familiar with the use of ICT or technology in their learning, as shown in Figure 2. However, not everyone is aware of blended learning.
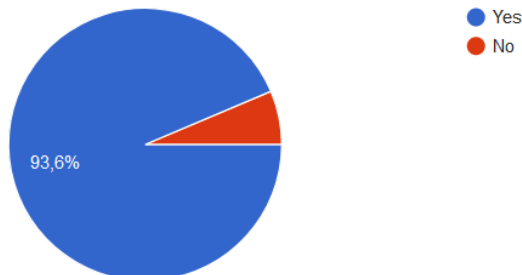

Fig. 2 Familiarity of Virtual learning environment

As shown in Figure 2, 93.6 percent of the participants have a good understanding of what a virtual learning environment is. According to the results, they can complete a wide range of

learning tasks using blended learning. More significantly, they are capable of managing and administering all virtual learning environment programs. Due to the fact that 6.45% of participants have never heard of blended learning, they have a good understanding of how to use the Computer and other ICT-related activities.This information indicates that participants in this group have used ICT only in part or only in restricted ways.

Data from the interview revealed that participants were familiar with the following software used for virtual learning environment such as Edmodo, Moodle, WebCT, Google Classroom, Web-based learning, and Hot potatoes. In addition, Edmodo was found to be the first top frequently used in the EFL classroom framework which contains a variety of free elements that students can use. The Edmodo components are focused on the different types of e-learning roles: instructors, students, administrators, and parents. Each function has a major impact on how the application is accessed, used, and managed.

The Usefulness of Virtual learning environment

The utility of virtual learning environmentis divided into three groups based on participant responses: very useful, useful, and minimal useful (see Figure 2). Students use integrated learning in a fascinating and thorough way in their studies. Figure 2 shows the advantages of virtual learning environment for students. Students report that virtual learning environment allows them to complete assignments faster, access online learning tools, and quickly discuss their work. Students may use integrated learning to work in small groups online and to listen to other students' presentations if they are unable to attend face-to-face meetings. Students may also see their task's grade and ranking, as well as input from their lecturers.This indicates that virtual learning environment is beneficial in facilitating teaching and learning process starting from material presentation and discussion up until assessment management.
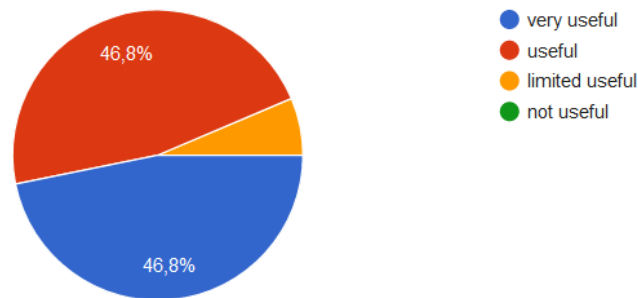
Fig. 3 Usefulness of blended learning

The Institutional attitude towards the use of Virtual learning environment

The responses to the question of institutional attitude differ from the responses of the entire study's participants. The institutional support can be seen from Figure 4 below.
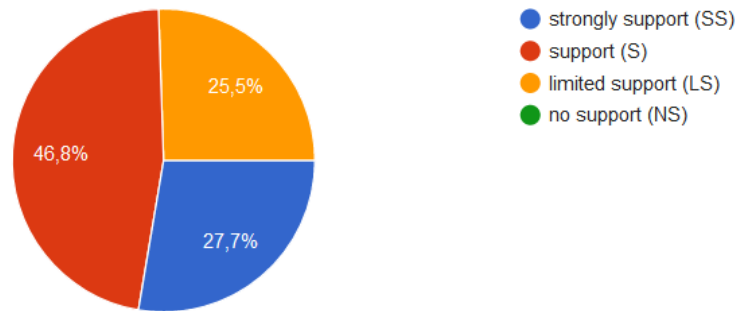
Fig. 4. Institutional attitude in implementing Virtual learning environment

The institutional supports can be seen in the responses of the participants. Budget, Wi-Fi equipment, and the introduction of virtual learning environment teaching and learning are all examples of help. Participants claim that "the institution supports the budget" when it comes to the budget (Participant 7). Participants' thoughts on Wi-Fi equipment is as follows:

Participant 1   : Wi-Fi is available on campus; for example, digital classroom
                    management with Google Classroom and Moodle is possible.
Participant 11 : Wi-Fi is available at the university.
Participant 5   : Set up an internet connection
Participant 10 : The institution offers internet access to students as part of
                    the learning process.

Furthermore, a number of participants stated that the organization supports the use of integrated learning in the teaching and learning process. They remark:

Participant 1   : Improve the effectiveness of the learning process.
Participant 3   : We need to send an assignment through the internet.
Participant 4   : Increasing students' desire to learn
Participant 6   :The system begins to use mixed learning in the teaching and
                    learning process, for example, when assigning an assignment
                    and content to students.

The impact of virtual learning environment on the students' learning

As shown in Figure 5, As a result of using blended learning, students' mastery of subject matter has a strong propensity to increase.Figure 5 shows that none of the participants thinks virtual learning environment has a minor effect on their learning. They are all assured, however, that the availability of virtual learning environment promotes increased subject knowledge and understanding.This indicates that virtual learning environment improves student learning, especially content mastery. All of the participants in this study agree that the virtual learning environment facilities will help them understand the subjects better.
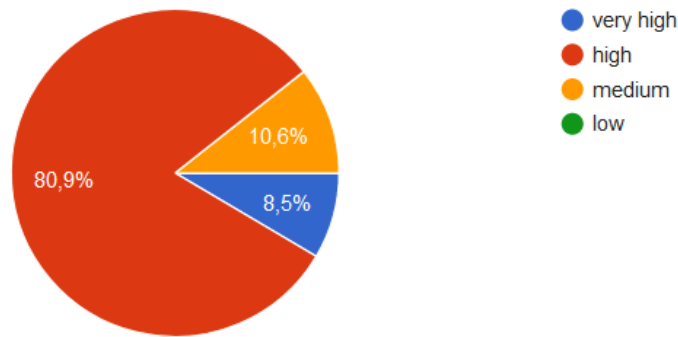
Fig. 5 the impact of virtual learning environment on students' learning

Challenges in implementing Virtual learning environment

Even though participants reported that virtual learning environment has a positive effect on their learning, they still face some difficulties in putting it into practice.
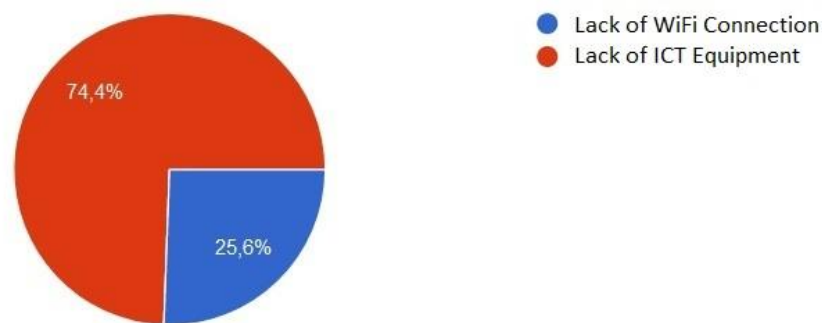
Fig. 6 Challenges of using Virtual learning environment

The responses of the participants fall into two groups. The majority of participants (74.4%) claim that having a limited Wi-Fi access is one of the most difficult aspects of using virtual learning environment in their studies.

> "I feel OK downloading supplementary materials as well as uploading my assignment when I was at campus. The thing is when I get back home to my dorm, I couldn't do anything as I don't have any internet access" (participant 9).

She stated to confirm her Wi-Fi connection obstacle. The second issue is the shortage of ICT equipment; many teachers and students only have a small number of blended learning-compatible ICT equipment.

CONCLUSION AND SUGGESTIONS

A nation would undoubtedly make improvements in a variety of areas. Particularly now, Indonesia enters the technological age, where competition is becoming increasingly tight. Developing human resources is one of the areas of improvement that can be made. It is

unquestionably difficult. In terms of education, the state must make lots of changes. The most basic is to change either teacher and student's disposition and attitude toward technology progression today. Several items must be planned, for example, by altering current learning and teaching practices in the educational environment.

In addition, the university must be capable of honing and expanding student's abilities and competences. Furthermore, universities should be able to move from a traditional approach to virtual learning environment that meets the needs of today's society.Virtual learning environment as the mixture of face to face classroom interaction with computer or other technological devices-mediated instruction appears to be the one of the answers of educational challenges at this point. Therefore, the government must provide services that are tailored to the needs of students and assist them in becoming more acquainted with blended learning.

The more students are familiar with the application of blended learning, the easier it would be for them to use it for their learning. In addition, the fewer obstacles they face when implementing blended learning, the more successful virtual learning environmentis for their learning. The greater the use of virtual learning environment by lecturers, the better the students' study results, especially in terms of subject mastery. However, students' experience with virtual learning environmentdoes not guarantee that the educational demand will be met if any elements are missing.The organization should ensure that all of the necessary equipment is available. The organization should also provide administrative support and ensure that a Wi-Fi link is available.

The implications of the studies emerged as the final theme that emerged from the data. Under the consequences heading, the findings are divided into four subcategories: students' preparation, teachers training, school and professional support, and incorporating integrated learning into programs. Because of their coordination and harmonizing role, teachers play an important role in student teaching. Before introducing learners to virtual learning environmentcourses, teachers should provide them with the necessary information, taking into account their level of proficiency, the amount of time they have spent on the curriculum, the shortcomings of the program used, and the level of computer literacy. On the other hand, in order to educate students, teachers must first be qualified in order to organize virtual learning environment workshops. Another issue in avirtual learning environment program is school funding, and technical support from organizations. Finally, after implementing all of the preceding implications and recommendations, the last but not least recommendation to be incorporated is to integratevirtual learning environment intocourses because it encourages autonomy, motivation, and engagement.Further researchers may deeply investigate these three aspects of students learning factors.

It is proposed that more research be done in a variety of areas that are not the subject of this report. Further research may be conducted in the areas of teachers' perceptions of blended learning, policymakers' perceptions of blended learning, and clinicians' perceptions of virtual learning environment implementation. The next research should focus on the ability of teachers and lecturers to use virtual learning environment effectively. Future research should also take a more comprehensive approach, provide several sets of data, and be performed at different levels

of educational institutions. This current study could serve as a foundation for potential student, lecturer, and educational stakeholder studies on virtual learning environment implementation.

Acknowledgment

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PROCEEDING
NATIONAL WEBINAR ON EDUCATION AND ELT
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TANTANGAN PRAKTISI PENDIDIKAN DI DAERAH DALAM ERA HYBRID LEARNING

Oleh

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Abstract

Since the spread of Covid-19 in Indonesia which occurred in early 2020, wherethe Indonesian government imposes restrictions on all work activities either in the office, atpublic places or in schools. Covid-19 has had a huge impact on the worldeducation in Indonesia in general, and for the regions especially.Restrictions on the Educational Process inSchools for all levels were carried out starting with the issuance of letter of the Indonesian Ministerial of Education and Culture number 36962/MPK.A/HK/2020 concerning Learning in anOnline and Working from Home in order to prevent the spread of Corona Virus Disease(Covid-19). Full online education pattern, limited FTF (PTMT) from 25%, 50% and 100% andback to the online pattern one after another following the development of the spread of the Corona-19 Virus inan area. Education practitioners also have to race to prepare themselves to followthe pattern of activity restrictions on learning both online and offline (PTMT). Various problemsexperienced by practitioners in the area demands various solutions that must be addressed immediately,especially problems of Loose learning, low student response, teacher difficultiesin araising students' learning motivation, and low students' achievement. Challenges foreducators are how to overcome these situations so that both students' responses and studens't achievement can increase. Important things to do are Ice BreakingDifferentiated Learning, Social Emotional Learning, Implementing a Positive Culture in Schoolsone of them with the Class Agreement, Collaboration and Reflection.

Keywords : *Challenges, Education Practitioners, Hybrid Learning,*
Kata Kunci :*Tantangan, Praktisi Pendidikan, Hybrid Learning,*

PENDAHULUAN
Latar Belakang
Sudah 2 tahun ini Pandemi Covid 19 terjadi di Indonesia sejak tahun 2020 tepatnya mulai dirasakan menyebar di Indonesia pada Maret 2020. Seiring menyebarnya Virus Covid-19 ini, di semua lini kehidupan masyarakat di Indonesia mengalami perubahan kebiasaan, mempengaruhi pola hidup dan pola kerja masyarakatnya juga berpengaruh terhadap dunia pendidikan disemua jenjang pendidikan. Sejak terbitnya Surat Edaran Menteri Pendidikan dan Kebudayaan Indonesia Nomor 36962/MPK.A/HK/2020 tentang Pembelajaran Secara Daring dan Bekerja dari Rumah

dalam Rangka Pencegahan Penyebaran Corona Virus Disease (Covid-19). Itul ah pertama kalinya pendidikan di Indonesia secara serentak melakukan pembelajaran daring atau Pembelajaran Jarak Jauh (PJJ), khusus untuk daerah yang sudah terdampak Covid-19. Sejak saat itu hingga sekarang ini tahun 2022 sistem belajarpun silih berganti berubah-ubah sesuai dengan kondisi dan situasi penyebaran Virus Covid-19. Dari sistem Daring, Pembelajaran Tatap Muka Terbatas (PTMT) 25 %, PTMT 50 %, PTMT 100%, kembali ke daring lagi dan PTMT 50% lagi.

Pembelajaran Jarak Jauh / daring yang sebelumnya belum pernah dipersiapkan oleh para Praktisi Pendidikan membuat Kegiatan Belajar Mengajar (KBM) / Daring dilakukan sekadarnya atau semampunya terutama di daerah. Sehingga berbagai masalahpun dirasakan oleh para Praktisi Pendidikan di daerah. Praktisi Pendidikan menghadapi masalah-masalah yang sering terjadi dalam proses KBM daring yang tidak begitu saja dapat terselesaikan. Seiring berjalannya waktu para Praktisi Pendidikan mulai meningkatkan kompetensi dirinya mengejar ketertinggalan dalam pemanfaatan tehnologi digitalisasi sebagai salah satu sarana penunjang pembelajaran daring. Namun belum semua Praktisi Pendidikan melakukan peningkatan kompetensinya sementara pembelajaran Campuran (Hybrid Learning) berupa daring dan tatap muka terbatas terus berjalan. Dan permasalahan demi permasalahanpun masih selalu muncul ditengah pembelajaran Hybrid Learning ini.

Minimnya literasi digital siswa dan guru, beratnya beban kurikulum, tidak meratanya akses internet, hingga tidak semua siswa punya gawai menjadi halangan terselenggaranya pembelajaran jarak jauh. Akibatnya proses pembelajaran jarak jauh tidak berjalan maksimal. Peserta didik pun terancam mengalami *learning loss* atau kehilangan kapasitas belajar sesuai dengan umurnya.Selain itu pembelajaran jarak jauh juga memunculkan berbagai persoalan sosial seperti bertambahnya beban orang tua untuk menjadi guru di rumah, tidak terkontrolnya jam belajar dan bermain, hingga banyaknya peserta didik yang harus menjadi pekerja untuk membantu ekonomi keluarga. (Sumber Fajar Pendidikan co.id, 6 Agustus 2021)

"Ke depannya yang harus dikuatkan adalah terus memotivasi guru untuk hybrid learning, bahkan ketika sudah tidak ada pandemi lagi.Tantangan yang dihadapi dalam pengajaran hybrid ini ialah pertama kreativitas guru dalam merancang dua pembelajaran.Secanggih-canggihnya guru melakukan pengajaran jarak jauh, dia tetap harus belajar bagaimana memadukan pengajaran dari rumah.Kendala kedua, bahan pembelajaran online harus diperbanyak.Selain itu bahan-bahan tersebut juga dibuat sedemikian rupa sehingga tidak membosankan.Kendala ketiga yang harus diantisipasi,"kata (**Nisa Felicia, peneliti Pusat Studi Pendidikan dan Kebijakan PSPK**).

Sumber : Sindonews

Permasalahan-permasalahanumum yang hingga kini masih dihadapi para Praktisi Pendidikan di daerah adalah :

1. Terjadinya Loose Learning
2. Rendahnya minat peseta didik dalam KBM Daring
3. Guru kesulitan membangkitkan motivasi belajar peserta didik
4. Capaian hasil peserta didik rendah

Ini menjadi Tantangan buat praktisi pendidikan. Ini waktunya Praktisi Pendidikan untuk berusaha keluar dari Zona nyamannya untuk terus berubah. Karena Perubahan itu kekal. Dan Praktisi Pendidikan haruslah terus mengembangkan diri sebagai agen transformasi pendidikan.

Urgensi Rasionalitas Kegiatan

Konsep hybrid learning menjadi alternatif yang diajukan sebagai model ideal pembelajaran di tengah pandemi. Konsep ini mengabungkan pembelajaran online dan tatap muka. Nantinya pola pembelajaran bisa dibuat dengan sistem *shift* di mana ada *shift online* dan *shift* tatap muka per minggu secara bergantian. Dengan demikian pada satu sisi konsep ini meminimalkan adanya pertemuan tatap muka, tetapi pada sisi lain juga tidak menghilangkan ikatan psikologis siswa dengan sekolah mereka. Dan Untuk mensukseskan kegiatan Hybrid learning ini praktisi pendidikan haruslah mengembangkan dirinya untuk membuat pembelajaran lebih menyenangkan supaya tidak ada kebosanan di peserta didik.

Tinjauan Pustaka

Keadaan diluar prediksi dengan mewabahnya Covid-19 maka telah membawa perubahan besar di semua sector kehidupan termasuk sector pendidikan untuk semua jenjang tingkatan. Baik pendidikan formal maupun pendidikan non formal. Para praktisi pendidikan khususnya di daerah sebagai bagian yang langsung besentuhan dengan proses pembelajaran merasa sedang diuji untuk terus bertahan dalam situasi yang kadang tidak dapat diprediksi ditengah terjepitnya kondisi ekonomi dan situasi yang kadang tak menentu.

Tantangan lembaga pendidikan ini menurut (Cece Wijaya, 2020) dapat dilukiskan sebagai perubahan masyarakat di bidang sosial, ekonomi, budaya, ilmu pengetahuan, dan teknologi yang berpengaruh terhadap system pendidikan yang sedang berjalan.Pengaruh tersebut menuntut lembaga pendidikan untuk mampu menyesuaikannya dengan upaya pembaharuan pendidikan dan pengajaran yang sesuai dengan kebutuhan masyarakat.

Pengertian Praktisi berdasarkan Kamus Besar bahasa Indonesia (KBBI) adalah pelaksana. Sehingga praktisi pendidikan berarti pelaksana pendidikan. Dengan demikian Praktisi Pendidikan di daerah artinya pelaksanan pendidikan di daerah. Tentu yang dimaksud ini adalah para guru di daerah. Yang mengabdikan dirinya baik di sekolah-sekolah formal maupun non formal.

(Nisa Felicia,2021) peneliti Pusat Studi Pendidikan dan Kebijakan (PSPK), menilai banyak hal yang perlu disiapkan untuk menerapkan konsep hybrid learning. Pertama adalah kesiapan para guru. Menurutnya Kemendikbud Ristek harus menyiapkan berbagai contoh model penerapan hybrid learning baik dari sisi pengelolaan jam belajar, kurikulum maupun materi pembelajaran. Berbagai simulasi harus segera dilakukan sebelum praktik hybrid learning di lapangan.Menurutnya jangan sampai ada pengulangan materi saat belajar online di rumah dan saat belajar tatap muka di sekolah."Kalau siswa bisa membaca buku di rumah atau belajar mandiri berarti di sekolah, siswa jangan suruh membaca buku di sekolah.Di sekolah mereka hanya 45 menit, jangan dihabiskan untuk mengerjakan soal, itu juga bisa dilakukan di

rumah.Jadi di kelas ngapain?Ya justru saat di sekolah saat bertemu dengan guru secara langsung, gunakan waktu ini untuk berdiskusi, bertanya bagian materi yang tidak mengerti, membahas soal bersama, memecahkan suatu soal secara bersama. Apa yang dibutuhkan murid dari guru, guru bisa berikan," papar (Nisa,2021) kepada KORAN SINDO, Kamis (12/8).

"Kami akan terus matangkan konsep *hybrid learning* ini sebagai bagian dari upaya menyesuakan diri untuk hidup berdampingan dengan situasi pandemi," ujar Direktur Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Riset Teknologi (Nizam, 2021).

Hybrid learning ini merupakan konsep campuran dua metode pembelajaran baik tatap muka maupun jarak jauh.Menurutnya jika selalu menggunakan metode pembelajaran jarak jauh, akan banyak unsur pendidikan yang hilang."Selama hampir satu tahun setengah kita melakukan pembelajaran dari rumah, ini banyak yang hilang.Pembelajaran mungkin tersampaikan dengan baik dan tingkat keterserapan materi itu lumayan, tetapi pendidikan itu tidak semata-mata pembelajaran.Banyak hal-hal yang penting yang tidak bisa tergantikan dengan belajar daring,"katanya.Pembelajaran daring menurunkan tingkat interaksi sosial dan emosional siswa terhadap lingkungannya.Pengembangan nilai-nilai dalam diri siswa juga mengalami keterbatasan.Metode pembelajaran campuran ini mengizinkan sebagian siswa belajar tatap muka di kelas dan sebagian lagi tetap belajar via daring. Lalu pengajar akan menjelaskan materi lewat layar sehingga siswa yang belajar daring pun bisa merasakan interaksi. "Kebijakan ini sebenarnya sangat baik sekali, tetapi memang dituntut sebuah tanggung jawab dan kedisiplinan yang sangat luar biasa karena kita berhadapan dengan risiko pandemi yang tidak bisa diremehkan dan kekhawatiran terciptanya generasi SDM yang menurun kompetensi serta keahliannya," sambungnya.(Nizam, 2021)Fajar Pendidikan.co.id.

Rencana Pemecahan Masalah

Berubah itu harus dimulai dari diri kita sendiri dulu sebagai Praktisi Pendidikan. Setelah kita melakukan perubahan maka selanjutnya kita berharap pihak-pihak lain juga mengiringi ikut melakukan perubahan.

Menghadapi tantangan di Era Hybrid Learning maka selaku Praktisi Pendidikan hendaknya kita dapat memulai dari memperbaiki Kegiatan Belajar Mengajar dari sebelumnya. Berusaha kluar dari Zona nyaman kita untuk terus melakukan perubahan.

Rancana perubahan yang sesuai dengan Era Merdeka Belajar saat ini diantaranya adalah

1. Ice Bracking
2. Pembelajaran Berdeferensiasi
3. Pembelajaran Sosial Emotional
4. Budaya Positif – Kesepakatan Kelas
5. Kolaborasi
6. Refleksi

METODE PENELITIAN

Metode analisis penelitian ini adalah tinjauan literatur. Pengumpulan data melalui teknik kepustakaan berupa buku dan publikasi hasil penelitian berbentuk jurnal atau bentuk publikasi lainnya, dan pengalaman lapangan penulis selama mendampingi guru-guru merancang pembelajaran daring selama masa pandemic Covid-19.

HASIL DAN PEMBAHASAN

1. Ice Bracking

Ice Breaking adalah suatu kegiatan yang dilakukan agar bisa mencairkan suasana yang ada. Istilah ini berasal dari dua suku kata bahasa inggris, yang mempunyai arti pemecah es. Frasa ini sering digunakan di dalam suatu kegiatan agar mampu menghilangkan berbagai kejenuhan yang ada. Ice Bracking juga dapat dilakukan di dalam kegiatan pembelajaran di sekolah. Karena Ice bracking juga dibutuhkan untuk mencairkan suasana dalam kegiatan pembelajaran di sekolah. Dengan adanya penerapan Ice Braking akan memotivasi dan menumbuhkan semangat belajar peserta didik. Ice breacking juga dapat mencairkan suasana yang kadang tegang atau kaku antara guru dan peserta didik.

Banyak kegiatan Ice bracking yang dapat dilakukan oleh seorang pendidik baik secara manual maupun menggunakan aplikasi digital dari tepuk tangan yang bervariasi, ucapan yel-yel penyemangat, membaca cerita, quisis, mentimeter, kahoot, permainan kolaboratif dan lain-lain. Bahkan kegiatan untuk saling mengenal teman terdekat dari tempat duduk peserta didik minimal yang ada di samping kanan kirinya dan di depan serta belakangnya juga dapat digunakan untuk kegiatan ice bracking.

Beberapa manfaat ice breaking adalah sebagai berikut:

- Menciptakan berbagai ide yang lebih kreatif
- Melatih peserta didik agar bisa melakukan interaksi dengan baik.
- Melatih kerja sama tim
- Melatih berpikir kritis dan sistematis dalam memecahkan berbagai masalah
- Meningkatkan rasa percaya diri
- Meningkatkan daya konsentrasi
- Serta membentuk jiwa pemimpin.

*(*By ibnu*|September 24th, 2021|Categories: Marketing & Manajemen*)*

2. Pembelajaran Berdeferensiasi

Pembelajaran Berdeferensiasi adalah pembelajaran yang memperhatikan tingkat kebutuhan, minat dan bakat peserta didik. Rencana Pelaksanaan Pembelajaran dibuat dengan memenuhi kebutuhan siswa berdasarkan minat dan bakatnya dan kesiapan belajar peserta didik. Pembelajaran berdeferensiasi bukan berarti dalam RPP nya untuk satu kali pertemuan dibuat banyak macam RPP, tetapi cukup satu RPP untuk satu kali pertemuan tetapi telah mengcover tingkat kebutuhan, minat serta bakat peserta didik yang dibelajarkan.

Tujuan pembelajaran berdiferensiasi adalah untuk mengkordinasikan pembelajaran dengan memperhatikan minat belajar, kesiapan belajar dan preferensi belajar; Membantu semua dalam belajar agar tujuan pembelajaran dapat dicapai oleh semua siswa; meningkatkan motivasi dan hasil belajar siswa; menjalin hubungan harmonis antara guru dan siswa agar siswa dapat lebih semangat dalam belajar; (*Aiman Faiz, Anis Pratama, Imas Kurniawaty,* Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1.)

Bahan ajar yang dismpaikan juga bervariasi sesuai kebutuhan siswa, ada PPT, teks buku dan video untuk memenuhi kebutuhangaya belajar peserta didik yang lebih kearah visual, auditori atau kinestetik.

Untuk melihat gaya belajar, minat dan bakat siswa dapat dilakukan di awal pembelajaran dengan melakukan assesment awal.

*Ada 3 jenis kecenderungan gaya belajar, yaitu visual, audiotori, dan kinestetik. Berdasarkan pada hasil penelitian menunjukkan tak ada siswa yang secara mutlak hanya mengandalkan satu gaya belajar. Gaya belajar siswa menunjukkan kombinasi dari ketiga gaya belajar ini.Pembelajaran berrdiferensiasi dimaksudkan untuk memfasilitasi kebutuhan siswa yang beragam ini.(*Bobby De Porter,1992)

Tiga Strategi Pembelajaran Berdeferensiasi yang dibahas yaitu :

1) Strategi Diferensiasi Konten.

Konten adalahh apa yang kita ajarkan pada murid-murid kita. Konten dapat dibedakan menjadi 2 yaitu : Tanggapan terhadap tingkat kesiapan, minat, profile belajar murid yang berbeda atau Tanggapan Terhadap Kombinasi dari tingkat kesiapan, minat, profile belajar murid yang berbeda.

Murid perlu merasa familiar terhadap materi/informasi penting yang sedang dipelajari agar murid dapat melihatketerkaitan antar materi.

Differensiasi Profile Belajar memastikan murid dapat mengakses materi ajar tersebut sesuai dengan gaya belajarnya.

2) Strategi Differensiasi Proses

Bagaimana murid akan memahami / memaknai apa informasi Materi yang dipelajari, Bagaimana kebutuhan bisa dipenuhi, Caranyas seperti apa? Proses seperti apa yang perlu diketahui agar murid belajar. Apakah akan bekerja sendiri atau kelompok. Seberapa banyak jumlah bantuan yang akan kita berikan. Cara melakukan Differensiasi Proses :

1.   Kegiatan Berjenjang
2.   Pertanyaan pemandu / Tantangan
3.   Membuat agenda individual untuk murid
4.   Memvariasikan lama waktu
5.   Mengembangkan Kegiatan Bervariasi
6.   Menggunakan pengelompokan yang fleksibel

3).Strategi Differensiasi Produk

 Produk hasil pekerjaan yang ada wujudnya untuk ditunjukkan kepada kita oleh murid, mencerminkan pemahaman murid dan berhubungan dengan pembelajaran yang diharapkan.

Penugasan Produk harus membantu murid baik secara individu ataupun kelompok selama periode tertentu. (Modul 2 PGP, Kemendikbud 2020)

3. Pembelajaran Sosial Emosional

Pembelajaran Sosial Emotional (PSE) dapat ditempatkan dalam kegiatan awal maupun di tengah proses pembelajaran.Kegiatan PSE Murid dapat mengembangkan emosi positif sebelum mengikuti pembelajaran (Kompetensi Sosial dan Emosional (KSE) - pengelolaan diri).Murid dapat mengembangkan fokus dalam mengikuti pembelajaran (KSE-pengelolaan diri).Murid dapat mengembangkan empati dengan bekerja berpasangan dengan orang lain (KSE-kesadaran sosial). Murid dapat mengembangkan kemampuan refleksi diri setelah mengikuti pembelajaran (KSE - kesadaran diri)

(Modul 2 PGP, Kemendikbud ristej, 2020)

Beberapa alternatif yang dapat dilakukan murid dalam kegiatan awal rutin ini diantaranya adalah:

- Berdoa
- Latihan bernapas dengan berkesadaran penuh
- Mengambil jeda secara fisik dan mental dengan latihan STOP (Stop, Take A Breath, Observe, Proceed)
- Membacakan cerita pendek (humoris/inspiratif/dll)
- Mendongeng
- Memperdengarkan musik instrumental yang membangun ketenangan
- Menyanyikan lagu bersama-sama
- Melakukan kegiatan relaksasi/peregangan otot (khususnya setelah duduk dalam waktu yang cukup lama selama pembelajaran daring/luring
- Menulis jurnal (misalnya: tentang apa yang dirasakan, apa tujuan yang ingin dicapai hari ini, dll)
- Memberikan waktu 2 menit untuk berbincang-bincang dengan teman sebangku atau yang duduk di depan/di sebelah
- Melakukan dialog ringan tentang topik yang sedang hangat atau menarik perhatian murid-murid

(Referensi tambahan: https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/)

4, Budaya Positif- Kesepakatan Kelas

Konsep budaya positif di sekolah adalah berbagai kegiatan praktek baik di sekolah yang ditanamkan tidak hanya kepada peserta didik untuk dilakukan secara rutin berkesinambungan sehingga akhirnya menjadi pembiasaan yang membentuk karakter seluruh warga disekolah baik dari murid, guru, TU dan warga disekolah yang lain. Sebagai pendidik mengembangkan budaya positif di sekolah menjadi hal yang sangat penting dimulai dari membekali diri dengan melatih komunikasi. Sebagai pendidik apakah kita sudah menggunakan momen berkomunikasi tersebut

untuk menciptakan peluang membangun hubungan yang positif dan lebih dekat dengan peserta didik/murid kita?

Sekolah merupakan institusi pembentukan karakter. Oleh karena itu budaya positif perlu dikembangkan agar dapat mendukung pembentukan karakter murid yang diharapkan.

Tujuan utama dari pendidikan karakter juga bukan hanya mendorong murid untuk sukses secara moral maupun akademik di lingkungan sekolah, tetapi juga untuk menumbuhkan moral yang baik pada diri murid ketika sudah terlibat di dalam masyarakat.

Budaya positif di sekolah ialah nilai-nilai keyakinan-keyakinan, dan kebiasaan-kebiasaan di sekolah yang berpihak pada murid agar murid dapat berkembang menjadi pribadi yang kritis, penuh hormat dan bertanggung jawab. Dalam mewujudkan budaya positif ini guru memegang peranan sentral. Penting bagi guru untuk memahami bagaimana guru harus memposisikan diri saat berhadapan dengan murid. Dalam menumbuhkan disiplin pada diri murid secara instrinsik, guru perlu berperan pada posisi control manajer yang bertanya dan membuat kesepakatan kelas bila murid melakukan kesalahan atau pelanggaran, bukan menuduh, memberi hukuman atau sebagai teman yang membiarkan murid melakukan kesalahan-kesalahan atau pelanggaran.

Upaya dalam membangun budaya positif di sekolah yang berpihak pada murid diawali dengan membentuk lingkungan kelas yang mendukung terciptanya budaya positif, yaitu dengan menyusun kesepakatan kelas. Kesepakatan Kelas yang efektif dapat membantu dalam pembentukan budaya disiplin positif di kelas. Hal ini juga dapat membantu proses belajar mengajar yang lebih mudah dan tidak menekan. Kesepakatan kelas berisi beberapa aturan untuk membantu guru dan murid bekerja bersama membentuk kegiatan belajar mengajar yang efektif. Kesepakatan kelas tidak hanya berisi harapan guru terhadap murid, tapi juga harapan murid terhadap guru.Kesepakatan disusun dan dikembangkan bersama-sama antara guru dan murid.

Kesepakatam harus disusun dengan jelas sehingga murid dapat memahami apa yang diharapkan dari mereka. Kesepakatan yang disusun sebaiknya mudah dipahami dan dapat langsung dilakukan. Oleh karena itu dalam kesepakatan kelas gunakan kalimat positif seperti saling menghormati, berjalan jika berada di gerbang masuk sekolah. Kalimat positif lebih mudah dipahami murid dibandingkan kalimat negative yang mengandung kata seperti "dilatang" atau "tidak".

Kesepakatan kelas dapat diperbaiki dan dikembangkan secara berkala seperti setiap awal semester. Untuk mempermudah pemahaman murid kesepakatan dapat ditulis, digambar, atau disusun sedemikian rupa sehingga dapat dipahami dan disadari oleh murid. Kesepakatan kelas yang sudah tersusun dapat ditandatangani bersama sebagai bentuk komitment bersama untuk bertanggung jawab. Strategi lain dengan mencetaknya di setiap buku laporan kegiatan murid. Hal ini menjadi strategi yang baik untuk meningkatkan komunikasi antara orang tua dan pihak sekolah.

4. Kolaborasi

Kolaborasi atau kerjasama itu dibutuhkan dalam setiap kegiatan. Begitupun pada proses KBM di sekolah, terlebih di era Hybrid learning ini masa Pandemi Covid-19 . Kolaborasi antar guru

sebagai pendidik disekolah akan meningkatkan kompetensi guru sehingga dengan kompetensi guru yang meningkat akan meningkat pula kompetensi yang dapat diberikan kepada peserta didik. Kolaborasi juga akan memberikan inovasi-inovasi baru dalam pembelajaran sehingga peserta didik lebih termotivasi dalam mengikuti pembelajaran dan tidak bosan.

Kolaborasi merupakan interaksi bersama dalam kelompok pada semua kegiatan yang diperlukan untuk melakukan tugas bersama (Vangrieken et al., 2015) dalam (Kasmawati, Y. (2020). Peningkatan Kompetensi Melalui Kolaborasi: Suatu Tinjauan Teoritis Terhadap Guru. Equilibrium: Jurnal Pendidikan, 8(2), 136-142.

Kolaborasi adalah kerjasama.Kerjasama yang bertujuan untuk mencapai tujuan bersama.Dan untuk melakukan perubahan dibutuhkan kerjasama dengan banyak orang.Karena berubah sendiri itu berat, sehingga dibutuhkan gerakan bersama-sama di sekolah untuk siap berubah.

Kolaborasi guru memberi kesempatan untuk melibatkan banyak guru dalam menyelesaikan masalah kependidikan yang semakin komplek.Interaksi yang terjadi saat kolaborasi memberi kesempatan guru tumbuh secara profesional (Pukkila et al., 2007 dalam Kasmawati, Y. (2020). Peningkatan Kompetensi Melalui Kolaborasi: Suatu Tinjauan Teoritis Terhadap Guru. Equilibrium: Jurnal Pendidikan, 8(2), 136-142.

Meletakkan dasar kolaborasi guru sangat penting bagi sekolah. Peranan pimpinan dalam mendukung kolaborasi guru akan menciptakan kolaborasi yang efektif. Untuk mendapatkan manfaat dalam jangka panjang, kolaborasi guru perlu dipromosikan, ditingkatkan dan dibina, untuk kemajuan pendidikan.

Kolaborasi tidak saja terhadap guru sebagai pendidik tetapi kolaborasi juga dapat ditanamkan pada peserta didik. Murid sebagai peserta didik dapat di latih berkolaborasi dalam berbagai kegiatan pembelajaran seperti diskusi, tugas proyek, tugas kelompok, presentasi dan ain-lain.

Murid yang terbiasa berkolaborasi akan menumbuhkan karakter saling menghargai, terbuka dengan pendapat orang lain, bekerjasama dalam tim, percaya diri, berpikir kritis dan lain-lain.

5. Refleksi

Pengertian mengenai refleksi menurut Trianto adalah sebagai berikut:"Refleksi adalah cara berpikir tentang apa-apa yang sudah kita lakukan di masa yang lalu. Refleksi merupakan respon terhadap kejadian, aktivitas atau pengetahuan yang baru diterima.Melalui refleksi, murid mengendapkan apa yang baru dipelajarinya sebagai struktur pengetahuan yang baru, yang merupakan pengayaan atau revisi dari pengetahuan sebelumnya".

Dari pengertian tersebut, maka refleksi sebagai suatu cara untuk mengonstruksi pengalaman dan pengetahuan di masa lalu atau yang baru saja diterima menjadi suatu bentuk pengetahuan yang baru yang mampu memperkaya struktur pengetahuan yang sudah dimiliki. Dengan demikian, refleksi juga menjadi suatu kegiatanpenting bagi murid agar mereka lebih mampu memahami materi pembelajaran dan proses pembelajaran dengan lebih baik.

Refleksi memberi kesempatan kepada murid untuk menyampaikan apa yang sudah dipahaminya, apa yang disukainya selama proses pembelajaran dan hal-hal apa yang belum dipahami. Refleksi dari murid ini akan memberi masukan kepada pendidik untuk melakukan perbaikan dari pembelajaran yang telah dilakukan untuk kedepannya.

Sementara itu Sanjaya (2008), menjelaskan pengertian refleksi sebagai "Suatu proses pengendapan pengalaman yang telah dipelajari yang dilakukan dengan cara mengurutkan kembali kejadian atau peristiwa pembelajaran yang telah dilalui".

Sanjaya juga menyatakan bahwa dalam proses pembelajaran yang kontekstual, guru sebaiknya memberikan waktu bagi siswa di akhir pelajaran untuk merenungkan atau mengingat kembali apa yang telah dipelajarinya. Karena melalui proses refleksi ini, pengalaman belajar siswa akan dimasukan dalam struktur kognitifnya yang pada akhirnya akan menjadi bagian dari pengetahuan yang dimilikinya. Gagasannya tersebut semakin menguatkan fungsi refleksi sebagai suatu cara untuk membantu siswa mengonstruksi pengetahuannya sendiri melalui pengalaman dan pengetahuan belajar yang ia miliki.

Dengan demikian tujuan refleksi adalah agar murid mampu meyakini makna nilai yang terkandung dalam pengalamannya yang otentik. Mampu meyakini berarti bahwa murid dapat menggali sendiri dan mengambil suatu pertimbangan dan keputusan pribadi untuk "yakin sendiri" dan bukan karena berdasarkan patuh pada tradisi, mengikuti himbauan dan ajaran dari guru atau taat pada aturan yang ada. Dengan demikian mereka mampu membentuk pribadi mereka sesuai dengan nilai yang terkandung dalam pengalamannya tersebut.

KESIMPUILAN DAN SARAN

Dari uraian artikel ini maka dapat disimpulkan bahwa Tantangan Praktisi Pendidikan di daerah dalam Era Hybrid Learning masa pandemic Covid-19 ini adalah bagaimana para praktisi pendidikan di daerah itu mampu menyelesaikan masalah-masalah yang terjadi seperti : Terjadinya Loose Learning, Rendahnya minat peserta didik dalam KBM Daring , Guru kesulitan membangkitkan motivasi belajar peserta didik, dan Capaian hasil peserta didik rendah.

Tantangan tersebut haruslah segera di atasi supaya beban masalah tidak semakin menumpuk jika tidak segera di selesaikan. Dan upaya penyelesaian terhadap masalah-masalah tersebut dapat dilakukan dengan : Ice Bracking, Pembelajaran Berdeferensiasi, Pembelajaran Sosial Emotional, Budaya Positif – Kesepakatan Kelas, Kolaborasi dan Refleksi. Dengan upaya tersebut yang telah dilakukan di beberapa sekolah secara perlahan telah mengatasi masalah-masalah di sekolah yang pada akhirnya akan dapat meningkatkan kembali semangat peserta didik untuk mengikuti pembelajaran dengan lebih semangat dan menyenangkan. Sehingga akan di peroleh capaian hasil belajar yang meningkat lebih baik.

Disarankan untuk penerapan nya tidak saja berlaku pada masa pandemic Covid-19, tetapi bisa disituasi New Normalpun kegiatan tersebut masih terus untuk dilakukan.

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HYBRID LEARNING: PROBLEMS IN EXECUTION

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Abstract

The aim of this article is to describe the obstacle faced by both institution and practicians in conducting a hybrid learning class. The problems mainly related to some aspects namely system, tools, devices, competence, schedule, SOP. Not all of the aspects above are well prepared yet. Therefore, the institution and the individual practician as well as participants of a hybrid learning need to make anticipation of the lack of the aspects needed in executing a hybrid class by adapting the execution with the condition and the available supporting facility.

Key words: hybrid learning, synchronous, asynchronous, combination, at the sametime, coherent and co-ordinated planning.

How Hybrid Learning Was Born in Indonesia?

The emergence of hybrid learning (HL) is for many people like something unexpected. Its appearance is felt as if a baby was born prematurely. In fact, technological developments do not stop. Online learning is a demand of the times. In Indonesia itself, in order to welcome technological developments, especially learning technology, MoRTHE was launched by the forerunner of online learning called *SPADA Indonesia* in 2018. So, online learning in Indonesia did not suddenly appear. But related to that, a study of 50 lecturers in Indonesia conducted by (Chaeruman* & , Basuki Wibawa, 2018) showed that 84% of them did not have enough knowledge about blended learning (which is the embodiment of online learning). Seventy-four percent (74%) of them do not know how to determine blended learning activities (Jessica Bowyer & Lucy Chambers, 2017). So don't be surprised if online learning with the name blended learning, especially when it's called hybrid learning, is still strange to most of us today.

In its development, many experts have defined HL as a manifestation of blended learning (BL), which has basically existed for a long time. This was agreed by (Rubio et al., 2012) who said, "Hybrid language teaching and learning, also referred to as blended learning" (BL). But some people argue that hybrid learning is not blended learning. Hybrid learning is "something different" from blended learning. In other words, hybrid learning is a "brother", if it is not said to be a rival, of blended learning that grows rapidly and develops triggered by the emergence of the COVID-19 pandemic. Most of us did not expect his arrival so soon. What we understand so far is that HL was born due to Covid-19. In fact, studies on HL, which is BL's "brother", have actually been done for a long time and some have practiced it. This is in line with the development of BL which has not fulfilled the wishes of practitioners. At least it has been 10, even according to (Sharma, 2010) 20 years ago the term BL as a trigger for the emergence of HL echoed in the world of education (Sharge, Benfield, Roberts, and Francis 2006 in (Sharma, 2010), (Chaeruman* & , Basuki Wibawa, 2018). By echoing BL, along with it echoing HL.

On the other hand, in developed countries such as America, the birth of hybrid learning has been prepared for a long time as stated by (Kurthen& Smith, 2015) "…all U.S. universities have online course management systems, such as Blackboard, WebCT, First Class, Angel etc., as an infrastructure for their fully web-based courses". According to them. recently instructors are using online course management systems to add on-line components to their traditional FTF (Face to Face) classes. As instructors add online components, their FTF classes are morphing into something slightly different". This is what is now growing with HL's face.

It must be admitted that along with the hustle and bustle of the past Covid-19 pandemic, technology is also unstoppable and continues to develop very rapidly. This has a direct impact on learning methods and strategies in schools/campus. Along with that, the definition of BL/HL also continues to evolve. Unfortunately, until a few years ago, we were not fully aware of the importance of this BL/HL. In fact, Covid-19 has forced us to change our learning strategy and BL/HL as the chosen platform because it is considered the most appropriate to the circumstances, needs and times. Then that choice grew and developed into what it is today. But HL is not final yet. This is in line with what was said by (Sharma, 2010) that the definition of BL/HL continues to evolve. This statement was approved by (Mankelwicz, 2018) who cites the supporting factor as a rapidly-growing, non-traditional online environment. So, according to the definition or opinion above, the birth of HL was not due to the Covid-19 pandemic but because of the rapid growth of the digital world, including in the field of learning.

For Indonesia itself, the transition from traditional learning (face to face) to online learning is identified as the "birthday" of online learning is marked by the publication ofdecree of the Indonesian Minister of Education number 15 of 2020 regarding guidelines for organizing learning from home in an emergency period of the spread of the corona virus disease (covid-19) where the second point states that schools to organize learning from home through online and/or offline distance learning are carried out in accordance with the guidelines for organizing learning from home as stated in the attachment to the circular letter.

What is Hybrid Learning?

People define hybrid learning in various ways. This was clearly seen in an online conversation where they were asked what the difference was between blended learning and hybrid learning and received various responses with different levels of essence. Similarly, published articles show various understandings of blended learning and hybrid learning. Some define hybrid learning broadly/generally, others define hybrid learning narrowly/specifically. The definition of hybrid learning presented by (Peter OkidiLating, 2006) in (Efendi et al., 2014) is broad/general because it lacks detail. They say, "… a hybrid-learning integrating the subjects in the school and the access for multimedia subject through the internet from home or school…". Although this definition is categorized as broad/general, it is the definition model of hybrid learning which according to (Peter OkidiLating, 2006) in (Efendi et al., 2014) is the most effective.

On the other hand, (Sharma, 2010), says that there are at least 3 (three) definitions of BL (or what is ambiguously now often called HL) in the world of education. First, HL is a combination of face to face and online teaching. In this case, HL is seen as a combination of traditional learning with a web-based approach (as Sharma, 2010 cites Oliver and Trigwell 2005). What is meant by traditional learning is classroom teaching or face-to-face lessons. While what is meant by online is the delivery of subject matter through learning technology in the form of a virtual learning environment (VLE) such as "blackboard" or "moodle" in which there are synchronous or asynchronous electronic devices such as "chat" (sms, WA) and "bulletin boards. ".

The second definition, HL is interpreted as a combination of technology, namely the combination of media and tools in an "e-learning environment" (Oliver and Trigwell, 2005) as quoted by (Sharma 2010). Here HL is interpreted as a purely distance learning process without face-to-face meetings. Meetings between students and teachers/tutors are conducted through electronic media such as e-mail and telephone as well as the internet.

The third definition, still according to (Sharma, 2010) who cites (Oliver and Trigwel, 2005), says that HL is a combination of methodologies. This definition prioritizes the implementation of learning where the emphasis is on combining a number of pedagogical approaches with whatever technology is used. Learning which is HL in this definition is for example a combination of "transmission" and "constructivism" approaches in task-based learning or project-based learning.

As (Sharma 2010) admits, by saying that the definition of HL continues to evolve, the definition of HL does not stop until the third definition. There is a new term affixed to the definition of HL which is an effort to refine the definition of HL itself. A new term to adapt the definition of HL by (Sharma, citing Claypool, 2010) is the term "in-world". Sharma defines HL in a more contemporary context as a combination of "real word plus in-world" where the teacher delivers face-to-face learning and combines it with virtual learning. This is in line with the definition expressed by (Kurthen& Smith, 2015) that "blended-hybrid learning is combining online and face-to-face (FTF) activities". (Garrison & Kanuka, 2004) in (Jessica Bowyer & Lucy

Chambers, 2017) also think so, but they add a note that HL is not just adding online activities to the FTF class. In it there must be an effective integration between virtual and face to face methods. If it is simply a teacher or university lecturer placing some selected course materials, such as a course handbook, on a virtual learning environment (VLE), then this "would not constitute a sufficient 'blend'" (Jessica Bowyer & Lucy Chambers, 2017). Therefore, such learning is not BL, let alone HL (if BL and HL are distinguished).

The above definition is supported by (Kurthen& Smith, 2015) who say, "These combined online face-to-face courses go by terms such as web-enhanced, blended and hybrid courses". However, even though there are so many different definitions of HL, it is not yet considered one which is the most appropriate definition. In other words, the definition of BL/HL is not final. (Kurthen& Smith, 2015), citing (Parkinson, Green, et al, 2003; Voos, 2003) explicitly says that researchers use terms like "blended" and "hybrid" learning synonymously without a precise definition. However, they indicated their agreement with the existing definition by saying that BL/HL is a combination of face to face and online classes.

Meanwhile, according to the level of combination or "the percentage of web-based interaction", the type of online learning can be broadly classified into three groups, namely: 1. web-enhanced; 2. blended; and 3. hybridlearning. According to this description (Kurthen& Smith, 2015), blended learning and hybrid learning are two different things. Hybridlearning (written without spaces) is a combination of face-to-face learning and web-based instruction with a certain portion. He said, "If the online activities replace FTF class meetings by more than 40%, but less than 80%, then the course is considered hybrid". So, to say it is hybrid learning, the online activities are between 40% -80%. Even (Kaleta and Aycock, 2004) in (Kurthen& Smith, 2015), defined web-enhanced as any course with 20% or less online with the remainder face-to-face. So, in this case they define hybrid learning as a 20%-80% online learning process composition. In essence, the learning process that involves less than 20% online is not yet called an online class, let alone a hybrid, and an online class of more than 80% is also not a hybrid but a fully online E-learning (Kaleta and Aycock, 2004) in (Kurthen& Smith, 2015) .

So far, the definition of hybrid learning is getting narrower. However, because the category of hybrid learning is new, according to (Kurthen& Smith, 2015) there is still no consensus on which definition is mutually agreed upon. They say "there is no consensus on definitions". In fact (Jessica Bowyer & Lucy Chambers, 2017) says that there has been some debate about an exact definition of BL/HL. The author personally in defining this hybrid learning not only considers the composition of the percentage between offline and online which is between 20% or 40% to 80% but also considers the implementation mechanism. According to the author's personal opinion, online classes with the composition above do not include hybrid learning but genuinely blended learning. So, in this case the author tends to distinguish between blended learning and hybrid learning.

In the author's concept of thought, hybrid learning must be able to facilitate participants (students), more than just interacting with two platforms or two different modes with the above composition at different times (asynchronous). Hybrid learning must offer opportunities for

students who cannot attend face to face classto take part virtual class in online mode at the same time (synchronous). In vice versa, if there are students whoprefer to attend face-to-face class during online classes, there are also facilities and activities of the class. That is, hybrid learning means that both face-to-face and online interaction modes take place at the same time (synchronous). In the world of entertainment is known the term streaming. The learning process with this streaming model, according to the author, is more suitable to be called hybrid learning. According to the author's opinion, this definition will match the current curriculum, especially in universities, which is called *Merdeka BelajarKampus Merdeka* (MBKM). In this MBKM students are given the opportunity to take courses outside of university, or other types of programs that are included in the 8 MBKM programs. If off-campus MBKM students are not given the opportunity to study virtually (online), while the current semester's lectures are covered 40%-80% online, they will lose the opportunity to take 20%-40% non-recognition MBKM courses and a number of courses will be left because there are no online classes so the courses cannot be attended by the students virtually.

What to Prepare in Implementing Hybrid Learning?
Many things need to be prepared before a hybrid learning class is held. The main things that need to be prepared are described below.

1. **System**. The system in this case includes a monitoring system, tracking/history and assessment or evaluation. The most important thing to prepare for HL learning is the system or its application in the form of a Learning Management System (LMS). LMS here is an LMS based on e-front learning (Efendi et al., 2014). E-Front is an e-Learning platform (also known as Course Management System (CMS), or Learning Management System (LMS), or Virtual Learning Environment (VLE). This system must support various hybrid learning activities such as delivery of teaching materials, tracking and monitoring students' activities, collaboration between students and lecturers, cooperation between participants (students), communication/interaction, and also administration (Efendi et al., 2014).This includes training and assessment administration. This system must also be web-based and learning content must be accessible anytime and anywhere (Erik W. Black, Dennis Beck, Kara Dawson, Susan Jinks, 2007).

2. **Tools**. The main tools for implementing hybrid learning are computers/laptops with internal and/or external web cams, a strong and stable internet network via cable or Wi-Fi, as well as rooms appropriate for offline and online (hybrid) classes. Included in the room category are lighting and background (such as a green screen) and freedom from distortion of traffic and sound (distortion free).
   In addition, there are many other supporting tools needed, such as, if it is possible, an interactive smartboard in which a mini PC is embedded which contains learning tools. It is also necessary to prepare a camera or video system, and an audio system. If it is affordable, it is also necessary to prepare an extended display that can display pictures of students who are participating online. This tool is to make it easier for teachers or

lecturers to monitor online participants. One more tool that is no less important is lighting, which functions to help the camera capture image objects (teachers/lecturers and students) clearly so that the class can be followed by all parties, both students and lecturers in the face-to-face participant class, as well as students in online class synchronously.

3. **Devices**. The device here are learning tools in the form of teaching materials, learning media (videos, etc.), evaluation instruments (questions, scoring rubrics, scoring sheet formats, and attendance lists).After the system is good, next is the learning content or teaching materials. The teaching materials here are multimedia-based teaching materials. Teaching materials developed online will certainly facilitate the implementation of hybrid online learning. (Efendi et al., 2014) said, "the system and the material provided online can facilitate both the teacher and the students to proceed with the teaching/learning process anywhere and anytime, either asynchronously or synchronously (Efendi et al., 2014) .

4. **Competence**. Competence in this case is the main competence of the teacher. This is related to the preparation of online-based teaching materials and other tools. So, teachers with pedagogical and technological competencies are also a part that should not be forgotten in preparing a good hybrid learning because in hybrid learning teachers are required to be able to empower existing tools in the implementation of hybrid online learning, monitor directly or indirectly the process of student learning and how good student learning outcomes are through the prepared system (LMS) (DEVON C. DUHANEY, 2012). Hybrid learning will not take place without material that can be shared through at least two modes, namely offline in the form of handouts and the like and online modes such as documents with pdf, or documents with other formats.

In terms of competence or skills of teachers in preparing learning tools in the form of teaching media, it is media that can be used in two modes. If the media is realia, it is also necessary to prepare a substitute for realia that can be shared via the internet (online) for example in the form of video. It would be better if the same media is used in a hybrid way. So, it is more efficient.

There are conditions that should be met in developing teaching materials and media in hybrid learning. (Hasbullah, 2006: 20) said that there are at least three requirements that should be met in order to develop a good and needed hybrid learning media that is compatible with hybrid learning that can improve the quality of learning. The three conditions are: (1) Simple. Media should be simpleso that the media can facilitate the students in applying the available technology and menus on the devices, both for teachers/lecturers and for students. Simple media can also save students' time to study. "The provided panel simplicity will make the students' learning time more efficient" (Hasbullah, 2006: 20), (Renner et al., 2014). So, the media does not need to be too sophisticated which can actually cause students to be unable to follow it because it is constrained by the equipment facilities they have (not supported devices); (2) Personal;

With personal media, the teacher/lecturer can interact with his/her students, as if he/she is communicating in the-front of the classroom. Using more personal approach and interaction, the students' improvements are noted, and they get help to overcome their problems. (3) Fast; the service is supported by speed; quick response in addressing the students' complaints and needs, so that the learning improvement can be executed as fast as possible either by the teacher or by the management (Hasbullah, 2006: 20) in (Efendi et al., 2014)

5. **Schedule**. Schedule is preparation that is also important. Study schedule (one schedule for offline and onlineclass to make it hybrid). Associated with hybrid online learning, students must also be prepared because in this learning there will be interactions between teachers/lecturers and students. With a clear schedule, the parties who will be involved in the hybrid learning process can each prepare everything needed, including time. There are 3 (three) hybrid learning methods that students must understand and be able to do, namely synchronous learning; self-directed learning; asynchronous (collaborative) learning (Chaeruman* & , Basuki Wibawa, 2018). In short, to ensure that the time for the learning process can be used as a guideline for teachers/lecturers to carry out both offline and online (hybrid) learning, a permanent schedule is needed. This schedule is also a guideline for teachers/lecturers to organize hybrid learning for students to join the classes they are supposed to take at a proper time.

6. **SOPs**. No less important is the SOP. The SOP states the mechanism for implementing the class (from introduction to evaluation). No less important in the implementation of hybrid learning classes are standard operating procedures (SOPs) which are used as guidelines for all parties involved in the implementation of hybrid classes so that there is uniformity in terms of, for example, the platform used, the variety of materials and media prepared, the schedule for the implementation, the involvement of supporting staff. such as the IT department, evaluation and assessment management, as well as auditing procedures of the implementation of hybrid learning.

What Are the Obstacles in Implementing Hybrid Learning?

Of course, there are many obstacles faced in the implementation of HL especially for institutions, private teachers/lecturers, students and related parties who are not familiar with it and do not have adequate facilities for it. However, here we will only discuss some of the factors that influence the running of a hybrid class according to (Kurthen& Smith, 2015). The first is the degree of norm internalization engendered by the percentage of online course components. They called it threshold effect; The second is the integration and timing of E-learning components with the overall structure and content of the course; and the third is the ownership needs of students. This "ownership" factor is important because students who feel they have the HL program or activity will be strongly motivated to participate in the HL class. In other terms (Kurthen& Smith, 2015) says ownership is "boosting participation in an online component (Kurthen& Smith, 2015).

In addition, (Kurthen& Smith, 2015) added that students must also overcome resistance and internalize "the norms and rules of another learning modality". If HL becomes a personal and learner-directed learning vehicle, then the teacher/lecturer as an instructor must also provide adequate explanations, training and advice at the beginning of learning to reduce the risk of 'learning curve' problems. (Kurthen& Smith, 2015) So, hybrid classes are not just being implemented offline and online simultaneously, but there are many conditions that must be met for the class to really run as an actual (ideal) hybrid learning class.

Hybrid learning constraints also occur on the teacher/lecturer side, especially in the process of assessing assignments that are collected or uploaded by students on the LMS. "The online discussions were graded according to quality and quantity of discussion postings, whereas the lecture material was assessed by multiple choice exams. This may have contributed to a perceived lack of integration between online and FTF components." According to (Kurthen& Smith, 2015).

How to Anticipate Hybrid Learning Constraints

Quoting (Chaeruman* & , Basuki Wibawa, 2018), the important questions we must answer when we want to say our class is a hybrid learning class are 1) How to determine the right blend to be executed in a hybrid class for certain learning outcomes? 2) What criteria can be used to pick the right blend of it?".

In this paper, let these questions roll for the time being in the educational community who are planning to hold hybrid learning while waiting for certainty whether in the future indeed a hybrid class is the most appropriate choice according to the natural situation, technological demands and developments of the nature.

Using a strategy that Kanuka (2004) in (Jessica Bowyer & Lucy Chambers, 2017) calls "strategic use of classroom time", namely that "classroom time" uses "problem-based", rather than "lecture-based", because this strategy in HL had higher levels of student engagement (Delialioğlu (2012) in (Jessica Bowyer & Lucy Chambers, 2017). Thus, preparation for learning with problems designed for learning needs to be prepared in a planned and careful manner.
Next, increasing the capacity of students to be able to adopt resilient learning strategies, and be able to motivate themselves to complete lessons in HL class (Wivell et al., n.d.), Boyle et al. (2003) in (Jessica Bowyer & Lucy Chambers, 2017) because independent study skills and self-motivation are an important part of HL.Helping students in both cases is important as a form of HL preparation. (Jessica Bowyer & Lucy Chambers, 2017) emphasized, "help students develop these skills by offering additional study skills sessions. Students' likely self-motivation should also be borne in mind when developing HL programmes".

Furthermore (Jessica Bowyer & Lucy Chambers, 2017) remind that "Implementing a HL program requires coherent and co-ordinated planning to be successful". So, HL is not held only with the initiative of one party. This means, the HL class should not be able to be carried out successfully if there is no cooperation and agreement with the related parties to do so.

No less important to pay attention and to prepare for in the implementation of the HL class is the policy of the school/college institution. This is also highlighted by (Garrison and Kanuka 2004). They give examples that the policy include, for example, : strategic planning of financial, technical and human resources, course scheduling and tutor and student support. Those three policies should be considered in deciding whether the institution will hold HL or not. When the institution should hold HL, make it sure that all of the policies support the decision.

Meanwhile, evaluation must also be carried out while the HL activity is ongoing (ongoing evaluation), during the development of the tasks to be given, and not only at the end of the program or activity. The evaluation must be thorough which (Profile & Profile, 2012) is called "through and multi-faceted evaluation" which in turn ensures that the overall quality of the course goes well.

However, at this point there are still problems that need to be resolved. The problem is who should evaluate?;how and when to evaluate?; what should be evaluated?; and what is evaluation for? (Profile & Profile, 2012). For these three last questions, perhaps need longer discussion involving related expert. So that why, the writer will let these three last questions go around the world to find the answers.

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AN ERROR ANALYSIS OF USING RELATIVE PRONOUNS OF THE SECOND SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY OF METRO

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Abstract

This descriptive qualitative research aims to find out what the error analysis result of using relative pronoun and to detect the most error encountered by the second semester students of english education study program at Muhammadiyah University of Metro. This research is carried out in Muhammadiyah University of Metro Lampung. The subject of this research is the used of relative pronoun in answering some questions. The populations of the research are 23 students. However, the researcher took six students to be sampled. The object of this research is the second semester students' worksheets. The result shows that the types of relative pronoun errors in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro are *When*, *Who*, *Whom*, *Whose*, *Where*, and *Which*.Meanwhile, the most relative pronoun error that appears based on the percentage and range is *Where*. The students do have problems in working on this relative pronoun questions due to some of them have forgotten what had they learned and some still do not understand what relative pronoun is and how it functions.

Key Words: An *Error Analysis*, *Relative Pronoun*

INTRODUCTION

As known, English is an International product whose presence has been used not only to communicate but also to transact to all people in the whole world. Enormous insight into the most common errors made by students learning English as a second language (Melvin, 2014). English becomes an urgency in most sectors of life. Most people throughout the world use English to undergo their jobs, education and even lifestyle. Recently, four basic skills of English

are going to be a standard to improve self quality in its relation to International job requirements. Keep in mind that all basic skills of English are necessary grammar within. Among speaking, writing, reading even listening need grammar in order to be well-constructed. To be aware, a language without grammar is nothing. Grammar provides the rule whether the skills are acceptable, because grammar may influence the meaning and message of the language itself. Although knowledge of grammar will not on its own creative writing skills, there is a good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad (Huddleston & Pullum, 2007).

(Aarts, Chalker, & Weiner, 2014)claim :There are many ways of describing grammar, and a wealth of terminology. Some of it strikes the layman as jargon (disjunct, matrix, pro-form, stative); other words appear ordinary enough but conceal specialized meanings (comment, focus, specific). Worse, the same terms, old or new—comparison, formal, pronoun, reported speech, root, stress—are used by different grammarians with different meanings.

Grammar is one of the important things in learning English because it is such a building block to construct language. Smallest materials within grammar have to be mastered well for they are the requirements to use language properly. One of the materials of grammar that has a great tendency to make students confused is relative pronouns. Both in the theory - called grammar, even in the practical grammar - called structure, relative pronouns seem to be so confusing that not all students can comprehend and apply it appropriately.

Meanwhile, the use of relative pronouns is so essential that is used in all basic skills of English. It cannot be separated when we use language, especially English, we will use relative pronouns automatically. To be remembered, the error usage of relative Pronouns may influence the meaning of our message. On the contrary, most of the students are not able to master relative pronouns theoretically even practically. Although the function, meaning, and purpose of relative pronouns are 'equal', to apply the clause marker that fits each purpose is not an easy task. Relative pronouns are complex construction which brings the meaning within.

Moreover, relative pronouns, in the subject of structure and grammar, at the second semester of English Education Study Program at Muhammadiyah University of Metro needs more attention from the lecturer. It is based on the fact, the result of preliminary research displayed only two students who got a perfect score (100). They were Gesia Afifah Ayu W and Kintan Umari. There were four students who had score 80 named Anum Rahmayanti, Bernika Erlania, Ema Aryani, and Ria Anggelita P. Meanwhile, Annisa Rahmatia Widiani, Ires Putri H, and Salsabila Mondes Selenratupuli got 60 points. Then, students who got score 20 were Adjeng Sagieta Aultya and Iqbal Mahendy. Unfortunately, there were ten students had the lowest score which was 0 point. They were Annisa Oviyansyah, Fahdini Jannati, Gunawan Al Malik, Intan Yayang Shafika, Moh. Rif'atullah, Nucky Bita Armila, Rico Bagus P, TasyaAnggun Vinka P, Vina Febriana, and Zaenal Akbar.

Most of the second-semester students of English Education Study Program at Muhammadiyah University of Metro encounter problems when they are asked to compose a sentence that contains relative pronouns. The researcher identified that most of the students did

not use the true clause marker, both from its function and purpose. Some of them did not use the appropriate clause marker to differ the subject of pronouns, the relation of each pronoun and the reduction of clause marker in a sentence. In several sentences, they face difficulty to determine the clause markers which are used to people or things and the clause markers that shows possession. Certain students who have low comprehension may do some error because, as known, several clause markers of relative pronouns cannot be guessed easily whereby the should take place. Sometimes, they appear unexpectedly that needs students' attention more and more because it is necessary for the ability to identify what the subject is.

Commonly, relative pronouns consist of *who, whom, that, which,* and *whose*. Some students have misconceptions of these clause markers which may be caused by the lack of knowledge about the meaning and function of each clause markers. The students' error can be various. Several students put the clause marker *which* to connect the pronouns that contain possession whereas the others put the clause marker *who* to connect the pronouns that have two-subject relation.

Therefore, in this case, the researcher is interested in analyzing the students' error in using relative pronouns by the paper entitled "An Error Analysis of Using Relative Pronouns at Second Semester Students of English Education Study Program in Muhammadiyah University of Metro in Academic Year 2018/2019".

A. Identification

Here are some identification encountered by the second-semester students of Muhammadiyah University of Metro in their writing:
1. Some of them did not use the appropriate relative pronounce.
2. In several sentences, they face difficulty to determine the relative pronounce which are used to people or things and the relative pronounce that shows possession.
3. Several students put the relative pronounce *which* to connect the pronouns that contain possession whereas the others put the relative pronounce *who* to connect the pronouns that have two-subject relation.

B. Focus

Based on the background of the study and the phenomena that have been gathered by preliminary research above, this study will focus on analyzing the error of using relative pronouns in second-semester students of English Education Study Program writing at Muhammadiyah University of Metro in Academic Year 2018/2019.

C. Problem Formulation

In this study, the researcher formulates the problems as follows:
1. What types of relative pronoun error are found in the student result of structure and grammar test in the second semester of English Education Study Program at Muhammadiyah University of Metro?

2. Which relative pronoun error is the most dominant in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro based on the percentage?

D. Objectives
The objectives of the study are explained as follows:
1. To find out the types of relative pronoun error in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro.
2. To know which relative pronoun error is the most dominant in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro based on percentage.

E. Benefits
The result of this proposal is expected to give certain useful to:
1. Students
   As an additional knowledge, the students are expected to know the error of relative pronouns as the correction to themselves in order to enlarge their understanding of relative pronouns based on its function and purpose.
2. Teachers
   Hopefully, this research will give a evaluation as one of the problems which are faced especially by EFL students so that the teacher may look for appropriate treatment to solve it.
3. Other researchers
   This research can be a good word for the other researchers to the importance of developing knowledge on the subject of relative pronounce.

REVIEW OF RELATED LITERATURE
In this research, there are some researchers' overviews which are used by the researcher as the references of this research related to writing and the techniques used. The previous research overviews are as follow:

The early previous reserach is from (Puspita 2013) studied about a descriptive study on relative pronoun mastery of the first year student in SMA Negeri 1 Kecamatan Brebes academic year 2012/2013. The objective of the study is to describe students ability in mastery relative pronoun. The researcher used descriptive qualitative method. She used test as instruments. Based on the result of the data analysis that has been done, the writer found that the the ability of students in mastery relative pronoun on who are 65,72%, whom are 45,51 %, whose are 50,52 %, which are 60,75 % , and that are 69,58%. It is known that the most students belong to the fair level in relative pronoun whom and whose mastery. Beside that most of the students have average category in using relative pronoun who, which and that according to its function. But from the result of test all of the students still confuse in choosing the right relative pronoun to

make a correct sentence according to the correct grammatical rules in using relative pronoun whom and whose. So, they can not properly identify and use them in the correct sentence.

Then, followed by research from (Aini 2014) about The difficulties in using English clauses faced by the second grade students of SMAN-1 of Kumai. In the study, the researcher would like to know the level of the second grade students" ability on noun clauses, adjective clauses, and adverb clauses. Besides, she identified the difficulties faced by the students on using noun clauses, adjectives clauses and adverb clauses. In the study, she took the second year students of SMAN-1 Kumai in academic year 2013-2014 as the population of the study, thatnumber 96 students consisted of three classes. The researcher used the quantitative method. In collecting the data, she used the test and documentation. The result of her study were: there were 30 students or 31.25% consisted of 26 students or 86.67% in XI IPA class, 4 students 12.90% in XI IPS A class, that has mastery on using adjective clause. While, the students" difficulties could be described that: there were 65 students or 67.71% could not answer item of number 7; they could not use adjective clause which has function for person as the possessor that is whose.

Subsequently, other research from (Kusdianty 2016) entitled "The Analysis of Students' Error in Using Relative Clause". This study is aimed at investigating error types of Relative Clause and focuses on error of selection items of relative pronoun. Limitation of the study was on the students' error in using relative pronoun (who, whom, which, and whose) in Report Text and the causes of the students' error. This study used descriptive qualitative method. There were two techniques of collecting the data; observation which aimed at giving relative pronoun test in Report Text and interview which aimed at gathering information about the causes of the students made error. 20 students from class XI IPA 1 and XI IPA 2 of SMAN 1 Garawangi were chosen by the researcher as the sample of this study. Finally, the results of the analysis showed that the students made errors in relative pronoun "who" with number 45 errors or 33.6%. The error in using relative pronoun "whom" were 32 errors or 23.9%. The error in using relative pronoun "which" were 29 errors or 21.6%. The error in using relative pronoun "whose" with number 28 errors or 20.9%. The errors caused by the influences of intralingual transfer or most of the students didn't understand about the material, and interlingual transfer or the influences from their mother tongue in pronouncing and writing relative pronoun.

(Zulkarnein 2016) entitled "An Analysis on Students' Errors and Difficulties in Using Relative Clause (A Descriptive Study at Universitas Islam Negeri Ar-Raniry, Banda Aceh)" is listed also as prior research. This study analyzed students' errors on using relative clause. The purposes of the study were to find out the errors made by the EFL students in using relative clauses and to figure out what makes the EFL students do errors. The research design in this study was descriptive research. To this end, researcher used simple random sampling to choose the sample of the research. 20 students of 8th semester of English department at UIN Ar-Raniry were chosen as the sample of this research. Finally, 8 students who got most errors were chosen to participate in interview that focused on the causes at their errors. The results of this research showed that the students got most of the errors on relative clause "whose" with 88.75 % of the average error and on the relative clause "whom" with 60%. In brief, there were some factors that

cause students made errors, namely the confusion in using relative clause, overemphasis on language forms, lacking in vocabulary mastery and language transfer problem.

This research is also inspired by the paper entitled "Students' Difficulties in Using Relative Pronoun of Adjective Clause at The Tenth Grade of SMA Dharma Wanita 4 Taman" from (Wulandari 2018). This research was a case study and it used descriptive qualitative method to present about students" difficulties and the factor causing students" difficulties in learning adjective clause. The subject of the research was fifty seven of tenth grades students at SMA Dharma Wanita 4 Taman, Sidoarjo academic year 2017/2018 who was detected as having difficulties in learning adjective clause. The documenation, interview, and questionnaire were used as data collection technique. Based on the result analysis, the tenth grades students of SMA Dharma Wanita 4 Taman found three difficulties in learning adjectiveclauses, those were: comprehension, using unnecessary pronoun, and using the wrong relativepronoun. The findings showed that the students had more difficulties in using wrong relative pronoun, it can be seen from the problems they had gotten in using wrong relative pronoun. Then, they had some problems in comprehension of adjective clause. The last, they had problems in using unnecessary pronoun. The finding also showed that there were 3 factor causing students difficulties ; motivation, teaching method, and educational background. In conlucion, there were still many difficulties faced by students in learning adjective clause. It indicates that the students did not understand well about adjetive clause.

Based on the previous studies above, the researcher can conclude that difficulties in learning adjective clause is important to be known by students and teacher. Since every student probably has different difficulties in learning adjective clause, the researcher got an inspiration to do a research based on this topic. This research was differ from all of those previous researches from some aspects.

First, some of those research disscuss about students ability and one of them disscuss about students error in using adjective clause, while, this research disscuss about students" difficulties in learning adjective clause and focus on relative pronoun. This research only focus on using the wrong relative pronoun. Second, this research also examined about the factor causing students error. It is very important to be known because it can help the teachers more aware in teaching writing to decrease students difficulties.

The last, this research has different subject of the study, the subject of this research is second semester students of English education study program in Muhammadiyah University of Metro in academic year 2018/2019.

Literature Review
1. The Concepts of Errors and Mistakes
In the course of learning and using foreign language, one of the mostinhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors.

An error is different from mistake, so it is crucial to differentiate both of them. (H. D.

Brown 2007)states that errors are a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. (Hasyim, 2002) enhances that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

Since language is process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learner need to be analyzed correctly in order to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teachingEnglish as a foreign language. Such an analysis becomes the key for foreign language acquisition.

Shortly, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the teacher something about the effectiveness of their teaching materials and their teaching techniques.

2. The Concepts of Error Analysis

(James 2001) claims that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Through conducting error analysis, the teacher will find kinds of error which are often made by the students in learning English. Through conducting error analysis, the teacher may find some solutions to minimize the error which is faced by the students in learning English. Hence, (Hasyim, Error Analysis in the Teaching of English 2002) argues, although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, where as for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

According to (Khansir 2012) errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. The learner's errors have long been interested for second and foreign language researchers. Then, (Kotsyuk 2015) avows that errors are not anymore taken as bad signs of nonperformance, in teaching or learning, that should be eliminated at any cost; rather, they are considered to become a necessary part of language learning process. In learning English, the students possibly will create some errors. Here is the most important role of English teacher. The teacher's part is to investigate the errors which are made by the students. Error analysis is valuable for teaching and learning process.Moreover, (Al-Khresheh 2016) adds error analysis can provide a good methodology for investigating second language learners' errors. Once the causes or sources of errors are discovered, it is probable to conclude and decide on the remedy.

All of the definitions above could be clarified that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in

writing English sentences.

3. The Causes of Error

According to (J. Harmer 2003) there are two factors which cause the learner to commit error, namely L1 interference and developmental errors.

a. L1 Interference

A subsequent material influenced by the previous material can be due to inteference. Learner has depth knowledge of the first language or can be called as mother language. The first language may be the only language system that the learner knows. Hence, the learner tends to transfer the first language system into the second language learning. For instance, in Indonesia, adjective comes after noun, for example "*buku biru*". In contrast, English has the rule in which the adjective comes before the noun, for example "blue book". As a result of inteference, Indonesian would say "book blue".

b. Developmental Error

Developmental error is related to the over-generalization. (H. D. Brown 2000) declares that over-generalization is refered as a process of generalizing a particular rule or item in the second language beyond legitimate bounds. While developmental error, as desciribed by (J. Harmer 2003) is the situation where the learner starts to over-generalize a new rule which has been learnt. As a result, s/he makes mistakes with things that the learner knew before. For instance, learner writes "He is more bigger than you". This situation happens because learner overgeneralize the acquisition of "more" for comparative, and then it combined by the rule that has been learnt before, the comparative adjective (adjective + *-er*).

4. The Purpose of Error Analysis

Some experts contribute their thought about the purpose of error analysis. (Heydari 2012) avers that by knowing the error commited in the second language learning process would help the teacher in determining the appropriate teaching strategies to give a better learning process to the learner. Furthermore, it would help the teacher to know the difficulties faced by the learner in learning the target language. Moreover, (Jabeen 2015) affirms that error analysis innovates the teacher about the ways of teaching by giving the feedback on the errors made by the learner.

Error analysis also supports the noticing hypothesis posited by Richard Schmidt cited in (Buriro 2013) testifies that noticing is necessarily needed in order to ease the input to be processed into an intake. By having the error analysis, the learner could be aware of the error commited by himself. It leads the learner to avoid the error to be happened again in the future.

In short, error analysis plays an important role in the second language learning in which helps both the teacher and the learner to make a better learning process goal.

5. The Procedure of Error Analysis

Procedure of error analysis is very necessary and important. Without Procedures, error analysis will not be correct and clear. Therefore, a learner needs to know about the procedure of error analysis. So that they know how to write correctly. There are some procedures of error

analysis which come from some linguistics expert; one of them is Ellis (1997, p. 15) cited in (Sholihatun 2017)in his book, "*Second Language Acquisition*", mentions the procedure of error analysis into four steps such as *identifying* the errors, *describing* errors, *explaining* or *interpreting*, and *evaluating* error. Where the four step procedures those are very importantand needed in the error analysis. The four steps of procedures will be discussed briefly below:

The first step in analyzing learners' the errors is *identifying* the errors; which the researcher should compare the sentence that learner produces with what would be the correct sentence in the target language. If the sentence is assumed wrong in the target language or inappropriate for a particular context, it shows the error.

The next step is *describing* errors; the identified errors are described and classified into the table description of errors in order to know the frequency of error types. Classifying errors in such ways can help the teacher analyze learners' problems in their target languagedevelopment.

The third step is *explaining* or *interpreting*. It discusses the error types described in the table description and it is going to be more difficult when identifying the causes of error since the errors have a varied causes such as mother tongue interference, overgeneralization, error encouraged by teaching materials or methods.

The last step is *evaluating* error, which is also necessary. The teacher can determine what should be more emphasized or treated and what should not to their students.

Based on the explanation above, this research uses Ellis's theory of error analysis viewing the error analysis as an activity to *identify, describe*, *explain* or *interpret*, and *evaluate* the errors.

RESEARCH METHODOLOGY
A. Research Design

In this study, two research approaches are used. Namely, quantitative and qualitative approach. (Creswell, 2008) stated that quantitative research is a type of educational research in which the writer decides what to study; reviews the numbers analyzed by using statistics and conducts the inquiry in an unbiased with objective manner. Using a quantitative approach I tried to find students' errors in using relative clause through distributing paper test to them. In addition to complete the research and to answer the second question of the study, I used a qualitative approach to figure out why the students make the errors by conducting an interview. According to (Ary, 2002), qualitative research is conducted to describe the current status of the phenomenon that exists at the time of the study. In dealing with, descriptive design was used. According to (Sylviene, 2007), it is stated that descriptive research design is to describe groups, activities, or event with a focus on structure, attitude or behavior.

B. Population and Sample
1. Population

According to (Fraenkel, et al., 2012), the population is the group interest to the writer that would like to generalize the result of the study. In this study, the population is 47 students of

the second semester of English education study program at Muhammadiyah University of Metro.

2. Sample

The sample is the small quantity of population. (Arikunto, 2010) verbalized that sample is a limited number of elements from a population to be representative of the population. The technique of sampling that was used in the research was purposive sampling. According to (Sugiyono, 2008) purposive sampling is usually used by qualitative research. In line with the previous explanation, the researcher chose 6 participants. They are 2 students who have top score, 2 students of middle, and 2 students who get lowest score.

C. Technique and Data Collection

In this part, the researcher used two techniques in collecting the data, those are test and interview.

1. Test

In the study, the test consists of 3 question formats: multiple choice, error analysis, and sentence combination. The total question in each format was 10 questions so the whole question in this test is 30 questions. The students had 50 minutes to complete the test.

2. Interview

The researcher used an interview to find the reasons or the students' error in using relative pronouns. In this part, the researcher used a semi-structured interview to collect the data. Based on (Mackey, et al., 2005) semi-structured interview is a type of interview in which the researcher uses a written list of a question as a guide, but can digress and probe for more information". This technique focused on the item of relative pronouns that students had the most errors.

D. Data Analysis Technique

To get qualitative research, the researcher calculated the data by using a formula which is introduced by (Sudjana, 2008), as follows:

$$P = \frac{F}{N} \; x \; 100\%$$

P = Precentage
F = Frequency of error occured
N = Number of sample which is observed

The last technique was an interview to find information about why the students made the errors. The study used the semi-structured interview in which participants were given disorderly questions. There are 2 questions in the interview that would be asked to the students. The data of students' responses towards the error in using relative pronouns were gathered through interview. Once the data collected, it will be transcribed. Later, the findings of the interview would be presented in a narrative explanation that depicts the students' errors in using relative pronouns.

RESULT DAN DISCUSSION
A Result
    The analysis result of this research will give details here. This study pronounced six students that are choosen as sample. They are Annisa Rahmatia Widiani, Bernika Erlania, Gesia Afifah Ayu W, Ires Putri H, Moh. Rif'atullah, and Zenal Akbar. The six students above had been researched. The result could be seen on Appendix 10

1. **Display of Relative Pronoun Errors**
    At this point, the writer describes the types of relative pronoun error in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro.

Table 1. Student's Final Score

N o	Name	SRN	Score			Final Score
			Part A	Part B	Part C	
1	Annisa Rahmantia Widiani	18340041	40	40	20	33
2	Bernika Erlania	18340042	20	60	40	60
3	Gesia Afifah Ayu W	18340049	100	70	35	68
4	Ires Putri H	18340044	50	40	60	50
5	Moh. Rif'atullah	18340039	10	20	0	10
6	Zenal Akbar	18340048	30	20	0	17

    Based on the table, Gesia Afifah Ayu W has the highest score. It means, she has a better comprehension than others even her score is still low. The details of their answers are as follow:

Table 2. Details of Student Answers

No	Name	Details		
		Part A	Part B	Part C
1	Annisa Rahmantia Widiani	Whom	Which	Whose
		Whom	Who	Where
		Where	Who	Whose
		Whom	Which	Where

		When Who	Where Where	When Whom Where Which
2	Bernika Erlania	Where Where Whom Whom Whom Where Whom When Who	Who Where Whose Where	Where Whose Where Whom Who Where
3	Gesia Afifah Ayu W	-	Which Where Where	Whose Where When Who Where Which
4	Ires Putri H	Which Whose Where Where Whom	Which Who Who Which Whose Where	Whose When Where Which
5	Moh. Rif'atullah	Whose Where Where Whom Whom Where Whom When who	Which Who Who Which Whom Whose Where Where	Whose Where Whose Whose Where When Whom Who Where Which
6	Zenal Akbar	Which Whose Where Whom Whom	Which Who Where Who Which	Whose Where Whose Whose Where

		Where Whom	Whose Where Where	When Whom Who Where Which

Those table described the error details of each part. It gaves details the kind of relative pronoun which appear. Meanwhile, the calculation of each incorrect relative pronoun is as follows:

Table 3. Details of Relative Pronoun Error

No	Name	Details of Error					
		When	Whom	Who	Whose	Where	Which
1	Annisa R.W	2	4	3	3	5	3
2	Bernika E.	1	4	3	2	8	0
3	Gesia A.A.W	1	0	1	1	4	2
4	Ires Putri H	1	1	2	3	4	4
5	M.Rif'atullah	2	5	4	5	8	3
6	Zenal Akbar	1	3	3	5	8	4

The explanastions of *Table 3* is that Annisa has 2 errors of answering relative pronoun question *when*, 4 *whom*, 3 *who*, 3 *whose*, 5 *where*, and 3 *which*. Bernika has 1 error of answering relative pronoun question *when*, 4 *whom*, 3 *who*, 2 *whose*, 8 *where*, and no error of *which*. Gesia has 1 errors of answering relative pronoun question *when*, no error of *whom*, 1 *who*, 1 *whose*, 4 *where*, and 2 *which*. Ires has 1 error of answering relative pronoun question *when*, 1 *whom*, 2 *who*, 3 *whose*, 4 *where*, and 4 *which*. Rif'atullah has 2 errors of answering relative pronoun question *when*, 5 *whom*, 4 *who*, 5 *whose*, 8 *where*, and 3 *which*. Whereas, Akbar has an error of answering relative pronoun question *when*, 3 *whom*, 3 *who*, 5 *whose*, 8 *where*, and 4 *which*.

2. Dominant Error of Relative Pronoun

After getting the types of relative pronoun error in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro, this part makes clear about the most errors that appear in students' answers. Firts, please take a look at this following table that explains the number of errors in each part:

Table 4. Number Relative Pronoun in All Questions

Relative Pronoun	Number Relative Pronoun in Each Parts			Total
	Part A	Part B	Part C	
When	1	-	1	2

Whom	3	1	1	5
Who	1	3	1	5
Whose	1	1	3	5
Where	3	3	3	9
Which	1	2	1	4
In accordance with the number of questions ------------------ -→				30

Referring to the table above, the score of each question in percentage according to the kind of relative pronoun could be summarized as follows:

a. Formula of *When*

   Percentage Score $= \frac{100\%}{2} = 50\%$

b. Formula of *Whom*

   Percentage Score $= \frac{100\%}{5} = 20\%$

c. Formula of *Who*

   Percentage Score $= \frac{100\%}{5} = 20\%$

d. Formula of *Whose*

   Percentage Score $= \frac{100\%}{5} = 20\%$

e. Formula of *Where*

   Percentage Score $= \frac{100\%}{9} = 11,11\%$

f. Formula of *Which*

   Percentage Score $= \frac{100\%}{4} = 20\%$

Concerning to the table 3 and 4, the display of their error percentage could be seen on this table:

Table 4. Percentage of Relative Pronoun Error

No	Name	Percentages of Error (%)					
		When	Whom	Who	Whose	Where	Which
1	Annisa R. W	100	80	60	60	55	75
2	Bernika Erlania	50	80	60	40	88	0
3	Gesia Afifah A. W	50	0	20	20	44	50
4	Ires Putri H	50	20	40	60	44	100
5	Moh. Rif'atullah	100	100	80	100	88	75
6	Zenal Akbar	50	60	60	100	88	100
Total		400	340	320	380	407	400

Table 4 clarified that the error percentage range is:
a. When   = 50% - 100%
b. Whom   = 0% - 100%
c. Who   = 20% - 80%
d. Whose = 20% - 100%
e. Where = 44% - 88%
f. Which = 0% - 100%

As a result, it could be conluded that the most error rates that appear based on the percentage and range, from the highest are as follows:
a. Where 407%
b. When   400% (*range ≥ 50%*)
c. Which 400%
d. Whose 380%
e. Whom   340%
f. Who   320%

B. Discussion

Subsequent to the details above, the researcher confirmed it with the results of the student interviews which is conducted after the written test. The student interview script of the questions about why they chose and gave that answer. Then, what is the main problem in understanding relative pronoun can be seen in the following explanation:

1. Annisa Rahmantia Widiani

   She said that her instuncts were correct. The problem is that she could not put relative pronoun in a sentence. She added that she did not yet understand its function.

2. Bernika Erlania

   According to Bernika, the answer was correct and she could not yet use it. She stated that she felt she did not have a lot of vocabulary and could not distinguish between the use of relative pronoun.

3. Gesia Afifah Ayu W

   She felt do not know why she gave that answer but as she recalled, she had studied and still remembered a few things so she felt sure of the answer. The main problem she faces is that she still does not understand the use of relative pronoun *Who*, *Whom*, and *Whose*.

4. Ires Putri H

   Ires confirmed, according to what she had learned, the answer was like that. However, she did not know wether the answer was right or wrong. She also felt there was a problem in composing the sentence.

5. Moh. Rif'atullah

   Rif'atullah felt still confused about relative pronoun. So, he gave an answer that was limited to instict. He actually felt he had learned but he forgot. He also added that he did not understand how to put relative pronoun in a sentence.

6. Zenal Akbar

He responded that was what he could answer. He did not know wether the answer was right or wrong. According to Zenal, he and his friends did not know the meaning. He also did not know what relative pronoun was. So, he found it difficult to answer.

If related to the result of the interview, they do have problems in working on this relative pronoun question. Most of them actually learned it. However, some have forgotten and some still do not understand what relative pronoun is and how it functions.

CONCLUSION AND SUGGESTION

A Conclusion

From the result of the research, it can be accomplished that the types of relative pronoun errors in the student result of structure and grammar test at the second semester of English Education Study Program at Muhammadiyah University of Metro are *When*, *Who*, *Whom*, *Whose*, *Where*, and *Which*.Meanwhile, the most relative pronoun error that appear based on the percentage and range is *Where*.

When all was said and do, the students do have problems in working on this relative pronoun questions due to some of them have forgotten what had they learned and some still do not understand what relative pronoun is and how it functions.

B. Suggestion

Here the researcher gives suggestion to the next researchers who wants to take relative pronoun as their concerned. The next studymay have to evaluate and focus on several factors of their error in using relative pronoun and may creat learning media that makes it easy for students to apply relative pronoun so English becomes a habit in their real life.

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PROCEEDING
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"HYBRID LEARNING IN EDUCATION AND ELT"

IMPLEMENTASI MODEL HYBRID LEARNING PADA MASA PANDEMIC COVID-19 DI SMAN 1 PIYUNGAN

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ABSTRACT

The purpose of this study is to see how hybrid learning concept is implemented at SMA N 1 Piyungan, Bantul in 2021 during the Covid-19 epidemic. A descriptive-qualitative technique is used in this study. Snowball sampling is used to determine informants, include teachers and pupils. Interviews and observations were employed as data collecting strategies. According to the findings of this study, the implementation of online learning is going quite well, despite several obstacles such as limited internet access, limited device ownership, human resources (teachers) who are still not proficient in using technology, and several internal factors from students. To cover the shortcomings of the online teaching and learning process, this school utilizes hybrid learning, which combines online and offline learning. During a pandemic, this learning model could provide an alternative method of learning. The online learning program still continues, coupled with offline learning. The school's face-to-face learning model consists of organizing study groups and study clusters to provide broader learning opportunities. In general, study groups are face-to-face teaching and learning activities that take place in and around the neighborhoods of students and teachers.

Keywords: *Hybrid Learning; Pandemic; Covid-19.*

PENDAHULUAN

Karena pandemi, dunia harus melakukan perubahan besar di berbagai aspek kehidupan manusia yang dimulai pada akhir tahun 2019. Sejak kejadian awal di Wuhan, Cina, pandemi yang disebabkan oleh Coronavirus telah mendatangkan malapetaka disemua aspek kehidupan manusia, termasuk perubahan besar dalam bagaimana orang menjalani kehidupan sehari-hari mereka (Wu, Chen, & Chan, 2020). Corona virus adalah penyakit yang sangat mudah menular melalui batuk, lendir, dan bersin, yang awalnya di temukan di Tiongkok pada Desember 2019 dan dengan cepat menyebar kewilayah lain di dunia. Virus Corona ini menyebabkan kesulitan bernapas, kelelahan, batuk, dan sakit tenggorokan sebagai gejala pertamanya (Larsen, Martin, Martin, Kuhn, & Hicks, 2020). Karena penyebaran virus yang begitu mudah, Organisasi Kesehatan Dunia (WHO) menyatakan Coronavirus sebagai pandemi di seluruh dunia pada Maret 2020(Jin et al., 2020). Menurut data statistik, virus ini menyebar lebih cepat di banyak negara, termasuk di Indonesia. Wabah penyakit yang oleh para ahli virology disingkat Covid-19 (Corona virus Diseases-2019) ini kemudian di nyatakan sebagai keadaan gawat darurat di bidang kesehatan masyarakat oleh pemerintah Indonesia karena menurut data pemerintah, jumlah kasus positif Covid-19 di Indonesia terus melambung tinggi hingga 3.409.658 orang terjangkit dengan rincian 94.119 meninggal

hingga akhir Juli 2021 (Maria Flora, 2021). Semua aktivitas masyarakat pundi desa kuntuk di lakukan secara daring dalam kondisi sekarang.

Di Indonesia, pandemi Covid-19 telah berdampak signifikan pada semua aspek kehidupan, khususnya system sekolah yang sangat terpukul. Sebagai akibat dari penerapan social distancing selama pandemi Covid-19, lembaga pendidikan mulai dari sekolah kanak-kanak hingga perguruan tinggi terpaksa mencegah siswanya untuk menghadiri sesi kelas offline. Hal tersebut mengakibatkan terjadinya pergeseran para digma system pembelajaran pada awal tahun 2020 yang sebelumnya di lakukan secara tatap muka atau luring, kini telah berubah menjadi model pembelajaran jarak jauh berbasis daring di semua jenjang pendidikan sebagai upaya untuk membatasi penyebaran virus Covid-19.

Menindak lanjuti perkembangan yang terjadi, pada tanggal 24 Maret 2020, Menteri Pendidikan dan Kebudayaan RI menerbitkan Surat Edaran(SE) Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Covid-19, yang ditujukan kepada seluruh pejabat di lingkungan tingkat provinsi dan daerah di seluruh tanah air(Menteri Pendidikan dan Kebudayaan RI, 2020). SE ini dikeluarkan sebagai tanggapan atas wabah Covid-19 yang semakin mengganas. Inti dari SE tersebut adalah proses belajar mengajar berlangsung melalui pembelajaran jarak jauh di rumah masing-masing. Sebenarnya, model pembelajaran jarak jauh bukanlah konsep baru dalam system pendidikan Indonesia, sebelumnya telah diatur dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2012 tentang Penyelenggaraan Pendidikan Jarak Jauh (Kementerian Pendidikan dan KebudayaanRepublik Indonesia, 2012).Untuk sekolah dasar dan menengah, penyelenggaraan pendidikan jarak jauh sudah di atur dengan Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 119 Tahun 2014 tentang Penyelenggaraan Pendidikan Jarak Jauh jenjang Sekolah Dasar dan Menengah (Kementerian Pendidikan dan KebudayaanRepublik Indonesia, 2014).

Pembelajaran jarak jauh pada implementasinya masih memiliki kekurangan yang signifikan dan sulit untuk diadopsi di beberapa tempat karena tidak semua sekolah memiliki sarana dan prasarana yang memadai, terutama di daerah pedesaan dengan keterbatasan yang bervariasi,mulai dari tidak adanya akses internet, kekurangan SDM, dana terbatas, hingga peralatan yang seadanya. Banyak sekolah, tenaga pendidik, dan murid sangat sulit untuk beradaptasi dengan system pembelajaran jarak jauh yang mengandalkan peralatan modern dan teknologi informasi (Basar, 2021; Mridul, Bisht, Sharma, & Kaur, 2021). Secara umum, ada beberapa kendala dalam proses pembelajaran di masa pandemi, yaitu pembelajaran jarak jauh masih belum bisa di akses untuk semua lapisan masyarakat dan fasilitas pembelajaran dan koneksi internet yang belum merata di Indonesia(Basar, 2021). Sangat mudah ditemui dan di beritakan oleh media bahwa banyak pelajar yang tidak memiliki ponsel, computer maupun laptop, dan koneksi internet di rumah. Selain itu, sebagai akibat dari perubahan besar yang terjadi di ranah social selama pandemi, khususnya dalam social pertemanan, system pendidikan, dan dinamika keluarga, anak-anak menghadapi berbagai masalah psikologis (Shah, Mann, Singh, Bangar, & Kulkarni, 2020). Karena perkembangan tersebut, tingkat kecemasandan stress siswa cenderung meningkat.

Berdasarkan penjelasan di atas, proses pembelajaran jarak jauh masih memiliki banyak kendala. Untuk meningkatkan keberhasilan belajar di masa pandemiini, diperlukan konsep pembelajaran yang lebih efektif dan efisien. Hybrid learning dapat digunakan sebagai alternative untuk menambal berbagai kekurangan yang terdapat pada pembelajaran daring. Secara umum, hybrid learning adalah model yang memadukan pembelajaran tatap muka dan pembelajaran secara daring dengan memanfaatkan berbagai metode atau pendekatanpembelajaran yang mengintegrasikan sesi belajar mengajar tatap muka

(konvensional) dengan pembelajaran daring untuk meningkatkan keterampilan belajar para siswa (Ghazali, 2021).

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan model pembelajaran hybrid learning di SMA N 1 Piyungan Bantul pada masa pandemi Covid-19 di tahun 2021. Selain itu, peneliti juga akan mengkaji bagaimana proses dan implementasi kegiatan belajar mengajar daring di sekolah tersebut dilakukan, serta bagaimana tantangan yang terkait dengan penerapan pembelajaran tatap muka yang sangat terbatas di tengah ancaman Covid-19 yang masih mengintai. Secara umum, penelitian ini akan melihat berbagai kendala dalam penerapan pembelajaran yang memadukan daring dan luring atau berbasis hybrid. Hasil dari penelitian ini di harapkan dapat memberikan gambaran tentang implementasi pembelajaran hybrid, yang dapat di gunakan sebagai referensi untuk merancang pembelajaran yang lebih efektif selama pandemi.

Hybrid learning dan juga lebih di kenal dengan blended learning berbagi definisi sebagai model yang mengintegrasikan pembelajaran di kelas dan pembelajaran daring dengan cara yang bermakna untuk tujuan meningkatkan mutu pendidikan. Karena itu, hybrid dan blended learning biasanya digunakan sebagai sinonim, tetapi blended adalah frasa yang lebih populer di masyarakat maupun akademisi. Jika seseorang atau institusi menggabungkan pembelajaran daring dan tatap muka, maka itulah yang disebut Blended Learning atau hybrid learning (Huang et al., 2021). Menurut Moebs & Weibelzahl (Siallagan, 2019), objektivitas pembelajaran dapat di capai dengan kombinasi pelajaran daring dan pertemuan tatap muka dalam bentuk blended learning atau hybrid learning.

Di abad ke-21, pengajaran dan pembelajaran harus mencakup penggunaan teknologi, dan model hybrid learning telah menunjukkan hal tersebut. Penggunaan teknologi di kelas telah mengubah metode belajar mengajar, berangkat dari pendekatan tradisional yang kaku kependekatan yang lebih modern dan fleksibel. Dalam pembelajaran daring, siswa dan pengajar dihubungkan oleh teknologi dalam proses belajar jarak jauh, dengan menggunakan media teknologi sebagai alat komunikasi. Pembelajaran jarak jauh telah digunakan oleh perguruan tinggi di seluruh dunia sejak tahun 1891, dengan University of Wisconsin di Amerika Serikat menjadi pelopor dalam bidang ini (Siemens et al., 2015). Kemudian, seiring berjalannya waktu, penggunaan media elektronik dalam pendidikan semakin tidak dapat dipisahkan. Berbagai media dan teknologi bersama-sama di gunakan untuk meningkatkan aksesibilitas para siswa kesumber pembelajaran seperti sekolah dan universitas hingga akhirnya pembelajaran jarak jauh secara daring dapat di manfaatkan sepenuhnya.

Dapat di katakan bahwa kebangkitan pendidikan daring tidak terjadi dalam waktu yang singkat. Ada sejumlah variable penting yang mendorong lembaga pendidikan untuk memberikan kesempatan belajar secara daring. Pertimbangan ini termasuk memenuhi kebutuhan siswa akan program yang fleksibel, kekurangan pengajar pada institusi bersangkutan, dan kebutuhan untuk meningkatkan pendaftaran siswa pada suatu lembaga pendidikan (Ackerman et al., 2016). Variabel lain yang dapat mempengaruhi pertumbuhan pendidikan

melalui daring di lembaga pendidikan antara lain adalah terjadi perang, krisis ekonomi, dan wabah penyakit. Saatini, terdapat pandemi Covid-19 yang terus mengancam kesehatan masyarakat merupakan alasan utama bagi di lakukannya pembelajaran daring.

Berhubung pembelajaran secara daring pada masa pandemic ini masih menghadapi banyak persoalan, maka muncul lah modal hybrid learning yang menggabungkan konsep daring dan luring. Seperti yang telah di lakukan oleh beberapa sekolah di Indonesia, termasuk SMA N 1 Piyungan, mereka mengalami kesulitan dalam mengajarkan beberapa mata pelajaran kepada siswa secara virtual. Perlu adanya interaksi dan penjelasan langsung agar ilmu yang di ajarkan dapat terserap dengan optimal.

METODE

Penelitian ini merupakan penelitian deskriptif kualitatif. Metode kualitatif di gunakan karena memberikan informasi terkini, bermanfaat bagi kemajuan ilmu pengetahuan dan dapat digunakan untuk hal yang lebih luas (Fadli, 2021; Sugiyono, 2016). Penelitian kualitatif kurang memperhatikan perhitungan angka atau statistik dan lebih mementingkan data yang dikumpulkan melalui observasi dan wawancara mendalam oleh peneliti dengan sumber informan yang telah di terjemahkan kedalam bentuk tertulis (Gerring, 2017). Sedangkan penelitian deskriptif (Syaodih, 2014), bertujuan untuk memberikan gambaran secara rinci tentang suatu fenomena sosial yang diamati. Akibatnya, penelitian ini bercita-cita untuk mendefinisikan sifat dari segala sesuatu yang sedang berlangsung pada saat penelitian ini di lakukan. Untuk memulainya, bentuk penelitian ini menanyakan, "Bagaimana?" Tujuannya di sini adalah untuk menjelaskan apa yang sedang di teliti yakni menggambarkan secara detail pelaksanaan hybrid learning dan hal-hal yang terkait di dalamnya, serta untuk mengungkapkan kondisi dan praktek penyelenggaraan pendidikan berdasarkan kondisi nyata di lapangan.

Studi Ini di lakukan di sekolah SMA N 1 Piyungan yang ada di Kabupaten Bantul, dengan alamat: Karang gayam, Sitimulyo, Piyungan, Bantul di provinsi Daerah Istimewa Yogyakarta (DIY). Penelitian ini di lakukan pada bulan Juli sampai Agustus tahun 2021. Informasi penelitian ini adalah beberapa pengajar dan siswa yang di pilih dengan teknik snowball sampling. Snowball sampling merupakan strategi penentuan sampel yang di mulai dari yang kecil dan berkembang seiring waktu menjadi lebih luas ataupun besar (Naderifar, Goli, & Ghaljaie, 2017). Akibatnya, waktu juga memiliki pengaruh yang signifikan dalam pemilihan sampel. Pengambilan snowball sampling memungkinkan peneliti untuk berkomunikasi lebih baik dengan sampel atau informasi karena sampel pertama dan berikutnya saling terkait dan mengenal, sehingga memudahkan peneliti untuk menyelami data lebih dalam dengan cepat. Wawancara mendalam juga akan mengungkapkan secara rinci tentang implementasi model hybrid learning di sekolahini.

HASIL DAN PEMBAHASAN

SMAN 1 Piyungan Mulai tahun ajaran 1991/1992, beroperasi sebagai cabang dari SMAN 1 Bangun tapan di bawah kepemimpinan Kepala Sekolah Dra. Tumi Raharjo. Saat ini sekolah tersebut memiliki Gedung permanen di daerah Karang gayam, Sitimulo, Piyungan di Bantul, yang diresmikan pada bulanAgustus 1991 oleh Bapak Drs Sulistiyo, Kepala Kantor Wilayah Departemen Pendidikan dan Kebudayaan Daerah Istimewa Yogyakarta kala itu. Sekolah ini memulai dengan fasilitas dan SDM yang seadanya, yakni dengan empat ruang kelas, dua pengajar tidak tetap, dan dua pengajar tetap. Staf lainnya, termasuk pengurus harian TU dan guru mata pelajaran, di ambil dari SMAN 1 Bangun tapan. Gelombang pertama siswa sekolah ini berjumlah total ada 80 siswa dan di bagi menjadi dua kelas paralel, dengan total dua program paralel.

Bapak Jumiyanto, S.Pd., M.Eng. adalah Kepala SMA N 1 Piyungan saat ini, dan menjabat sejak Desember 2020. SMA N 1 Piyungan saat ini memiliki 15 rombongan belajar. 5 kelas 10, dengan 3 kelas konsentrasi IPA dan 2 kelas konsentrasi IPS. 5 kelas 11 dengan 3 kelas jurusan IPA dan 2 kelas jurusan IPS, dan 5 kelas 12 dengan 3 kelas jurusan IPA dan 2 kelas jurusan IPS. Dari segi fasilitas, saat ini SMA N 1 Piyungan memiliki satu laboratorium kimia, satu laboratorium fisika, satu laboratorium biologi, dan tiga laboratorium komputer. Masjid, perpustakaan sekolah, ruang seni, lapangan basket, ruang pertemuan, UKS, Gazebo, smart water system, Laboratorium Keterampilan, Ruang Seni Budaya, dan UKS adalah beberapa fasilitas lainnya.

Jumlah Guru secara keseluruhan berjumlah 38 orang, terdiri dari 13 laki-laki dan 25 perempuan. Untuk jumlah siswa, terdapat 532 siswa, terdiri dari siswa laki-laki berjumlah 218 orang dan siswa perempuan berjumlah 314 orang. Sedangkan untuk rombongan belajar berjumlah 15 kelas. Untuk lebih jelasnya, di jelaskan melalui table di bawah ini.

Table 1. Jumlah guru berdasar status dan jeniskelamin

Status	Jumlah
PNS	38
GTT	28
GTY	0
Honor	1
Jeniskelamin	Jumlah
Laki-laki	13
Perempuan	25

Table 2. Jumlah murid berdasartingkat dan jeniskelamin

Tingkat/Kelas	Jumlah
10	174
11	179
12	179
Jeniskelamin	Jumlah
Laki-laki	218
Perempuan	314

Pada masa pandemisaatini, aktivitas masyarakat termasuk di dalam nya adalah aktivitas belajar mengajar, di kendalikan secara hati-hati dengan cara mengurangi keramaian, terutama di ruang tertutup. Untuk mencegah penyebaran Covid-19, pemerintah mengharuskan kegiatan belajar mengajar di lakukan dari jarak jauh secara daring. Menyikapi hal itu, SMAN 1 Piyungan berupaya mengembangkan model pembelajaran yang tidak hanya fokus pada kelas daring, namun juga berusaha mengimbangi dengan kelas hybrid yaitu pembelajaran yang mencakup komponen daring dan luring, atau istilah lebih populernya adalah pembelajaran berbasis Blended Learning. Pembelajaran daring, pembelajaran tatap muka, dan kegiatan praktikum maupun ekstrakurikuler yang di lakukan secara luring lainnya merupakan komponen pembelajaran yang terdapat dalam model pembelajaran ini.

Pembelajaran daring di gunakan di semuamatapelajaran di SMA N 1 Piyungan karena hal tersebut sudah menjadi syarat mutlak yang di rekomendasikan pemerintah sebagai bagian dari kebijakan untuk memerangi penyebaran Covid-19. Selain itu, pertemuan tatap muka hanya di gunakan untuk pembelajaran tambahan dan pendalaman materi. Dengan pertemuan tatap muka yang mengedepankan hubungan timbal balik antara siswa dan pengajar, mampu menjadi penyempurna pembelajaran daring. Dengan di selipi adanya pertemuan tatap muka, hal ini menjadi sarana interaksi dan komunikasi langsung antara pengajar dan siswa untuk membahas materi pelajaran hingga sesi sharing dan motivasi agar mentalitas anak didik maupun pengajar tetap stabil. Pembelajaran secara daring sendiri menyumbang proporsi pembelajaran yang lebih besar dari pada pembelajaran tatap muka, yakni dengan persentase sekitar 80 persenberbanding 20 persen.

Untuk penjelasan secara detail terkait persiapan pembelajaran daring, peneliti akan menjelaskan sebagai berikut. Persiapan pembelajaran daring di awali dengan pembuatan jadwal. Pembuatan jadwal ini tidak terlalu sulit karena hanya mengubah sedikit jadwal yang sudah ada dan di sesuaikan dengan keadaan new normal di era pandemic. Setelahnya, pengajar juga merancang Rencana Pelaksanaan Pembelajaran (RPP), dilanjutkan dengan pembuatan bahan ajar, penyusunan media pembelajaran, dan pengembangan soal latihan serta evaluasi. Kemudian, baikmelalui Google Classroom atau grupWhatsapp, pengajarakan menginformasikan terlebih dahulu kepada siswa tentang kegiatan pembelajaran yang akan berlangsung selama sesi kelas. Pengajar dan siswa di wajibkan untuk melakukan kegiatan belajar mengajar dengan memanfaatkan program atau aplikasi daring tertentu sesuai dengan kebijakan sekolah. Hal ini merupakan dasar untuk melaksanakan system pembelajaran secara daring di sekolah ini. Banyak aplikasi yang menunjang proses pendidikan yang digunakan oleh para pengajar dan dapat di akses melalui gawai masing-masing yang digunakan di sekolah selama masa darurat Covid-19. Aplikasi atau website yang dapat di gunakan untuk pembelajaran daring antara lain grup WA, google classroom, google duo, dan zoom. Karena daftar hadir dan mengunggah materi lebih mudah, grup WA dan Google Classroom menjadi aplikasi utama yang digunakan di sekolahini. Selain itu, aplikasi tersebut juga populer di kalangan siswa, sehingga cukup mudah untuk mengikuti pembelajaran melalui du aaplikasi di atas.

Untuk memperjelas pelaksanaan proses belajar mengajar secara daring di SMA N 1 Piyungan, peneliti akan menjelaskan melalui contoh pelaksanaan pembelajaran jarakjauh melalui Google Classroom dan grup WA. Di Google Classroom, pengajar menggunakan media pembelajaran daring ini dengan cara memulainya dengan memberikan petunjuk tentang materi yang akan dibahas. Selain itu, pengajar juga menjelaskan silabus pembelajaran yang harus diselesaikan, baik pada hari itu atau untuk satu semester kedepan. Tentu saja semua ini di beritahukan kepada siswa-siswi sebelum proses pembelajaran daring di mulai. Beberapa pengajar memiliki perbedaan terkait dengan pemberitahuan silabus atau materi mata pelajaran. Ada beberapa pengajar yang menginformasikan sehari sebelum jadwal pelajaran. Ada juga beberapa pengajar yang memberitahukan hanya beberapa jam sebelum proses belajar mengajar dimulai. Ketika waktu pelajaran daring tiba, pengajar memulai dengan mengunggah materi pembelajaran bersama dengan soal-soal latihan di fitur aplikasi. Selain video pembelajaran yang di buat khusus dan presentasi berbentuk PowerPoint, materi dapat berupa tulisan atau petunjuk sederhana untuk mempelajari materi yang disajikan dalam Lembar Kerja Siswa (LKS) dengan memberitahu para murid bab mana dalam buku LKS yang harus di pelajari dan di kerjakan.

Kemudian, diskusi dan Tanya jawab akan di lakukan setelah materi pembelajaran siswa selesai di berikan oleh pengajar, di mana siswa dapat mengajukan pertanyaan di kolom komentar Google Classroom jika mereka memang belum tahu benar dan belum memahami materi yang telah diajarkan. Selanjutnya di ikuti dengan mengisisoal-soal yang telah disediakan untuk mengevaluasi apakah materi yang telah di ajarkan di pahami oleh para murid. Soal-soal latihan di sini di maksudkan sebagai tolak ukur seberapa jauh murid memperhatikan dan serius terhadap pelajaran daring, meskipun tingkat pengukurannya masih belum valid. Setelah selesai jam pelajaran, siswa memiliki waktu untuk menyelesaikan pekerjaan rumah atau tugas yang di berikan selama 24 jam penuh. Setelah itu, siswa dapat melaporkan tugas mereka kepada pengajar di laman yang telah tersedia di Google Classroom. Jadi siswa tinggal mengunggah sesuai dengan tempat yang di sediakan oleh pengajarnya.

Contoh selanjutnya adalah pembelajaran daring melalui WhatsApp. Untuk memudahkan proses pembelajaran, pengajar dan siswa berkolaborasi dengan membuat grup atau kelompok sesuai dengan mata pelajaran yang telah di bentuk sebelumnya melalui penggunaan aplikasi WhatsApp. Cara kerjanya sama seperti menggunakan Google Classroom: pertama, pengaja rmemberikan instruksi atau informasi

terkait topik yang akan di bahas dan arah pembelajaran yang harus di ikuti, kemudian sesuai dengan jadwal yang sudah ada, pengajar mulai memberikan materi. Jika materi berupa video, pengajar dapat mengunggah video, baik buatan sendiri ataupun video pelajaran yang sudah ada kegrup. Selain itu, bisa juga membagikan link video youtube yang berisi materi yang akan di bahas dan siswa di minta untuk menonton video tersebut sampai selesai. Ada juga pengajar yang memberikan informasi secara langsung kepada siswa dengan memberikan penjelasan melalui ketikan maupun voice note di grup whatsapp agar materi yang disampaikan lebih mudah dipahami oleh siswa. Peneliti juga menemukan beberapa pengajar yang hanya memberikan instruksi tekstual dalam grup tanpa memberikan materi.

Berdasarkan hasil wawancara yang di lakukan dengan pengajar dan siswa, pembelajaran daring di nilai kurang efektif karena pengajar tidak dapat memastikan siswa memahami materi yang di sampaikan kepada mereka secara real time. Selain hasil kerja yang di berikan siswa setelah pembelajaran berlangsung, pengajar tidak memiliki cara lain untuk memantau secara langsung proses belajar siswa; mereka (para pengajar) hanya bisa menilai keberhasilan siswa dari jawaban soal latihan tanpa terlebih dahulu mengetahui bagaimana proses siswa tersebut mengerjakannya. Bisa jadi siswa hanya mencontek pekerjaan teman yang lain. Selain itu, pembelajaran secara daring memerlukan ketersediaan sumber daya pendukung, seperti SDM yang paham teknologi, ketersediaan computer atau laptop, ponsel, modem, dan kuota internet yang memadai, baik untuk para pengajar maupun siswa (Muamar Al Qadri, 2021). Beberapa orang tua memiliki kekhawatiran karena tidak semuanya mampu membeli smartphone atau laptop untuk anak-anak mereka; Akibatnya, sebagian besar siswa belajar daring dengan meminjam smartphone teman atau menggunakan computer umum. Bahkan contoh terburuknya adalah orang tua rela hutang demi membelikan gawai untuk anak mereka demi mengikuti belajar daring. Sistem daring juga menjadi tidak efisien karena jika koneksi internet buruk, membutuhkan waktu lama bagi pengajar atau siswa untuk mengunggah atau mengunduh materi pembelajaran. Saat ini, penyediaan kuota internet untuk siswa dan pengajar merupakan salah satu solusi yang dilakukan pemerintah untuk masalah ini. Selain itu, ada berbagaiinisiatif dari sekolah dan lembaga swadaya masyarakat yang menyediakan berbagai gadget untuk pengajar dan siswa yang tidak memiliki akses terhadap alat teknologi tersebut untuk membantu kegiatan belajar mengajar di kelas daring.

Untuk meningkatkan keberhasilan belajar, SMA N 1 Piyungan menerapkan hybrid learning sebagai alternative untuk menutup kekurangan yang terdapat pada pembelajaran secara daring. Secara umum, hybrid learning adalah model yang memadukan pembelajaran tatap muka dan pembelajaran secara daring. Proses pembelajaran daring tetap berlangsung dan di tambah dengan pembelajaran secara luring dengan tetap memperhatikan protocol kesehatan. Dalam hal pembelajaran tatap muka, sekolah berusaha untuk memberikan instruksi terbaik dengan membentuk kelompok-kelompok belajar dengan kegiatan seperti di kelas luring. Terdapat 15 kelompok belajar yang dibentuk. Kelompok belajar ini secara umum dapat di jelaskan sebagai kelompok belajar siswa yang di bentuk karena memiliki kedekatan secara geografis (rumah relative saling berdekatan). Dengan membentuk kelompok belajar, proses mengajar tatap muka berlangsung di lingkungan tempat tinggal siswa dan pengajar yang kebetulan dekat jaraknya sehingga tidak memakan waktu lama untuk setiap orang beraktivitas di luar rumah. Kegiatan kelompok belajar ini berlangsung seperti proses belajar mengajar secara konvensional di kelas luring dengan beberapa aktivitas berupa proses belajar mengajar beberapa mata pelajaran, sharing untuk kesehatan mental, konsultasi materi pembelajaran, pengecekan tugas, dan mengkomunikasikan berbagai informasi terkait belajar mengajar merupakan contoh kegiatan kelompok belajar tatap muka ini.

Pembelajaran hybrid adalah hasil dari sejumlah faktor, termasuk fakta bahwa beberapa mata pelajaran mungkin sulit untuk di ajarkan secara daring karena pengajar masih memiliki batasan dalam

mengelola media pembelajaran, dan fakta bahwa beberapa siswa merasa sulit untuk mencerna materi pelajaran. Namun perlu di garis bawahi bahwa pembelajaran tatap muka yang telah di terapkan di SMA N 1 Piyungan ini berfungsi sebagai pelengkap pembelajaran daring, mengingat kondisi pandemic yang masih belum reda. Menurut temuan peneliti, sejauh ini pembelajaran tatap muka hanya di gunakan untuk beberapa mata pelajaran saja, seperti matematika, fisika, kimia, ekonomi, akuntansi. Mata pelajaran yang banyak menggunakan rumus, hitungan, dan memerlukan praktikum di rasa sulit untuk di cerna melalui pembelajaran secara daring.

Hanya sekitar satu setengah jam (90 menit) yang dia lokasikan untuk setiap mata pelajaran karena perintah pemerintah untuk menjauhi kegiatan yang menimbulkan kerumunan. Di karenakan factor seperti menunggu siswa datang maupun terlambat dan sesi sharing materi yang belum di pahami siswa saat belajar daring sebelumnya, waktu satu setengah jam pelajaran semakin terpotong. Pembelajaran tatap muka melalui kelompok belajar ini di laksanakan di berbagai lokasi, sehingga lokasi pelaksanaannya tidak konsisten. Sesi tatap muka untuk matapelajaran ini diadakan dalam jangka waktu satu sampai dua kali seminggu di tempat yang telah disepakati, seperti masjid, balai desa, maupun aula desa. Yang pasti tempatnya berada di radius yang dekat dari tempat tinggal pengajar dan siswa. Pengajaran tatap muka, meskipun tidak sepenuhnya menghilangkan tantangan belajar di tengah pandemi, tetap dapat membantu siswa dan pengajar untuk berada di jalur yang benar.

Berdasarkan hasil wawancara, beberapa siswa lebih menyukai pembelajaran tatap muka karena lebih menyenangkan. Pembelajaran secara konvensional memudahkan siswa menyerap materi yang memerlukan penjelasan langsung karena beberapa disiplin ilmu, seperti sains dan matematika, sulit dipahami dan memerlukan penjelasan langsung saat mengerjakan soal. Mereka (para siswa) merindukan lingkungan sekolah yang menyenangkan dengan di kelilingi oleh teman-teman sebaya. Hal tersebut yang membuat mereka lebih bersemangat untuk belajar tatap muka di kelompok belajar yang dibentuk ini. Siswa beranggapan bahwa pembelajaran secara daring berbeda karena lebih pasif dan individual. Ditambah lagi kadang beberapa rumah siswa kurang layak untuk mendukung belajar daring. Pada usia remaja, mereka membutuhkan lingkungan belajar yang merangsang motoric dan kreativitas mereka sekaligus di kelilingi oleh teman-teman sebaya. Dengan kondisi saa tini, hal tersebut sulit untuk dilakukan. Maka dari itu, setiap ada kesempatan pembelajaran tatap muka, sesi sharing sangat diperlukan dan diminati siswa sebagai bahan untuk evaluasi tumbuh kembang psikologi siswa.

SIMPULAN DAN SARAN

Pembelajaran hybrid di SMAN 1 Piyungan selama pandemi Covid-19 dilaksanakan dengan menggunakan berbagai program, antara lain seperti WA, Google Classroom, Google Duo, dan Zoom, serta dipadukan dengan pembelajaran tatap muka melalui pembentukan kelompok belajar sesuai dengan kedekatan wilayah antara pengajar dan murid. Menurut hasil penelitian di sekolah ini tentang pembelajaran hybrid, implementasinya dalam pembelajaran jarak jauh sebagian besar dilakukan melalui dua aplikasi; grupWhatsapp dan Google Classroom. Keduanya adalah dua aplikasi yang paling umum digunakan untuk pembelajaran daring karena selain mudah penggunaannya dan populer di kalangan masyarakat Indonesia, presensi dan materi pelajaran lebih mudah untuk dibagi kan melalui aplikasi ini. Siswa, pengajar, dan orang tua dapat bekerja sama untuk membuat pembelajaran daring menjadi sukses. Beberapa hambatan yang ditemui mengenai menerapkan pembelajaran daring antara lain adalah sebagian pengajar dan sekolah belum siap dengan perubahan drastic ini, orang tua dan walijuga tidak siap membantu anaknya dalam belajar daring, serta pembelajaran daring membutuhkan biaya serta jaringan internet yang terbatas. Beberapa solusi dari pemerintah antara lain dengan memberikan bantuan kuota

Internet untuk menunjang belajar dan bantuan dari sekolah maupun swadaya dari masyarakat dengan menyediakan perangkat gawai gratis.

Untuk menutup kekurangan dari proses pembelajaran secara daring, pihak SMAN 1 Piyungan juga melakukan proses belajarmengajarsecara luring denganmembentukkelompok-kelompok belajar dengan kegiatan seperti di kelas luring. Terdapat 15 kelompok belajar yang dibentuk. Kelompok belajar ini secara umum dapat dijelaskan sebagai kelompok belajar pengajar dan siswa yang dibentuk karena memiliki kedekatan secara geografis (rumah relative salingberdekatan). Pembelajaran tatapmuka yang dilaksanakan setidaknya dapat mengurangi kesulitan belajar siswa dalam kelas daring seperti pada matapelajaran matematika, fisika, kimia, ekonomi, akuntansi. Mata pelajaran yang banyak menggunakan rumus, hitungan, dan memerlukan praktikum dirasa sulit untuk dicerna melalui pembelajaran secara daring. Oleh karena ini pembentukan kelompok belajar ini sangat membantu siswa dalam memahami pelajaran.

Saran peneliti kepada pemerintah dan sekolah adalah meningkatkan inovasi di bidang teknologi pembelajaran dan terus berupaya menyediakan teknologi pembelajaran yang beragam. Pemerintah dan sekolah juga harus bekerjasama untuk meningkatkan kualitas para pengajar dengan menawarkan berbagai kesempatan pelatihan dan beasiswa. Pengajara tau guru juga harus meningkatkan kapasitasnya untuk dapat berpacu dengan perubahan jaman. Orang tua dan walisiswa perlu mendukung suasana rumah yang kondusif untuk belajar. Siswa harus jujur dan perlu meningkatkan kedisiplinan agar tidak tertinggal dari siswa lainnya. Swadaya masyarakat juga menjadi penting untuk menolong keluarga yang memang membutuhkan uluran tangan di masa pandemic ini. Tentu saja tidak perlu menunggu bantuan pemerintah, karena selama ini pemerintah kurang cepat bertindak dalam penanganan Covid-19. Semua kalangan Lelah dengan pandemic ini, terutama para siswa. Dengan dukungan dari berbagai pihak, mental mereka akan terjaga dan masa depan bangsa akan cerah seiring dengan generasi mudanya yang sehat pikiran dan badan.

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GRAMMATICAL COLLOCATION IN BRUNO MARS' SONG LYRICS ON DOO-WOPS & HOOLIGANS ALBUM

by

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Abstract

Grammatical collocation refers to the combination between a content word with a grammatical word such as a preposition or a grammatical structure such as an infinitive and clause. The purpose of this study is to describe thekind of grammatical collocation is used in Bruno Mars' album. The subject of this study is the song lyrics of Bruno Mars' album entitle Doo-Wops & Hooligans. The object of the research is grammatical collocation. The resultof this study are 5 types of grammatical collocation In Bruno mars' album entitled "Doo-Woops& Hooligans".It can be categorized; the coding G1 and G5 was 12 or 41.38%, G3 and G4 were 1 or 3.45%S, but none of G2, G6, and G7 in the Bruno mars album. Based on the data it can be concluded that type G1 noun + preposition and G8collocation verb pattersare the dominant or highest amount than all of the collocations.

Key Words:Grammatical collocation, Bruno Mars' song

INTRODUCTION

Language is the earliest and most significant tool used by humans to communicate in everyday life. Language is also a system of norms that are used to communicate amongst people. It is utilized to express thoughts, feelings, beliefs, love, knowledge, culture, and so on. Language and people are closely related. Language has the potential to be a positive socialist in human existence. In other words, language is necessary for human life and daily interactions.

People need to develop communication skills in their social lives since they must engage with others. A message is transferred from a sender to a receiver through communication. They usually communicate what they wish to say using a language used in direct communication. However, some people utilize music as a means of communicating with others around the world.

According to (Yastanti& Widya, 2018) song lyrics are unique, nearly unintelligible, and in such cases, the explication emphasizes the form, articulation, and symmetry of expression. Song also expresses ideas, concepts, feelings, or hidden messages to the listener. It may be about war, friendship, love, or even syndrome. In reality, a song has language exposition utilized by the composer to express his or her feelings, thoughts, and willingness. The composer's word

variations are appropriate for cognition, feeling, and ability. As a result, to increase the value of a song, the composer employs metaphorical language and implicit meaning. Song lyrics also contained collocation. The weakness of the research is focused on two types of collocation that are grammatical and collocation.

Collocations are word combinations or groups of words that are frequently combined. According to (Thomas Lehecka, 2015) stated that it refers to the syntagmatic attraction between two (or more) lexical items such as morphemes, words, phrases, or utterances. Also from (Michael McCarty and Felicity O" Dell, 2011), this combination sounds natural to native speakers, but actually, most people have to make a special effort to learn because they are often difficult to guess.

One type of collocation is grammatical collocation. Grammatical collocation refers to the combination between a content word with a grammatical word such as a preposition or a grammatical structure such as an infinitive and clause. For example, grammar problems like instead of *much money*, they might say *much money* incorrectly. The second one is the interference of the mother tongue. An example is taken *medicine*. In Bahasa, the noun "medicine" regularly collocates with "drink", *drink the medicine*, but in English, the correct phrase is *take the medicine*.

The researcher is interested in discussing the type of grammatical collocation used in lyrics of Bruno Mars' songs and the most frequently grammatical collocation used in the lyrics of Bruno Mars' songs. By analyzing grammatical collocation, the researcher will understand the types and know the most frequent grammatical colocation. The researcher identifies the types and the most frequently grammatical collocation used in the songs of Bruno Mars.The research questions addressed in this research are:

1. What are types of English grammatical collocation used in the *Bruno Mars'* song?
2. What are the most frequently types grammatical collocation use in *Bruno Mars'* song*?*

METHOD
Design

Basic qualitative research is constructivism assume that the fact that the dimension plural, interactive and an exchange of social experience that is interpreted by each individual (Sukmadinata, 2005). Qualitative research can also be defined as the process of being able to find and analyze, analyze and interpret data to understand of the phenomenon or problem of concern.

This research uses the qualitative approaches which concentrate on textual content analysis. The research will take object based on song lyrics of Bruno Mar's album entitle Doo-Wops & Hooligans. According to Surakhmad (2004), the descriptive method will be about some possibilities to solve the actual problem through collecting data, arranging or classifying data, analyzing and interpreting them. The researcher applies descriptive qualitative study design which applies throughout data analysis in a number of different ways.

Subject

The subject of this study is the song lyrics of Bruno Mars' album entitle Doo-Wops & Hooligans. As a data source, the researcher will be choosing all of the lyrics from Bruno Mars' album, they are; *Just the Way You Are, Grenade, The Lazy Song, Marry You, and Count on Me*.

The population of this research is all of the song lyrics from Bruno Mars' album entitle Doo-Wops &Holigans.The researcher use non-probably sampling in this research especially purposive sampling.The researcher taken 6 song from 10 song, because it is enough to get the data.The sample of this research will be use song of Bruno Mars' album:

a) *Just the Way You Are*
b) *Grenade*
c) *The Lazy Song*
d) *Count on Me*
e) *Talking to the moon*
f) Runaway Baby

Data Collecting Technique

In this research use the observation method. It starts from listen the music *Bruno Mars Do Woops & Hooligans*, and then reading the lyrics both English and Indonesian internet lyrics translation version. Some tools such as dictionaries and textbooks have also been used in analyzing and investigating the data which are collocation words found in the lyrics. In collecting the data, some steps arranged are:

1. Downloading the lyric
2. Reading the lyrics both English and Indonesian internet translation version.
3. Identifying the sentences that contain grammatical collocation.
4. Categorizing and analyzing the grammatical collocation based on the characteristic of the grammatical collocation.

Data Analysis Technique

In analysis process involving data collection, data condensation, data display and also drawing conclusion as described below:

1. Data Collection

This refers to the process of collecting the whole data. In This step, the researcher collects all of data in Bruno Mars' song lyrics.

2. Data Condensation

This intend to the process of selecting, focusing, simplifying, abstracting and transforming the data. In the process of selecting and focusing, word or phrase which contains of collocations is select by using interval method for the chapters from the song lyrics in order to make sure whether it's suitable as the data.

In the process of simplifying the types of grammatical collocations are given some codes to make them easier to be identified or classify in each type. The researcher made them into table line with each type by categorizing the words that contained of grammatical collocations.

The next stage is the process of abstracting, the researcher will describe the data analysis in the tabulation with the research findings in this research of data. The last stage is transforming. The research use tables to display the data analysis and draw the conclusion from the data by making the summary of types grammatical collocations that used in Bruno Mars' song lyrics on Album Doo Woops & Hooligans.

3. Data Display

According to Miles, Huberman and Saldanas (2014) suggested that great display data, in the form of tables, charts, and other graphical format are important. In this stage, data is makes, compress assembly of evidence that allows conclusion drawing and action. This study, the words or phrases that contain of grammatical collocations will display to classify the types. This can be seen in the form of table and show clearly explanation.

4. Drawing conclusion

This is the last stage, drawing conclusion steadily thought out the course of the study. The data that has been collecting through all the process are drawn into conclusion. The researcher is likely to write the result of documentation of the song lyrics.

RESULT AND DISCUSSION
Result

The researchertook 6 songs in Bruno Mars' album to find out the types of grammatical collocation. The types of grammatical collocation were G1= noun+ preposition, G2= noun+ to-infinitive, G3= noun+ that-clause G4= preposition+ noun, G5= adjective+ preposition, G6= adjective+ to-infinitive, G7= adjective+ that-clause, and G8= 19 different verb patterns in English.The researcher included identifying the types of grammatical collocations, presenting data obtained from data sources. Then, the researcher showed the findings of the types of grammatical collocations found in song lyrics. In the grammatical collocation notes, the researcher proved that there were 29 collocations from 6 songs. There were 5 types of collocations (1). Combinations of nouns + prepositions are indicated by G1 (2). Nouns + clauses are marked 2 with G3 (3). Combinations of prepositions + nouns marked with G4 (4). Adjective + preposition combinations are marked with G5 (5). Collocation English Verb Pattern is marked with G8.

1. **The types of grammatical collocation used in Bruno Mars' song**

   Table1.1. Grammatical collocation discovered on Bruno mars' album

No	Lyrics	G1	G2	G3	G4	G5	G6	G7	G8	Total
SONG 1 " Just the Way You Are"										
1.	I know when I compliment her								✓	1

No.		1	2	3	4	5	6	7	8	
2.	Asks me do I look okay?								✓	1
3.	Thing that would change			✓						1
4.	Cause you're amazing								✓	1
5.	Stares for awhile	✓								1
6.	Ask you to change								✓	1
SONG 2 "Count On Me"										
7.	Made of					✓				1
8.	Count on me	✓								1
9.	I know when I need it								✓	1
10.	Forget how much you really mean to me								✓	1
SONG 3 " Lazy Song"										
11.	Wake up	✓								1
12.	Mess around	✓								1
13.	Proud of me					✓				1
14.	Have to wait								✓	1
15.	Strut in	✓								1
16.	Feet up	✓								1
17.	Stare at	✓								1
SONG 4 " Runaway Baby"										
18.	Ready for					✓				1
19.	At the end				✓					1
20.	Wolf in sheep's	✓								1
21.	End up	✓								1
22.	Like to pursue								✓	1
SONG 5 "Grenade"										
23.	Tossed it in the trash								✓	1
24.	Head on a blade	✓								1
25.	Jump in front of a train								✓	1
26.	You will smile in my face								✓	1
27.	Brakes out	✓								1
SONG 6 "Talking To the Moon"										
28.	Light on my room	✓								1
29.	Know what I know								✓	1
	Total	12	0	1	1	3	0	0	12	29
	Percentage	41.3	0%	3.45	3.45	10.3	0%	0%	41.	

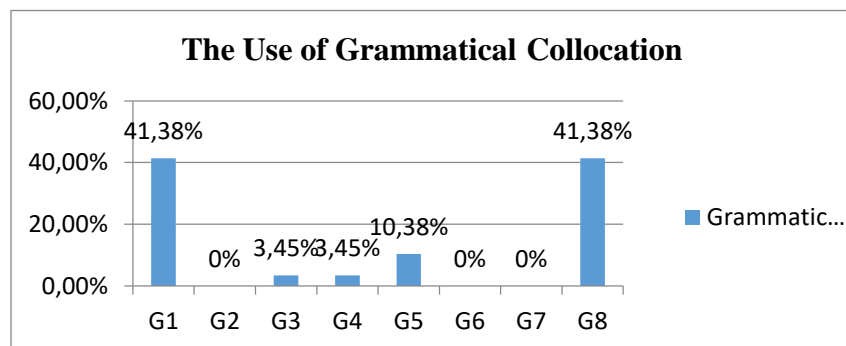|		8%		%	%	5%			38%	

Source: Bruno Mars' song lyrics on Doo-Wops & Hooligans Album (2010)

2. The most frequent types of grammatical collocation used in Bruno Mars' song.

Based on the analysis above, the researcher gave the percentage to make it clearer and easier.

a) G1 $:\dfrac{12}{29}$ x100%   =41.38%

b) G2 $:\dfrac{0}{29}$ x 100%   =0%

c) G3 $:\dfrac{1}{29}$ x 100%   =3.45%

d) G4 $:\dfrac{1}{26}$ x100%   =3.45%

e) G5 $:\dfrac{3}{29}$ x 100%   =10.35%

f) G6 $:\dfrac{0}{29}$ x 100%   =0%

g) G7 $:\dfrac{0}{29}$ x100%   =0%

h) G8 $:\dfrac{12}{29}$ x100%   =41.38%

Chart 1 . The chart of Grammatical Collocation

Source: Bruno Mars' song lyrics on Doo-Wops & Hooligans Album (2010)

Based on chart 1 of grammatical collocation above, the researcher found 5 types of grammatical collocation In Bruno mars' album entitled "Doo-Woops& Hooligans".It can be categorized; the coding G1 and G5 was 12 or 41.38%, G3 and G4 were 1 or 3.45%, but none of G2, G6, and G7 in the Bruno mars album.

Discussion

In this section, the researcher explains the research data. The researcher found all the data and explained the data by describing it. The researcher also provide the percentage of results. Could be easier to read the data.

The resuls of this research showed all of types of grammatical collocation found in the Bruno Mars' album Doo-Woops & Hooligans are 29 consist G1 noun + preposition and G8collocation verb patters, the amount shows twelve, the second one is G5 adjective + prepositiontype, the amount shows three,thenG3 noun + that-clause and G4 preposition + noun types found one, both of them have same amount. The last G2 noun + to infinitive, G6 predicate + to infinitive and G6 predicate + to infinitive type not found grammatical collocation in Bruno mars' album Doo-Woops & Hooligans. Based on the findings, it can be concluded that type G1 noun + preposition and G8collocation verb pattersare the dominant or highest amount than all of the collocations.so the researcher choose type collocation from Benson and Ilson (1986) included noun+ preposition, noun that clause, collocation verb pattern, noun +preposition, and adjective prepositions.

CONCLUSION AND SUGGESTION

Conclusion

Gramatical Collocation in Bruno Mars' song lyric on Doo-Woops and Hooligans album, the researcher will provide conclusions based on the formulation of the research problem as follows:

1. The researcher used 6 songs in Bruno mars' album entitled "Doo-Woops& Hooligans to find grammatical collocation. The researcher found 5 types consisting of combinations of nouns + prepositions are indicated by G1 (Stares for a while, Count on me, Wake up, Mess around, Strut in, Feet up, Stare at, Wolf in sheep's, End up, Head on a blade, Brakes out, Light on my room), nouns + clauses are marked with G3 (Thing that would change), combinations of prepositions + nouns marked with G4 (At the end), adjective + preposition combinations are marked with G5 (Made of, Proud of me, Ready for), collocation English verb Pattern is marked with G8 (I know when I compliment her, Asks me do I look okay?, Cause you're amazing, Ask you to change,I know when I need it , Forget how much you really mean to me, Have to wait, Like to pursue, Tossed it in the trash,Jump in front of a train, You will smile in my face, Know what I know) .

2. After analyzing the data, the researcher calculated all the data by percentage and put it in a graph to make it easier to read. The total number is 29; consisting of combinations of nouns + prepositions are indicated by G1 totaling 12 or 41.38%, nouns + clauses are marked with G3 and combinations of prepositions + nouns marked with G4 totaling 1 or 3.45%, adjective + preposition combinations being marked with G5 totaling 3 or 10.35%, collocation English verb Pattern is marked with G8 totaling 12 or 41.38%. So, the researcher found the type of grammatical collocation that is most often used in Bruno

Mars' song, namely combinations of nouns + prepositions are indicated by G1 and collocation English verb Pattern is marked with G8.

Suggestion

The researcher give some suggestion to many people related to this study, they are as follow:

1. For Student or English Learners

    The researcher suggests to students or English learners to provide further descriptions of grammatical collocations because by understanding grammatical collocations students or English learners can better know the relationship between sentences in the text so that the writing becomes clear and structured.

2. For the Other Researcher

    Hopefully, there will be further researchers who want to do similar research. In addition, other researchers can develop this paper so that this paper is more complete. In this study, researchers only found 5 types of grammatical collocation from 8 types of grammatical collocation contained in Bruno Mars' album entitled "Doo-Woops & Hooligans".

3. For the Lectures

    This can help lecturers to implement an important role in providing feedback on grammatical collocation materials, to evaluate and develop materials in the teaching and learning process. Can be an additional material when carrying out the teaching process on grammar subjects.

4. For the Readers

    This can help readers to get information and knowledge about grammatical colocation. So, by understanding grammatical collocation, readers will more easily understand about song lyrics.

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AN ANALYSIS OF COMPOUND WORDS IN VACCINATION CORONAVIRUS (COVID-19) NEWS ON THE JAKARTA POST

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Abstract

Compound words is a joining of two separate words to produce a single form. A language used throughout the world which has two forms that people use to communicate, there are two types of language, namely, written and spoken language. The purpose of this study is to describe the types of compound words as well as to find the types of compound words that are most often used in reporting on The Jakarta Post. compound words is the object of this research. The coverage in The Jakarta Post is the subject of this research. This research method is qualitative research.The resultsof this study are found compound words totaled 183 which consisted of Hyphenated Compound were 50 data, Open Compound were 46 data, and Close Compound are 87 data. The most frequently types of compound words is close compound word with the percentage 47.54%. The used of compound word are hyphenated compound word showed of 27.32 % data, and open compound word showed 25,14%.Based on the data it can be concluded that in The Jakarta Post found all the compound word type.

Key word:_Compound words, Vaccination Covid-19, Jakarta Post._

INTRODUCTION

Morphology is the study of word structure and form.Morphology can involve mental systems involved in the linguistic branch associated with words,Internal structuresand how they are formed(Aronoff & Fudeman, 2011). The morphological process produces several types of word formation. The types of words formation are affixation (addition of affixes), reduplication (repetition of all or only part of a word), back derivation (removal of suffixes from complex words), conversion (exchange of word classes), and compounding.where all these types explain how complex words are formed.

According to (Plag, 2020) the most productive type of word formation process in English is compounding. Compounding is a joining of two separate words to produce a single form(Yule, 2006).Compound is "word formed by combining roots and the much smaller category of phrasal words, that is items that have the internal structure of phrases but function syntactically as

word"(Mc Carthy,2002).

In this study, researcher will analyse and descrbie The Jakarta Post News on health topic has publishes. This study tries to find compound words in the Jakarta Post which focusingon hyphen compound words open compound words and closed compound words used in Jakarta Post newspaper articles.Researcher are interested in this topic because it is very important for other researchers who want to do research. Sometimes confusion occurs when the words in the article are difficult to understand and too complicated to get to the point. Therefore, it will also be useful to develop the knowledge of English learners about open compound words and closed compound words text.

After the researcher indentifies the problem, the problem formulation of this research is as following:

1. What types of compound words can be found in vaccine coronavirus (COVID-19) news on the Jakarta post?
2. What types of Compound Words are mostly found in vaccine coronavirus (COVID-19) news on the Jakarta post?

There are two objectives of this study :

1. To know the types of compound words in vaccine coronavirus (COVID-19) news on the Jakarta post.
2. To know the types of Compound Words mostly found in vaccine coronavirus (COVID-19) news on the Jakarta post.

Compound Words

a. Definition of Compound Words

Compound words are the joining of two words to form a new word. This definition contains two important assumptions, the first is that compounds consist of two (and no more) elements, the second is that these elements are words. However, both assumptions require justification. Some longer compounds are consisting of three, four, five, or even more members. So various elements can be used to form compounds, not just words. Therefore, according to (Plag, 2002)a compound is a word consisting of two elements, the first is a root, word, or phrase, the second is a root or wood.

Besides, according to (Yule, 2000) a Compound word is a combination of two or more words that are separated to form a new word with a new meaning. They can serve as different parts of speech, which can determine what form the compound takes.

In addition, according to (Fabb, 2008) Compound words is a word that consists of two words". The meaning of a compound is usually to some extent compositional, though it is often not predictable. For example, Sweatheartis someone who loves.

b. TheTypes of Compound

1) HyphenatedCompound

Hyphenated compound also called as unit modifier,is simply a combination of two words joined by hyphen or hyphens. The hyphen is mark of punctuation that not only

unites but also separates the componentof words, thus,it gives the understanding, readability and ensures corret pronouncation. Words that are hyphenated mainly to express the idea of a unitand to avoid ambiguity. Here are the following examples:

Shell-like	long-term
Well-to-do	low-water
East-central	plug-in
East-northeast	up-to-date

In addition, Hyphen is used to combine different words. Hyphenated compound words can consist of more than two words.Some examples of hyphenated compound words are: sister-in-law, up-to-date, and non-toxic (Siahaan, 2008). So it can be concluded that a hyphenated compound is a combination of two different words but not only unites but also separates the word components so as to provide convenience for the reader.

2) **Open Compound**

Open compoundor usually written in separated word. Itis a combination of two words that are so closely associated. They convey the ideaof single concept but are spelled as unconnected words, for examples *fruit juice,highschool students, banana split, rocking chair, middleclass, post office (*O'Grady, 2010).Meanwhile,open compound word is a combination of a noun (verb) with an adjective (adjective) to form a new word. At first glance, these compound words will look similar to nouns that are modified or described by adjectives, some examples:living room, school bus, high school, human rights, and real estate (Siahaan, 2008). So it can be concluded that an open compound is a noun that is combined with an adjective to form a new word

3) **Closed Compound**,

Closed compound defined as the combination of two wordswritten in a single word.Some examples that have been discuss in the previous part like *blackbird, blackboard and green house* are the examples of closed compound. The other examples are *copyeditor, wildlife, and audiovisual* and thereare more examples of closed compound in the data found that will be displayed inthenext chapter. Besides, Closed compound word is a combination of words that are written into one, aka not separated. The example that we often encounter is the "mobile phone". In fact, the word handphone is a combination of the words "hand" and "phone", which then forms a new word with a new meaning: mobile phone. And generally, closed compound words only consist of two words (Siahaan, 2008). So it can be concluded that a closed compound is a combination of two words that are combined into one word so that the combined words are written into one word or not separated.

METHOD
Design

According Bodgan and Biklen in(Arafat, 2016) descriptive qualitative method is a method that refers to research procedures that produce descriptive data.Descriptive research means research concerned with collecting data in an attempt to describe the subject as as accurate as possible.Qualitative research is descriptive on the grounds that the data collected in the form of words or pictures not numbers. The reason why researcher use this method is because descriptivequalitative research gives priority to analyzing the data. In this study, researcher investigated the use of compound words in the Jakarta Post newspaper.

Subject

The subject of this research is Jakarta Post Newspaper on Health topic.Researcheruse compound wordsExactly in Hyphenated CompoundWord,Open Compound Word and Closed Compound Word, as the object of this research.

Population is the number of research subjects.The population of this research is the news on the COVID-19 vaccine on October 2021 in The Jakarta Post.There are 35 news on covid vaccines in The Jakarta Post, while Sampling is part of the population that has characteristics similar to the population itself.In this study, the researcher used purposive sampling because by using this technique the researcher was able to determine (subjects) who could provide data related to this research as previously mentioned on the research subject.Researchers only chose 7 articles in The Jakarta Post that were published during the week.

Data Collecting Technique

There are three complementary instruments for this research, namely:

The Researcher as Human Instrument In qualitative research, the researcher is an instrument or tool to design, analyze research and collect data.

1. Documentation

Documentation becomes the main instrument. The document can be in the form of letters, pictures, texts, manuscripts, or masterpieces, newspapers. To get documentation, can be done by collecting, reading and studying various forms of written data such as books, magazines, articles and journals contained in libraries, the internet or others that can be used in the research analysis itself.The Jakarta Post newspaper as this instrument is published in the Jakarta Post on a healthy topic.

2. Tabulation

Tabulation is the process of arranging data into rows and columns.Through tabulations we can present data in such a way that it becomes more meaningful and can be easily understood when the reader reads the data.Making a table must be able to summarize all the data to be analyzed.

Data Analyzing Technique

After the researcher collected the data, the next researcher analyzed the data. According to Creswell in (Aziza, 2019) In analyzing the data, the researcher applied several steps, there are :

1. **Observing the data.**

The researcher chooses sentences in the Jakarta Post which are divided into clauses.Then from these clauses, the researcher provides a code to make it easier to find grammatical cohesion.There are codings that help to analyze the data

Table3.2 Type Compound Word Code

No	Types	Code
	Hyphenated Compound	HC
	Open Compound	OC
3.	**Close Compound**	CC

2. **Identifying the data**

   After selecting the clause, the researcher identified the grammar.Next, the researcher categorizes the cohesion items by assigning colors to the types of compound words, such asHyphenated Compound (red)**,** Open Compound Word (green), andClosedCompounds Word (yellow), with the code making it easier to analyze the data.

3. **Put In to Tabulation**

   In this next step, the data is displayed in tabulation .Therefore, to find out compound words.The researcher entered the number of compound words into the table based on their type.After that, the researcher calculated the number of compound words in percentage form.The purpose of this step is to find out the types of compound words used in the Jakarta Post newspaper.

4. **Categorizing the data.**

   In this step, the data is displayed in tabular form.Therefore, to find out compound words.The researcher entered the number of compound words into the table based on their type.After that, the researcher calculated the number of compound words in percentage form.The purpose of this step is to find out the types of compound words used in Jakara Post and to find out the types of compound words that are most often used in The Jakarta Post.In this analysis, the author uses the formula from (Masithoh,2017):

$$X = \frac{N}{\Sigma N} \times 100\%$$

There are:

X = The percentage of compound words in The Jakarta Post

N = The number of each type of compound words found in The Jakarta Post

ΣN = The total number of compound words items found in The Jakarta Post**.**

Table 3 . The Percentage Compound Words

NO	Compound words	Jakarta Post							Total	Percentage
		1	2	3	4	5	6	7		
Type Compound Words										
1.	Hyphenated Compound									
2.	Open Compound									
3.	Close Compound									

5. give conclusion and revealing the data.

Revealing the result and giving the conclusion descriptively so that, the reader has easy understanding when read this paper.

RESULT AND DISCUSSION

Result

This section is used to answer the researcher problems in chapter 1. The problem formulation the are : (1) What types of compound words can be found in vaccine coronavirus (COVID-19) news on the Jakarta post?, (2) What types of Compound Words are mostly found in vaccine coronavirus (COVID-19) news on the Jakarta post?

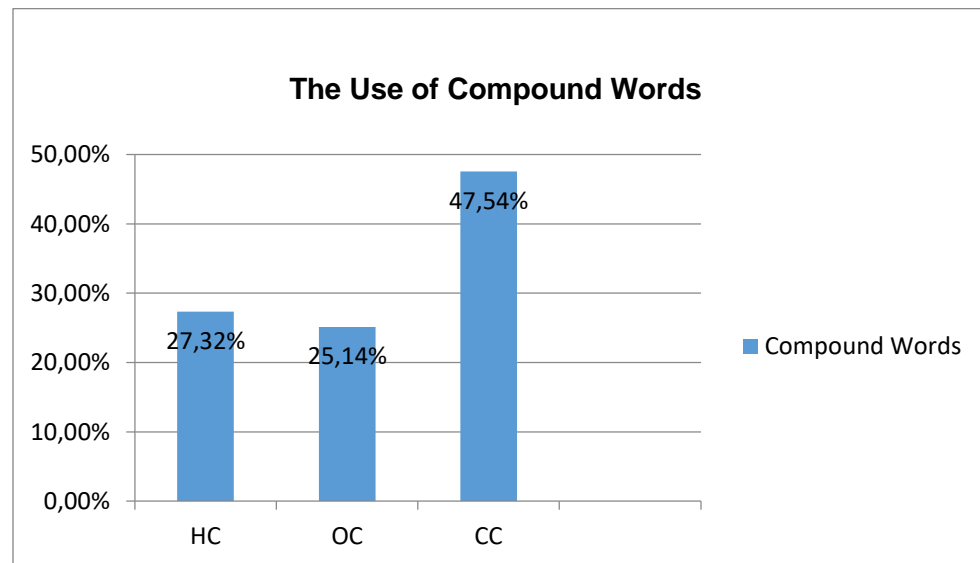1. **The types of compound words in vaccine coronavirus (COVID-19) news on the Jakarta post.**

NO	Compound words	Jakarta Post							Total	Percentage
		1	2	3	4	5	6	7		
Type Compound Words										
1.	Hyphenated Compound	10	5	9	6	6	10	4	50	27.32%
2.	Open Compound	11	1	8	5	1	12	8	46	25.14%
3.	Close Compound	21	4	21	12	5	7	17	87	47.54%
	Total Compound words								183	100%

Source: The Jakarta PostonJanuary 2022

2. **The types of Compound Words mostly found in vaccine coronavirus (COVID-19) news on the Jakarta post.**

    Based on the analysis above, the researcher gives a percentage to make it clearer and easier.

a. Hyphenated Compound $: \dfrac{50}{183} \times 100\% = 27.32\%$

b. Open Compound $: \dfrac{46}{183} \times 100\% = 25.14\%$

c. Close Compound $: \dfrac{87}{183} \times 100\% = 47.54\%$

The Use of Compound Words

HC	27,32%
OC	25,14%
CC	47,54%

Compound Words

Source: The Jakarta Post on January (2022)

Based on chart 1of compound words above, the researcher found 3 types of compound words in vaccination coronavirus (COVID-19).It can be categorized; the coding HC (Hyphenated Compound) was 27.32%, OC (Open Compound) was 25.14%, and CC (Close Compound) was 47.54%.

Discussion

    In this chapter, the researcher discusses the results of the research which includes the types of compound words. This study aims to determine the types of compound words for the coronavirus (COVID-19) vaccine in Jakarta Post. This study is an attempt to provide an understanding of compound words because they are one part of writing that must be understood to make it easier to understand the meaning of a text or sentence in the news in the Jakarta Post.

    The results showed that all types of compound words totaled 183 which consisted of 3 types of compound words in the coronavirus (COVID-19) vaccination. It can be categorized;

coding for HC (Hyphenated Compound) of 27.32% or 50, OC (Open Compound) of 25.14% or 46, and CC (Close Compound) of 47.54% or 87.

Based on the results of the study, it can be concluded that the type of close compound (cc) is the dominant or highest number of all compound words. Therefore, the researcher chose the types of compound words according to Monica (O'Grady, 2017), namely there are 3 types of compound words such as intervening hyphens (hyphenated compound), sometimes as separate words (open compounds), and sometimes as one-word compound words (closed compounds).

CONCLUSION AND SUGGESTION

Conclusion

Based on the previous chapter, get the research results. So, in this chapter, the researcher will provide conclusions based on the formulation of the research problem as follows:

1. The researcher uses 7 article in The Jakarta Post to find compound words used in the news above. The news theme applied by The Jakarta Post is about vaccination of Covid-19 news. Researchers found several words in compound words types, namely Open compound words (executive vice president, still effective, new variant, blood serum, united kingdom,extraordinary careful and much more), Close Compound word (coronavirus, sunday, antibodies, breakthrough,infection,increase,elsewhere, and much more) and hyphenated compound words (vaccine-trained,covid-19, non-hospitalized,goverment-founded, and much more).

2. The researcher finds the most frequently types that used in The Jakarta Post News is Close Compound Words. The total number is 183; consists of a open compound word type with a total of 46 data, Hypenated compound word type with a total 50 data, and close compound word type with a total 87 data. The results of the data above on open compound word, there are 25.14% ,hypenated compound word, there are 27.32 %, and the last close compound word, there are 47.54%.

Suggestion

Therefore the researcher gives some suggestions as follows:

1. For the Students

   The researcher suggests to the students to increasing the knowledge and comprehension of the study of linguistics in morphology especially compound words.

2. For The Readers

   It can helped the reader to understand the creation of the new word specifically in compound words text.

3. For Other Researchers

   Hopefully, there will be the next researcher who is interested in making the same topic and purpose because the compound word is the most productive type of word formation process in English. It has some different types and forms in English. It is good for the next researcher to analyze the compound word clearer in a different source of data.

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THE USE OF CHARADES GAME TOWARDS THE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The purpose of this study was to determine the effectiveness and significant differences in the use of the game Charades in students' vocabulary mastery. The subjects of this study were first semester students of the Muhammadiyah Metro University English Study Program for the 2020-2021 academic year. There were 20 students in the control group and 20 students in the experimental group. The research instruments used to collect data in this study were tests and observations. From the two classes, namely the experimental and control groups, the measurement showed that the increase in vocabulary mastery in the experimental group was higher than the control group. The results of the pre-test scores showed that the average scores of the experimental group and the control group were 61.6 and 66.6. From the scores of the two groups, the results showed that the control group was better than the experimental group. Then, the post test results in the experimental group were higher than in the control group; the mean value was 74.2 for the experimental group and 68.8 for the control group. It can be concluded that there is an effectiveness and significant difference from the use of the Charades game in students' vocabulary mastery.

Keywords: Games, Charades, Vocabulary

INTRODUCTION

Vocabulary is the first basic knowledge of English that must be mastered by students. Without mastery of vocabulary, students may not be able to make English sentences. They can apply several ways to improve their English Vocabulary such as watching English programs, listening to music and reading some types of English books. Therefore, teaching vocabulary has a very important role in enabling Indonesian students to master English as their foreign language.

Vocabulary mastery has become a big problem for most Indonesian students. Students do not have a sufficient amount of vocabulary; students will not be able to communicate with other students. However, vocabulary mastery has a great impact on students' English learning. For that, students' vocabulary mastery is important.

Good vocabulary mastery can help students improve listening, speaking, reading, and writing skills. According to Thornbury (2012), by having many words, students will be able to understand conversations with others, provide feedback, speak fluently, understand reading material, and write about several topics. On the other hand, when learners have limited vocabulary or cannot recognize the meaning of words, they will not be able to participate in the conversation, be unable to express their ideas, or be unable to request information. The aim of teaching vocabulary is to enable students to master vocabulary about, adjectives, nouns, verbs. Based on the Core Competencies (KI) and Basic Competency Standards (KD) of the Ministry of Education and Culture (2013), students are expected to be able to express meaningful ideas in the functional text above with people in their immediate environment. Sudjana, N in Kosasih, (2014) states that student learning outcomes are influenced by two main factors, namely internal and external. Internal factors come from within students that affect learning outcomes, namely the ability of students themselves. Internal factors include intelligence, interest, and attention to motivation to learn as well as physical and health conditions. External factors that influence students about how the role of the environment affects student learning outcomes, including how to interact with friends in class and school, family support in the student learning process, student relationships with teachers, and so on.

Based on the pre-survey, the researcher investigated Basic English Vocabulary lecturers in the first semester of the English study program at Muhammadiyah Metro University and found several factors that made it difficult for students to master vocabulary. The first is the internal factor, namely students get low scores in Basic Vocabulary subjects, especially in vocabulary mastery. In fact, students have difficulty memorizing vocabulary, students lack vocabulary mastery, students assume that English vocabulary is a very difficult subject so students are lazy to study hard in English, especially in mastering vocabulary. According to the English lecturer, : "Students have difficulty in learning English vocabulary. Students have difficulty understanding the meaning of words, memorizing vocabulary. When he gives some Assignments, students cannot understand the instructions".

In addition to these factors, there are external factors that make students lazy to learn English, namely the environment. They live in neighborhoods that rarely speak English, but Indonesian or traditional languages. The environment includes family, friends and school. The researcher found the results of the presurvey to the first semester English study program students according to vocabulary mastery. The data can be seen below:

Table 1.1
First semester Student's Basic Vocabulary Score in Pre research

No	Category	Score	Students Frequency	Persentage
1	High	80 – 100	40	20%
2	Average	65 – 79	50	25%
3	Low	10 – 64	113	56%
Total			203	100%

Sources: Lecturer of Basic Vocabulary class

Based on the pre-survey above, it can be seen that there are 40 students who score 80-100 in the high category and get a percentage of 20%, then there are 50 students who score 65-79 in the medium category and get a percentage. by 25%, and there are 113 students who score 10-64 in the low category and get a percentage of 56%. So the number of students is 203 and 100% is the number of percentages. Students still have limited vocabulary mastery. Having different developments, there are students who have high motivation and develop rapidly, there are also those who have low motivation and develop slowly to learn.

There are many ways that can be used to improve students' vocabulary mastery. Using interesting games is one of the important factors in creating a good atmosphere in class activities. Lecturers must know how to increase student interest and design material that is easy for students to understand during class, so it must be made into an interesting game. One of the games that can be applied is to use Charades Games which is believed to be able to improve students' vocabulary skills. Teare in Rafinggi (2014) states that word guessing is a technique of imitating individual parts of a word. Game activities use gestures and involve students in physical activities and provoke students' curiosity to know words. By using guessing games, it is hoped that students will find effective ways to understand their English vocabulary without having to always rely on the use of a dictionary or the meaning of words given by the lecturer. So that students can easily master English vocabulary and be able to apply learning activities in everyday life.

METHODS

This study uses quantitative research because the data are in the form of numerical and statistical analysis. Including experimental research. The type of experimental design used by the researcher is a true experimental design. Sugiyono (2013) explains that it is called true-experimental design (pure experiment) because in this design the researcher can control all external variables that affect the experiment. This means that researchers will investigate how the actual causal design between the two variables is to find out the results of both.

The researcher used cluster random sampling as a technique to get the experimental class and the control class. The researcher gave several stages, namely pre-test, treatment, and post-test. Giving pre-test is to find out the actual competence of students, then giving post-test is to find out how the development of students after being taught by using the game Charades. The research design table as quoted by Sugiyono (2016) is as follows:

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
C	O*1*	-	O*2*
E	O*1*	X	O*2*

Note:

E   : Experiment Class

C   : Control Class

O1   : Pre-test

X   : Charades game

-            : Conventional Technique

O2   : Post-test

        (Sugiyono, 2010:112)

Based on the explanation above, the researcher gave a pre-test which would be distributed to the experimental class and the control class, to find out the actual competence of students in mastering vocabulary. Researchers conducted a pre-test before treatment X (guessing game) in the experimental class and control class, and researchers gave treatment to measure students' vocal mastery by using treatment X (guessing game) in the experimental class. . After the researcher applied the treatment in the experimental class, the researcher gave a post-test to be held to measure how the students' vocabulary scores were.

RESULT AND DISCUSSION

RESULT

This chapter presents data and analysis of pre-test and post-test results from both the experimental group and the comparison group. This section presents the results of the research and discussion. Consists of research results, normality and homogeneity testing, hypothesis testing and discussion. Scores have been classified as mean, standard deviation and percentage calculated based on student performance. Finally, the researcher determined the t-value table for the significant differences in the study

Before conducting the experiment, the researcher gave a pre-test. The researcher gave 25 multiple choice questions to determine the extent of students' understanding of vocabulary mastery. Next, the researcher gave the treatment. In this study, the researchers chose the first semester students of the Muhammadiyah Metro University English study program for the

2020/2021 academic year as research subjects. There were two classes that were sampled consisting of 20 students for the experimental group and 20 students for the control group.

In this treatment, the researcher applied the Charades game. The researcher gave clear instructions to explain the game of Charades. Before the game is played, of course, the researcher tells the students the rules. So that students can understand clearly. After the students know the rules of the game, the researcher determines the theme according to the material being studied. Then, students are already in the guessing game and guessing the picture.

The researcher gave treatment to the control group without using guessing games. Researchers apply techniques commonly used in everyday learning, such as explaining material. Then, the researcher gave the task to the students to discuss the foreign vocabulary and find its meaning in the dictionary.

Furthermore, the researchers made corrections based on the assessment rubric. Then the researcher explained some foreign vocabularies that had not been found in the dictionary and the students wrote down their meanings.

After conducting the experiment, the researcher gave a post test. Post-test was given after giving treatment in experimental study or after teaching vocabulary using Game Charades. The aim is to determine the extent to which students' vocabulary mastery has increased after being given treatment. The researcher gave 25 multiple choice questions. Post-test scores are based on vocabulary assessment criteria.

In the description of the data, it involves data about the vocabulary mastery scores of students who are taught using Game Charades and without Game Charades. Data were obtained from tests, both pre-test and post-test. In addition, data obtained from observation sheets during the teaching and learning process will be analyzed in this section. All data were calculated using a computer program on SPSS (Statistical Package for Social Sciences)

Pretest Results Experimental Group and Control Group The description of the data presented here consists of the mean, standard deviation, range, maximum score, and minimum score for each group. The summary of the distribution of pretest data in the experimental and control groups can be seen in the table:

Data Description of Pre-test Result in the Experimental And Control Groups

Statistics			
		Pretest_experiment	Pretest_control
N	Valid	20	20

	Missing	0	0
Mean		61.60	66.60
Std. Deviation		5.567	6.901
Range		20	24
Minimum		52	56
Maximum		72	80

Sources: Based on the data analysis of pretest score in experimental and Control group

Based on the table, the pre-test given to the experimental and control groups resulted in a mean of 61.60 and a standard deviation of 5.567 for the experimental group, while 66.60 and 6.901 were the mean and standard deviation for the control group. Then, the maximum and minimum scores were 72 and 52 with a range of 20 for the experimental group and for the control group the maximum and minimum values were 80 and 56 with a range of 24.

In addition, to better understand the differences in students' average vocabulary mastery before giving treatment, the researcher presents the lines on the graph. It is known that the mean difference is obtained from the difference between the average pre-test and post-test scores for both the experimental group and the control group.

The following table presents a description of the post-test data in the experimental and control groups. The full distribution can be seen in the Table

**Data description of Post-test in the Experimental and Control Groups**

Statistics		Posttest_experiment	Posttest_control
N	Valid	20	20
	Missing	0	0
Mean		74.20	68.80
Std. Deviation		7.945	6.693
Range		28	20

Minimum	60	60
Maximum	88	80

The description of post-test data in the experimental and control groups can be explained as follows. The mean and standard deviation are
74.20 and 7.945 respectively for the experimental group while 68.80 and 6.693 are the mean and standard deviation of the control group. Furthermore, the maximum and minimum values were 88 and 60 for the experimental group and for the control group the maximum and minimum values were 80 and 60 with a range of 28 for the experimental group and 20 for the control group.
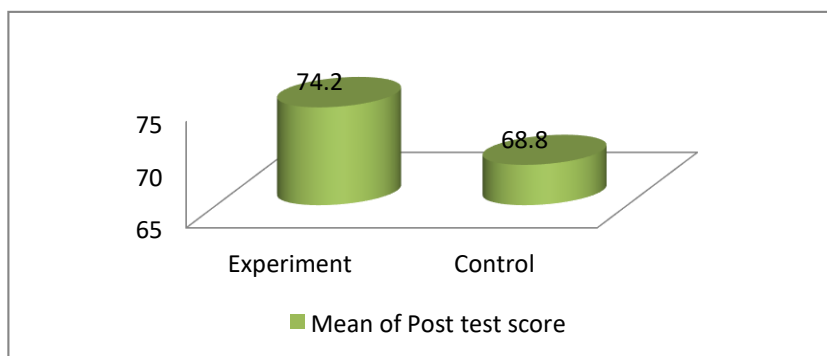
The Students' Average Score in Post Test

Seen on the line graph, it can be seen that the post test results in the experimental group were higher than those in the control group. The mean difference is significant. Therefore, it can be concluded that the experimental group is better than the control group in post-test scores.

DISCUSSION

In this section, the researcher discusses the research results which include the meaning of the test results and the effectiveness of the treatment. The purpose of this study was to determine the effectiveness of using Charades Games on students' vocabulary mastery and to find out the significant difference between students' vocabulary mastery before and after being taught using Charades Games on students' vocabulary mastery in the first semester of English. . University of Muhammadiyah Metro Study Program for Academic Year 2020-2021

In this study, the researcher chose the first semester of the English study program at the University of Muhammadiyah Metro for the 2020-2021 academic year as the research subject. There were two classes that were sampled consisting of 20 students for the experimental group and 20 students for the control group.

In this treatment, the researcher applied the Charades game. The researcher gave clear instructions to explain the game of Charades. Before the game is played, of course, the researcher tells the students the rules. So that students can understand clearly. After the students know the rules of the game, the researcher determines the theme according to the material being studied. Then, students are already in the guessing game and guessing the picture.

The researcher gave treatment to the control group without using guessing games. Researchers apply techniques commonly used in everyday learning, such as explaining material. Then, the researcher gave the task to the students to discuss the foreign vocabulary and find its meaning in the dictionary. Furthermore, the researchers made corrections based on the assessment rubric. Then the researcher explained some foreign vocabularies that had not been found in the dictionary and the students wrote down their meanings.

The results of the pre-test showed that the average scores of the experimental group and the control group were 61.60 and 66.60. From the scores of the two groups, the results showed that the control group was better than the experimental group. However, the post test results of the experimental group were higher than the control group; namely 74.20 for the experimental group and 68.8 for the control group.

Furthermore, testing the hypothesis on the first hypothesis shows that teaching English vocabulary using the Charades game is effective in improving students' vocabulary mastery. The mean value of the pre-test in the experimental group was significantly higher than that of the post-test. The experimental group where the increase in the average score of vocabulary mastery is higher than the average score of the pre test. Then it can be seen that the t-count value obtained (to) is greater than the t-table value (15,094>2.02).

In addition, in the second hypothesis, hypothesis testing showed that the experimental group was significantly higher than the control group. Based on the results of the investigation, it was found that there was a significant difference in vocabulary mastery between students who were taught using Game Charade and without using Game Charade. The experimental group whose average vocabulary mastery score is higher than the control group shows this. It can be seen that the t-count value obtained (to) is greater than the t-table value (2.325 > 2.02).

The Charades game is effective for improving students' vocabulary mastery because it makes students feel happy when playing this game. This is in accordance with the theory put forward by Himmele (2011: 72) which states that this game brings them to higher-order thinking activities. It is also very fun when students are asked to do this in groups. By using games, students are encouraged to think in groups, making them more comfortable in carrying out activities both inside and outside the classroom, and using these games will make it easier for them to learn vocabulary.

The Charades game was more effective than the researcher's own game in teaching vocabulary mastery for several reasons: First, it made students work in groups and know the feeling of teamwork. Second, make students give their own guesses, because everyone is curious when one of the players acts out the word. Third, increase student activity in acting out words or student

activities in guessing the words being played. Fourth, it can increase students' confidence in acting out words. Fifth, this game can help students manage their emotions. They shouldn't be nervous about getting words out. Finally it can reduce the number of lazy students in class.

In addition, Game Charades can improve students' vocabulary mastery effectively for several reasons. This can increase students' enthusiasm, because students will work hard to act and guess the right answer in order to win the game. It overcomes students' boredom in learning vocabulary because students like something fun and enjoyable.

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