

Implementing Hybrid e-Learning on English as A Foreign Language in Islamic College

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Implementing Hybrid e-Learning on English as A Foreign Language in Islamic College

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Abstract

The implementation of hybrid e-learning in English as a foreign language course could perhaps be a promising approach for teaching and learning particularly within Islamic higher education. Hence, this paper attempts to explore the initiative effort of familiarizing hybrid e-learning among Islamic college students in a Speaking four course. This study took the duration of five months to complete. Instructions were delivered via both face-to-face and online learning: seven times for face-to-face classroom meetings and five times for online classes. Niconet, an internet classroom assistant was used as a virtual classroom. Online rubric was made available for self-assessment both in their mid-term test and final test. Eighty-five pre-service teachers took part in the study. They were asked to do online task instructions either independently or collaboratively with their course mates. Questionnaire and t-test were used to analyze the data. The study indicated that hybrid e-learning is applicable in the college. It promoted motivation and collaborative work for the students. In terms of test results, there was no significant difference in hybrid e-learning approach. The research suggests the instructions and materials need to be adjusted in order to meet the learners' need.

Keywords: English as a foreign language, hybrid e-learning, Islamic higher education, online learning.

Introduction²¹

In general, the advent of educational technology has presumably influence the way²² English was taught and learnt. This may have affected specifically the traditional learning process of English as a Foreign Language (EFL). The traditional face-to-face class needs to be injected with innovative teachings. This could be achieved by integrating internet technology that is considerably viable. In this case, as advocated by Ahmad (2010), the freely accessible web 2.0 platform of the internet could be integrated with traditional class for hybrid e-learning. It would be most currently appropriate if this hybrid e-learning model could be considered and implemented within the context of Islamic college.

As mentioned earlier, the hybrid e-learning does not require high cost for software application (Chandran & Kempegowda, 2010; Huang, 2010; Tsai, 2011). Most web 2.0 tools platform enables instructors to design and provide their lesson plan freely. This has triggered instructors to upgrade and improve on delivering courses in class. On that note, this study should also attempt to find answers to questions in terms of students familiarization with regards to their preparation, motivation, collaboration, course material, and course assessment in encountering the hybrid e-learning. Having answered that, it was hope that a possible way could be offered in tailoring hybrid e-learning. In a way, this paper also discloses the practice in delivering English as a foreign language, particularly in Speaking course that is incorporated with internet technology at Islamic college.

The Prospect of Hybrid Approach in Teaching and Learning

This study looks at the prospect of hybrid e-learning approach as a successful teaching and learning method incorporating online and traditional face-to-face learning that leaves impact on learners' acceptance.

Apart from the idea of interconnection between people and association between artifacts (Clark, 2005), the term "hibridity" is also characterized as the merge of different entities such as computer technology and face-to-face to produce a new entity (Salam, 2012). Evidently, they further elaborate the idea that this new entity could become a promising methodological approach to facilitate teaching and learning, thus, knowledge building. Relating to this idea, there have also been other studies scrutinizing hybrid approaches in teaching and learning process. The significant impact on teaching and learning proved by Mackenzie, Promnitz-hayashi, Castellano, & Hinkelman (2011). The study focuses on blended learning spaces for instructor specializing in foreign language learning at a Japanese university. They compare¹⁶ lessons between hybrid or blended and non-hybrid e-learning. The results are different lessons goals, different patterns of interaction, different types of homework, more variety of media, and more variety of input and output. Moreover, their study indicate signs the increase of both learner autonomy and motivation. Tsai (2011) supports the idea of²³ proving teaching and learning process. His study focuses on integrating learning theories²³ to hybrid e-learning model. He proves that there is a great interest of a possibility to combine different learning theories into hybrid e-learning. Ansari, Shabbir, & Kazim (2012) offer the benefit and challenge for implementing hybrid e-learning in educational environment. They make use web 2.0 platform for web-based learning. The result of their investigation proves that by introducing this kind of learning the students are able to improve their learning environment significantly such as evaluation, research capability, and communication skills.

Some models to deliver courses has been²⁹ adapted in order to disseminate hybrid e-learning into the higher level of education. EL-Deghaidy & Nouby (2008) study the effectiveness of blended e-learning as an approach to course. The model proves significant practical implication for teacher. Ijab, Anwar, & Hamid (2004) mention hybrid e-learning concept in designing and teaching courses. They implement this concept as a model into their⁴ institution. The finding indicates that the model provides a convenience to the students. Furthermore, they underline the factors that indicate success in implementing hybrid e-learning such as the access and level of technology adoption, language proficiency, reliability, scalability, security of Learning Management Systems, and the relevancy of the syllabus and contents. In addition, Yuen (2010) claims that the trend of hybrid e-learning has become comfortable. Teaching approaches incorporating hybrid e-learning model become pedagogical practices. Approaches such as online discussion, online resources, course management and delivery, and specific pedagogy support were used for the learners' acceptance.

There are factors th¹⁴²⁷ significantly and directly impacted the learner's acceptance of hybrid e-learning courses. Ahmed (2010) assesses hybrid e-learning to the learners by using three critical factors such as instructor characteristics, information technology infrastructure, and organizational and technical support. Kobayashi & Little (2011) evaluates a blended learning in EFL skill. They¹⁰ find up that instructors have to consider for many variables to improve EFL skill. Those are the proficiency level of students, the length of time they have used the program, the limitations of the program's interface, and the learner's own level of computer literacy.

¹² The Context of Study

This project was carried out in the Islamic college context in Indonesia with participants from pre-service teacher training program located in a rural area of Bone regency, South Sulawesi. The name of college is The State College for Islamic Studies or STAIN Watampone. It is a state-owned Islamic college managed by the Ministry of Religious Affairs. The college has two faculties, namely Syariah or Law and Tarbiyah or Education Faculties. The pre-service training program is administered by Education Faculty namely *Tadris Bahasa Inggris* or English Education Department (EED).

Eighty five students attended this course and were further distributed into four groups. Their age range between 20-22 years old with English language competencies of high beginning to low intermediate took part in this project. The students of EED are to be required to attend English courses. One of the courses which is discussed in this paper is Speaking four course. It is preceded by series of Speaking 1, 2, and 3 courses. The Speaking four course is delivered within 14 weekly meeting, which consist of 90 minutes for each meeting. The course assessment is based on the criteria for each attendance (25%), assignments (10%), mid-term test (30%), and final examination (35%). This compulsory English skill course is available in the third year of their study. So far, this course goal is to improve students' one way speaking skills for public speaking in any occasion. The class meeting in this study is combined with seven times face-to-face and five times e-learning. Basically, the prior course is delivered solely traditional face-to-face course.

At present, there are 12 lecturers teaching in EED by 2016. They are given the task of teaching education courses as well as English courses. They have to teach some subjects such as,

psychology in education, philosophy, Islamic education knowledge, and sociology in education. Most of them apply face-to-face in delivering their courses. Out of seven lectures to teach English skills and linguistics courses. Furthermore, three of them are trying to combine face-to-face and Information Communication Technology for their classes. However, they still have not a certain model for teaching material of hybrid e-learning. The educational background regarding to teaching English for those seven lecturers are five of them magister in English teaching. The other two are magister in linguistics.

The language interaction in a class is both English and Bahasa Indonesia. English is not solely to be used in all class interactions. It causes as English in Indonesia is used to communicate as a foreign language. The use of those languages depends on the content of the subject study. For example, English skills and English knowledge are mostly in taught in English. Conversely, the courses such as Islamic values and teaching practice and teaching subjects are commonly taught in Indonesian language. The Speaking four course is delivered in English both for face-to-face class and on-line class.

In terms of accessibility for on-line resources, the college provides wireless fidelity, which enables both lecturers and students to access the internet in the classrooms. This effort has been done since two years ago. Even though, it sometimes could not be used effectively as the bandwidth issue and a service is often interrupted. On the other hand, the EED students have started to have their own personal computer or laptop for fun or social networking as well as a supportive tool of their study. Some other students who do not have a laptop go to internet café searching for supporting resources. This fact actually gives a chance and enables the lecturer and students' access and makes use web 2.0 tools for the class or of their class assignment

Methods ¹⁵

The method of investigation followed in this research was exploratory research aimed at initiating ways to improve English speaking skills by introducing hybrid e-learning among pre-service teacher training students of the state College for Islamic Studies (STAIN) Watampone. Exploratory research allowed the researchers to meet an issue that had not been clearly defined yet and aimed to open up directions for future research (Prapinwong, 2008). As the little is known about using web 2.0 tools to support hybrid e-learning in the context of Islamic college so exploratory research seemed suitable method for the study. In other words, the exploratory research was to explore the lecturer and students' class interaction in hybrid e-learning ¹⁸. While, the inferential statistic of t-test was used to see ¹⁸ comparison of assessment score between face-to-face class and online class. This five months hybrid e-learning project requires face-to-face class once a week of seven weeks and online learning in virtual class also one time in a week of five weeks. The students were then asked to do the midterm projects presentation after face-to-face class and other was final project presentation after online class. Then, the students were given a survey to see their perception on readiness, motivation, collaboration, and course material after attending hybrid e-learning class project.

Speaking four course ¹⁵ is a two credits hour course which requires the students to have a class once a week. This course encompasses skill and knowledge for public speaking. Web 2.0 tools such as Nicenet and Rubric incorporate face-to-face Speaking four course class to support this hybrid e-learning project. Web 2.0 tools is an available online resource that provides

students with many types of learning opportunities beyond simple information access (Smaldino, Lowther, & Russell, 2012). This affordance has made asynchronous communication valuable to EFL teachers and students (Golonka, Bowles, Frank, Richardson, & Freynik, 2012). Furthermore, this tool enable students and educators work collaboratively (Elam & Nesbit, 2012). The class assignments are designed for students in order to be done individually and also together with their friends. It allows creating active learning environment, which focused on students centered. Besides, most of the web 2.0 tools are offered free for public use. This makes it as a powerful tool and a widely used for academic purposes.

Nicenet is an internet classroom assistant that allows virtually any classroom (Nicenet, 2003). It is an online discussion board or discussion group. Nicenet is an electronic forum in which facilitate people or group of students to share their ideas, comments, or questions on specific topics (Bikowski & Kessler, 1999). The asynchronous communication nature of Nicenet is able to facilitate the online class for lecturer and students. The lecturer could make online his class instructions, material, or task to the students. Hence, the students who attend Speaking four course project read the online instructions in Nicenet and do the class activity individually or collaboratively whenever and wherever they are. Besides, Nicenet is easy to be accessed. The students have other options to open Nicenet as it is not only through their laptop, but also by using their mobile phone. This kind of learning offers flexibility and different atmosphere for the learner in this college.

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Rubric is a set of assessment criteria for appraising or judging student products or performances (Smaldino et al., 2012). A rubric normally consists of rating scale as a direction to measure achievement of performance criteria. The rubric helps the students to have a clear understanding of what they expect for achieving a score and successful in a course. This project makes use the online rubric Rubistar, which can be accessed in <http://rubistar.4teachers.org>. This online rubric is expected to give direction to the students for preparing and attending self-assessment after joining hybrid e-learning class. The scoring of this rubric is modified from Rubistar web and intended to be used both for midterm project presentation and final test project, which have same criteria and scale.

Basically, the criteria of performance and rating scale in this rubric project are focused on oral presentation. The criteria are divided into five categories of performance and four rating scales. The ratings counted as the lowest score is 1 and the highest one is 4. The first category is intonation. All the ratings in this category concentrated on voice volume. The students in presenting oral presentation. It shows the rating 1 for volume often too soft to be heard by all audience members. Rating 2, volume is loud enough to be heard by all audience members at least 80% of the time. Rating 3, Volume is loud enough to be heard by all audience members at least 90% of the time. And, rating 4, Volume is loud enough to be heard by all audience members throughout the presentation.

The second category is enthusiasm, which focused on facial expression and body language. It appears rating 1 for very little use of facial expressions or body language. In addition, it did not generate much interest in topic being presented. Rating 2, facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. Rating 3, Facial expressions and body language sometimes generate a strong interest and enthusiasm about

the topic in others. Rating 4, facial expressions and body language generate a strong interest and enthusiasm about the topic in others.

The third category is a time-limit which concentrated on how long the students spend their time for delivering their speech or oral presentation. Rating 1, presentation is less than three minutes or more than six minutes. Rating 2, presentation is three minutes long. Rating 3, presentation is four minutes long. Rating 4, presentation is five minutes long.

The fourth category is posture and eye contact. This category informs the criteria of how the students stand up and perform eye contact to audience. Rating 1, slouches and or does not look at people during the presentation. Rating 2, sometimes stands up straight and establishes eye contact. Rating 3, stands up straight and establishes eye contact with everyone in the room during the presentation. Rating 4, stands up straight, looks relaxed and confident. Also, establishes eye contact with everyone in the room during the presentation.

The fifth category is content, which paying attention on including four items in speech practice. Rating 1, does not seem to understand the topic very well by mentioning the items in header, introduction, body, and conclusion. Rating 2, shows a good understanding of parts of the topic by mentioning the items in header, introduction, body, and conclusion. Rating 3, shows a good understanding of the topic by mentioning the items in header, introduction, body, and conclusion. Rating 4, shows a full understanding of the topic by mentioning the items in header, introduction, body, and conclusion.

Procedures

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The instructional design and development of hybrid e-learning in this project is guided by Analyse, Design, Develop, Implement, and Evaluate (ADDIE) approach (Branch, 2009). This approach was chosen due to the suitability of the elements that govern the steps considered in this research. ADDIE consists of five main steps. The first starting by analyze, in which the researcher identifies the probable causes for a performance gap or the problem that the lecture wishes to solve. The second design, which describes overall purposes and point of the instructional unit. It could also verify the desired performances and appropriate testing methods. The third is develop, which the researcher creates the actual learning material, generate and validate the learning resources. The fourth is implement, which prepare the learning environment and engage the students. Finally, evaluate, which assess the quality of the instructional product.

Analyse

Some of English lecturers in EED at the college of STAIN Watampone tried to make use various sources from the internet to support their class material in order to enrich the content of their face-to-face class (Yauri & Sidin, 2013). However, their efforts were not effective to encourage the learners to be the independent learners. Actually, online learning system should promote students-centred learning. Even so, this expectance is being far from the reality. This might be caused by their lack of knowledge on how to develop online material, and because they are not familiar with which the best tools for incorporating face-to-face class. So, the problem is that how to develop a hybrid e-learning in the course to support students to be more independent learners. In this case, the researcher tried to initiate hybrid e-learning of EFL, particularly in Speaking four course.

Design

The purpose of Speaking four course is to improve students' speaking skills, particularly for public speaking in various kinds of an event. The content of course material in this project is divided into two modules, which include skill and knowledge for delivering a speech. The first module regarding skills of speaking delivers in form of face-to-face class. The students are asked to understand, discuss, and practice the part of the module which consists of an outline of speech, technique to arrange speech, master of ceremony speech, practicing to speech, technique to develop idea in speech, and practicing to develop idea. Whereas, the second module is mostly concerning knowledge of speech, which covers pattern of speech, favourite speech, the strategy of English speech (1), the strategy of English speech (2), and behavioural aspects in the speech. The class instructions within the second module are created on the internet by means of Nicenet. Then, the students are asked to join Nicenet class to read instruction, follow the suggested link for reference, answer the questions, and do collaborative activity by practicing speech with their friends.

Develop

This phase describes learning resources, tools, strategies, instructions, and selected media to facilitate learning process in hybrid e-learning are put into action. Books and articles from internet were resources for learning materials. The materials for face-to-face class were mostly delivered as instructor explained more to the learners or teacher talking time before students took part practicing speech. In online class, the instructions were asked to the students in form of questions to make sure that they had done the activities. For example, the instructor provided the link for course material and asked the students to do the activities such as read, share ideas, and speech practice. The kind of questions was just to check whether the students had done the suggested activities or not.

Implement

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This phase regarding to prepare the learning environment and engage the students. The implement phase is actual learning environment where the student can begin to construct the new knowledge and skills required to close the performance gap (Branch, 2009). After attending a series of face-to-face class, the researcher introduces and asks the students to log in Nicenet by giving a class key. For the further class, the students attend Nicenet class as a medium of online discussion and to provide them with instructions and learning tasks. This class is fully online before they are giving a final project.

Evaluation

The students are required to attend face-to-face class and do their project to pass first module. The requirement is also the same for Nicenet class. The students have to attend online Nicenet class and undertake the project of the second module. The evaluation for the first module was Mid test and Final test for the second module.

Result and Discussion

Survey questions about the readiness of students to attend hybrid class or blended learning mode course generated a series of responses. More than a half of respondents (84%) have laptop or netbook and only 26 % have personal computers. All respondents (100%) made use a computer for typing course assignment in word processor program and accessing the internet. In terms of the effort to access internet weekly, under a half of the respondents (41%)

accessed it by one to three times in a week. More than one fourth (33%) of respondents come to access it for seven times or above in a week. Just under a quarter (20%) accessed it within four to seven times in a week. However, very few (1%) claimed that they had never accessed the internet within a week. (see table 1)

Table 1: *The readiness of the students attending hybrid e-learning class*

Survey questions	Yes
Do you have a personal computer?	26%
Do you have laptop or netbook?	84%
Do you use computer to type and internet access?	100%
How many times do you access to the internet in a week?	
Never	1%
One to three times	41%
Four to seven times	20%
More than seven times	33%

When asked to rate their experience related to motivation and collaboration in attending hybrid e-learning class, the majority of respondents (93%) claimed that this sort of class motivated them for learning. This could also be related to their willingness to do the class assignments in a course. High amounts (84%) of the respondents were more enthusiastic in doing the course task. Besides, the high number (90%) of students agreed that by attending this class needed collaboration to solve the problems in a course assignment (see table 2).

Table 2: *Motivation and collaboration*

Survey questions	Yes
Is hybrid e-learning got more motivated you?	93%
I did my course assignment more enthusiasm	84%
I needed collaboration to find solution	90%

Almost all students' responses (97%) the need of material adjustment after experiencing hybrid e-learning course. In another word, a prior course material for face to face class was deliberated to modify as online course material (see table 3).

Table 3: *Adjust course material*

Survey questions	Yes
Is course material by hybrid e-learning needed to be adjusted	97%

There was the first test or mid test term required to the participants for each 4 groups after attending seven times meeting face-to-face class. It was followed by the second test or final examination after the participants attending five times online class. T-tests in Data Analysis of

Microsoft Excel software were decided to use for determining significant difference between mid-term test and final test. The formula is $p \text{ value} > \alpha$ then H_0 is accepted. The p value refers to score in Mid and Final. The level of significance α is 5% or 0.05. H_0 is Mid test score = Final test score. Then, H_0 is accepted means that there is no significant difference between Mid and Final. However, if H_0 is not accepted means there is a significant difference. The results are shown in Table 4 to 7.

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Table 4: *t-Test paired two sample for means of Group 1*

	MID	Final
Mean	74.375	75.83333
Variance	135.4619565	147.1014
Observations	24	24
P(T<=t) two-tail	0.525462967	
t Critical two-tail	2.068657599	

There were 24 participants in Group 1. The data shows the mean score for Final is slightly higher than Mid test. Even so, t table or as t Critical two-tail shows 2.068657599 with p value 0.525462967. Furthermore, p value is higher than α 5% or 0.05 means that there is no significance different between students' score in Mid test and Final test. In other word, the result of Final assessment of online learning was hoped higher than Mid test of face-to-face. In fact, the result was almost same with a previous Mid test.

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Table 5: *t-Test paired two sample for means of Group 2*

	MID	Final
Mean	79.76190476	75.71428571
Variance	176.1904762	353.2142857
Observations	21	21
P(T<=t) two-tail	0.433730413	
t Critical two-tail	2.085963441	

The participants in Group 2 were 21 students. The table displays the mean of Mid is higher than Final. The t Table is 2.085963441 and p value is 0.433730413. As the p value is still higher than α 0.05 so there is no significant score difference between Mid and Final.

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Table 6: *t-Test paired two sample for means of Group 3*

	MID	Final
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Mean	76.5	73.5
Variance	192.3684211	189.7368421
Observations	20	20
P(T<=t) two-tail	0.192138111	
t Critical two-tail	2.09302405	

Table 6 provides information of 20 participants. The mean score in Mid is higher than Final. The t table is by 2.09302405 and p value shows 0.192138111. Based on data findings, the p value appears higher than α 0.05. Therefore, there is no significant score difference for Mid and Final in this group.

Table 7: t-Test paired two sample for means of Group 4

	MID	Final
Mean	69	69.75
Variance	117.3684211	206.5131579
Observations	20	20
P(T<=t) two-tail	0.748136975	
t Critical two-tail	2.09302405	

The participants in this group were 20 students. The mean score is the lowest of all four groups. The progress of mean score for Mid and Final remains the same. The data shows that the t table is 2.09302405 and p value is 0.748136975. The p value is higher than α so there is no significant difference between Mid and Final score.

The data from all four groups show various results of mean score. There is no high range of a gap between mid and final. Group two and three show the score in mid-term test is higher than Final one. Group one is final slightly higher than mid and group 4 is almost same. Furthermore, p values in all groups are higher than the level of significance α . This indicates that the comparison score within between face to face class and online class of hybrid e-learning have no significant difference. This fact might be meant that the participants were still familiar with face to face class rather than online class. Therefore, the content of material for online class should be modified to fit the students need for virtual class.

Conclusion

The paper has described the initiating work to familiarize hybrid e-learning particularly English speaking skills subject in Islamic college students. Even though, the students still

familiar with face to face class than new introduced hybrid e-learning. This model provides convenience for the students. It also promises high motivation and collaborative work to students in learning English skills. These evidences support the applicability in familiarizing hybrid e-learning in Islamic college for the future. From this study, it is suggested that the content of material and instruction for hybrid e-learning need to be accustomed to fit it shape.

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Implementing Hybrid e-Learning on English as A Foreign Language in Islamic College

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