

Exploring Students' Experiences of Hybrid Listening Class

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Abstract

The aim of this study is exploring students' engagement experiences in hybrid listening class. There were three experiences engagement that dig by the researcher those were behavioral, emotional, and cognitive engagement. The qualitative research method specifically a narrative inquiry was implemented in this study. The were 8 participants whose students from fifth semester of a university in Indonesia. The data were collected through interview and student reflections. The thematic analysis applied to examine the data. The finding showed that experiences related to behavioral engagement: noticing the lecturer's explanation, class participation (asking question, learning practice) were more active in offline session than online session. In addition to students'showed their dominant engagement while offline session in cognitive activities like having learning planning, efforts, strategies, challenges and student achievements. Meanwhile, for emotional experience students were enjoyed and happy with both sessions (online/offline), one of the reasons is because its flexibility especially for the listening material which allowed students to gradually grasp concepts and establish full understanding in both sessions. In essence, although students have interest in hybrid learning, students still have preference and high tendency of its offline session.

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INTRODUCTION

Teaching listening is not easy, it needs some equipment and practices that should be prepared by the teacher like listening laboratory, computer, sound system, audiotape, microphone, cable ect. If one of them does not work, it becomes an obstacle in listening class. Due to the amount of stuff that should be prepared in teaching listening, the researcher wondered how the teaching listening conducted during hybrid leraning model. Accordingly, self-directed activities along with the traditional on-site learning and computer-assisted learning (CAL) are included in hybrid learning (Meyer, Wohlers, and Marshall 2014). Hybrid learning is one kind of the teaching and learning strategies implemented when Covid-19 hit last time ago. As the Covid-19 epidemic significantly reduced in Indonesia, the government specifically through a Joint Ministerial Decree declared the guidelines for the implementation of teaching

and learning activity during epidemic of COVID-19 period. Teaching and learning is conducted limitedly in on-site learning mode or *Pembelajaran Tatap Muka* (PTM) Terbatas and online learning mode or *Pembelajaran Jarak Jauh* (PJJ). PTM and PJJ are the terms of learning modes are approved as hybrid learning. Likewise, those modes of learning were conducted in Indonesian primary and secondary school level in early 2021. Correspondingly, those modes of learning have further to be implemented at the university degree at the end of 2020 as written in Circular Letter Number 6 of 2020 up to the present. Therefore, several universities in Indonesia are following this type of hybrid learning as the learning strategies for teaching and learning related subjects.

In the matter of long implementation of hybrid learning, number of studies revealed about teaching English during hybrid learning, including: (Kavaliauskienė 2011) ; (He 2018) ; (Wang and Ma 2020) ; and (Iqbal et al. 2022). The previous research is conducted to explore how is hybrid learning implemented in some English classes. (Kavaliauskienė 2011) revealed that the practice of mixed learning in listening class has proved to be beneficial in the ESP classes. In addition, (He 2018) mentioned that students have improved their English skills such as listening, speaking, reading and writing ability through the implementation of the mixed teaching mode, which indicates that the mixed teaching mode is appropriate for students who are subjectively aware and actively participated. Moreover, another researcher showed that on-site mode was preferred as the main mode of learning whereas the online mode was implemented for additional assignments (Iqbal et al. 2022). From the prior studies above, there is still some space for further exploration in this field for three reasons. First, most prior studies (Kavaliauskienė 2011) ; (He 2018) ; (Wang and Ma 2020) ; and (Iqbal et al. 2022) have only dealt with some aspects of the blended mode, ranging from its implementation, benefit, improvement, and guidelines to its application in multiple English learning skills and diversified areas.

However, the detail students' engagement experience toward learning listening in hybrid has not yet been examined. In this matter, understanding students' engagement of learning a language skill specifically listening in a hybrid learning mode is important as it can provide meaningful learning, listening material appropriateness, and students' preferences of listening techniques and strategies (Piarawan, Tahir, and Harefa 2023). Accordingly, this study purposed to fill the gap of the prior study to explore students' engagement in a particular language skill in which English listening in the blended learning context. Second, while some research has shown that the blended learning activity improves student performance, it remains underexplored how its students' engagement in three aspects like their behavior, emotional and cognitive engagement experiences to be specify what exactly students experience during involvement with the listening blended learning in terms of learning attitude, interest, strategy etc. Student engagement is a necessary condition for learning, and student engagement has an important

impact on online learning. Therefore, it is necessary to analyze and study the engagement of students in hybrid learning, it is due to helping teachers understand the engagement of students in order to facilitate timely intervention, helping students reflect their own learning and promote their engagement in the learning process (Peng 2017).

Hence, based on the explanation above the aim of this research is exploring students' engagement experiences while learning listening skill in hybrid model regarding with three aspects of engagement such behavior, emotional and cognitive experiences.

Hybrid Learning Experience

Blended learning, also known as hybrid learning, is a flexible approach to education that combines traditional classroom instruction with online learning using information and communication technology (e-learning (Yusuf 2016). Students can work together virtually through social media, apps, and websites to hybrid learning. Additionally, students that participate in hybrid learning gain a great deal of experience. Experience is a process that happens or the moments in a person's life that they encounter. One of the most popular terms in education is "experience," which is acknowledged to have a connection to learning (education). Learning experiences are the processes and activities carried out by each individual student in a special class (classroom) in accordance with the learning method or strategy provided by each educator (Sudewi 2020). Several studies had shown that students have a positive impression of the experience with flexible blended learning implemented in their English classes (Adling 2022). Students overall have a positive impression of the experience with flexible blended learning implemented in their English classes. In addition to according to (Meyer, Wohlers, and Marshall 2014), students were mostly satisfied with the process of being exposed to blended learning, and made useful suggestions to the institution and it is tutors on how to improve their learning experiences. However, there are also some challenges faced by students in blended learning especially in online session as it is pointed of by (Jackson, Jones, and Rodriguez 2010) further challenges include; monitoring interactions between students, guiding discussions, and providing interactive online learning activities.

It can be inferred that experience refers to the transactional relationship that exists between the person and the environment. However, the experience of hybrid learning is a students' connection and engagement in learning and teaching process in synchronous and asynchronous learning model. Based on some previous studies, there are positive and negative impression that experienced by students the positive experience in online session while hybrid learning is more flexible schedule, give learner freedom to engage whenever and wherever, and can be improve technological capabilities. However, in the hybrid learning process also is must be some challenges such as hard to

monitor, interace, between students and teacher, guide the discussions, and prove interactive online learning activities.

Students' Engagement

Student engagement is the action and the feels that linked and involved to school activities. It can take three forms: behavioral, cognitive, and emotional. Behavioral engagement is characterized by participation in academically linked learning tasks or activities, such as listening to the teacher explanation, posing questions, and participating in class discussions. Cognitive engagement is directing one's attention toward the learning activity at hand and being willing to put in the work required to comprehend concepts and become proficient in challenging tasks. While tudents' affective feeling like interest, boredom, happiness, sadness, and worry, called as emotional engagement (Frederick 2017). In addition to (Trowler 2010) mentioned that student engagement is all about how students and institutions or school work together to maximize opportunities, enhance learning outcomes, promote student performance, and build institutional reputation through the use of time, effort, and other pertinent resources. Several studies in regard with students' engagement had already explored the first study found that student engagement increases student satisfaction, enhances student motivation to learn, reduces the sense of isolation, and improves student performance in online courses (Martin and Bolliger 2018). In addition to (Shukor et al. 2014), mentioned that there was significant cognitive engagement for students in online session; like sharing information and posting high level messages. Moreover, (Richardson and Newby 2006) indicated that students gain positive experience engagement with online learning, it was shown from their activities like they come to take more responsibility for their own learning whereas the teachers were having high implications and serving a well-prepared facilitation on their own teaching learning too.

RESEARCH METHODOLOGY

This research applied qualitative research method with a narrative inquiry. Narrative inquiry is the research design which focuses on experience interpreted by as well as through stories of practice. Narrative inquiry is narrative research in which related to the study of people's experiences. The object of this study is the story itself as what (Clandinin and Vera 2008) emphasized narratives or stories are the center object of analysis. In this study, the researchers done seven narrative steps proposed by (Creswell and Creswell 2018). First, identified the phenomenon to explore, in this step the researchers recognized long activities of teaching listening in hybrid model. Second, the researcher selected 8 participants to share their experiences or to tell their story related to their learning listening engagement during hybrid learning model. Third, the researchers collected the students' stories through interview and students' reflection sheet. Fourth, the researchers analyzed the data used

thematic analysis adapted from (Braun and Clarke 2006) that involves the repeated reading of data, coding, categorizing data extract, and reorganizing the stories under thematic headings from the interview and students' reflection sheet.

Fifth, the researchers collaborated with participants to retell their stories. Accordingly, the researchers used the G-Meet and WhatsApp platform to notify students' narratives that further discussed and confirmed their story. Sixth, the researchers reported the result by dividing the research questions' findings into major themes and sub themes. Lastly, the data obtained from the result of data analysis were validated through methodological and data sources triangulation. Furthermore, the 8 students from fifth semester of a university in Indonesia were the subjects of this study. The data collection techniques used were interview and student reflections.

The thematic analysis used to analyze the data, those steps were: (1) The researchers familiarized themselves with the data to transcribe, read, and review and make notes on its key points. The students' responses obtained through conversations, served as the foundation for the data that was recorded. (2) Generating initial codes, in this step, researchers created a code by writing notes on the text that will be analyzed, using a higher-or colored pen to show potential patterns, or using a 'post-it' to identify the data segment, after identifying the researchers' code to match the data extract that indicates the code, and then collate in each. (3) Searching for Themes, in this step, the researchers explored a theme that matches some of the codes that have been made before, to find the appropriate theme the researcher reviewed the codes. (4) Reviewing themes is the fourth step in which the researchers re-read the codes that have been determined in order get a theme that matches the codes, then verify that the theme is in accordance with the code. (5) Defining and naming themes is the next step to name the theme and then define it according to the name of the theme that has been set by the researchers. In this matter, the researchers defined what interesting, what liked or disliked, and why. (6) The last step was producing the report. In this final step, the researchers made a report of all the data that had been collected and produced further reported the result of the data.

RESULT AND DISCUSSION

Result

The results of this research showed the engagement experiences which narrated by the students were specifically behavioral, emotional and cognitive engagement experiences. Specifically, the several behavioral engagement experiences that described by the students during learning listening in hybrid model were; noticing the explanation, participating (asking question, giving comment), doing the assignment, attending the class, and managing the time. In regard with noticing the explanantion, most of students claimed that the explanations given by the lecturer in listening class while hybrid learning was

easy to be understood. The lecturer gave the similar explanation whether it is online or offline session, the lecturer also made the class quite fun even the offline session's explanation is clearer than the online one. In regard with Participating (asking question, giving comment, etc), the researchers found there were six students: S1, S2, S3, S4, S6, and S8 who actively involved in the class while offline session: asking questions, discussing and participating in listening practice. The students asserted that they can lead to be a better understanding of the subject matter in offline session since they can ask questions, seek clarification, and engage in discussions that deepen their knowledge and comprehension of the topics. As it is testified by student (S3):

"In my opinion, I often participated during class activity like asking questions, taking part in discussions and listening practice. Because I talked a lot, I felt like I was really active in class whether it was online or offline session, however offline must be the great one." (S3)

And this interview also supported by (S1) and (S8) reflective's journal, they asserted that:

"In regard with class participation, I myself preferred offline session because when offline session, there were more real and feel the interaction among me myself, the lecturers, and friends." (s1)

"...Meanwhile, participation in class discussions was often more active in face-to-face sessions." (s8)

The other two students (S5 and S7) explained that they were less active participating in offline session especially at a listening course, the students said they would only have asked questions when they felt or had difficulty understanding the material and performing the assignment. The student claimed they did not like to talk so much that they would only asked when it was necessary and one student also stated that he was better at the task than have been active in the classroom. It can be highlighted that the students more engage with the offline session than the online one regarding the activation of the students' participation during the hybrid learning.

Managing the time, in this behavior engagement experience, researchers found five students (S1, S2 S4, S5, S8) who manage time well while offline session, and three students (S3, S6, S7) who prepared the best on online session. The three students who acclaimed well-prepared on online session in regarding of managing the time is because the distance between their houses and campus are far, not to mentioned they also told that not having the personal vehicle and used the public transportation become the other reason they couldn't attend the class on time while offline learning, hence they preferred online than offline. As it is testified by student (7):

"Honestly, when I went to class in offline schedule, I was always late because the distance was so far to campus and I used public transportation, but when I was online, I was always on time." (S7)

One of the reasons why students can manage the time well while offline session, because they need much preparation than learning in online session such departure, material, assignments, budget and health preparation. They often prepared all those things a day or a night before. In regard with attending the class, students had the similar engagement whether offline or online session. There were four students who came to the class ontime on offline session, and four students who came on time while online session. One of the reasons why they came ontime while offline session is because on offline session students could come to campus earlier before the class started similarly in online session, students can prepare the learning online stuffs related to devices and internet connection. In matter of doing an assignment, the finding revealed that there were seven students: S1, S3, S4, S5, S6, S7, and S8 who claimed that they preferred doing their listening assignments for individual or group assignments while online session because there was much time to comprehend the task, searching for the answer, and reduce students stress as it is testified by student (5) and (6):

"Doing the listening assignment in online session was much better than doing the listening in offline session it was because in online session we have much time to comprehend, to customize solutions, and to tailor the specific requirements of each listening assignment." (S5)

Generally, offline assignment often having tight deadlines, complex assignments, and the pressure to excel which can take a toll on mental health. Meanwhile, online assignment can help students to save their time by providing assistance in searching and organizing the answer and promoting a well-prepared assignment. Not to mention online assignment can reduce students' burn out or pressure because it is done in a period of time and they often providing it with the support they need to complete their assignments with confidence as mentioned on student's (S6) reflective journal:

"The listening assignment can often lead to stress and anxiety. Honestly, it's hard to do the individual listening assignment at class, the audio often can't be heard clearly there was much noise. Hence, to me, online assignment help can alleviate some of my stress. "

From the finding and its explanation above, it shows that students more engage in doing the online assignment especially individual assignment. Moreover, researchers found there were five indicators concerned with student emotional engagement experiences, those are students' learning interest, satisfaction, enthusiasm and curiosity revealed on the findings of students'

interviews and reflective journal. According to results of the interview and reflective journal, seven students: S1, S2, S3, S4, S5, S6, and S8 stated that they were enthusiastic about participating in learning listening as the lecturer provide fun learning experiences also provided an interesting listening learning media and learning method thus make students feel happy and interested in joining the class. As it is testified by students (1) and students (5):

"So far, in the listening course with hybrid model, I was satisfied with the learning process because every time I learn and do the assignments, I feel happy, enthusiastic, so I enjoy the process." (S1)

"In the hybrid learning, there were many learning media and facilities available, and it was enough to draw the attention and curiosity, especially the digital media used for listening, although sometimes it's a challenging but it made me more motivated to know and followed the study." (s5)

However, some shortcomings often occurred in online session which hindered students' emotion as testified by student (S4) & student (S6)

"So far learning listening in hybrid system was neither difficult nor easy, for me it was difficult when there was an error signal during online learning." (S4/EM1-E)

"... In my opinion, it's easy to learn. The most difficult thing was when online because the audio signal was hampered sometimes, I was confused about the explanation." (S6/EM1-E)

Then, another finding obtained from the results of students' interviews and reflective journal. Researchers found there were five indicators relate to student cognitive experiences those are planning, efforts, strategies, challenges and student achievements that could be obtained from hybrid learning in listening courses. In regard with effort in cognitive engagement experiences, most students stated that they preferred offline session because they would not be disturbed by error signals, unclear explanation or instruction, incomplete material comprehension and confirmation. However, three other students (S5, S6, S7) described that they preferred online session in doing some cognitive activities. As it is testified by student (6):

"The effort I did to handle the difficulties especially in online learning is looking for other place that having a good signal or better connection, so my learning activity ran well without any problems. From that's effort sometimes I prefer offline than online learning." (S4)

In hybrid learning they applied some strategies that often used by students to comprehend the material such as preparing notes, keep listening to the video given, write the key points of the teacher's explanation while on online session. As it is testified by students (1) and students (5):

"My strategy is just to focus on following the lesson, as much as possible to add notes and jot down some important points from each lesson while the lecturer explains. (S1/C3-SF)

"My learning strategy is related to writing. I like writing because I was a forgetful person so I wrote down the material at every meeting." (S7/C3-STN).

In the matter of cognitive activities, it can be inferred that students more engage in offline session as they can implement numbers of strategies to interpret and comprehend the listening material better.

Discussion

This study focused on the teaching English listening skill that require practical activities. The identification of the students' engagement experiences while learning listening in hybrid learning model needed to be explored in order to support the design and the process of teaching English listening skills that not only need to be clear theoretically but also practically. All aspects of student learning and development are united by the importance of student participation. It has been proven that student involvement has an important influence on students in addition to making learning itself more fun, interesting and useful. High levels of engagement among students are associated with improved academic performance, a deeper sense of connection to school, and improved social-emotional well-being (Sutton 2021). Likewise, high student engagement is associated with a beneficial, constructive, and productive atmosphere that leading to positivies outcomes.

In this study, the researchers focused on investigating and exploring students' engagement experiences. It refers to students learning experience that related to the way students interact with external factors in their environment to which they respond. Specifically, it emphasizes how students and institutions interact with time, energy, and other relevant resources to maximize experiences, enhance learning outcomes, and improve student performance (Trowler 2010). The primary focus of this research includes experiences with behavioral engagement, emotional engagement, and cognitive engagement. Student participation in learning activities and academic involvement is referred to as behavioral engagement (Fredricks, Blumenfeld, and Paris 2004). This includes things such as trying, being persistent, paying attention, participating and asking questions as well as obeying the rules and not acting inappropriately. The type of engagement that students are most aware of is behavioral engagement.

Furthermore, students' affective attitudes towards school, classmates, peers, and teachers are referred to as emotional engagement. This includes feelings such as satisfaction, excitement, worry, a sense of community, and support or against education policies (Frederick 2017). Emotional engagement is the type of engagement that describes students' positive and negative feelings, responses, and reactions concerning their situation or condition. A student's intentional investment in his or her education is referred to as cognitive engagement, and it is the last form of engagement. Although it is a subset of behavioral engagement, cognitive engagement has its own set of characteristics, including self-control, the willingness to meet challenges and efforts, going beyond what is necessary, the effort to acquire new knowledge and abilities, the use of abilities and learning strategies (Sutton 2021). It refers to the engagement that captures students' preference in learning styles, strategies, methods, techniques, and media in the learning activity.

Furthermore, the results of this research described that the experiences related to behavioral engagement like noticing the lecturer's explanation, class participation (asking question, learning practice, teacher's explanation) were more actively significant in offline session. Several reasons why students more engaged in offline session because they fond of direct interaction and the lecturers' explanations way clearer than online session. Some behaviors shortcomings which experienced by students in online session also become the reason why the students tend to have offline than online session. For instance, a Lack of interaction in the classroom (both communication between students and teachers or students-students), difficulty collaborating with peers on group projects, and flexible blended learning prevent students from taking an active role in their education. This problem is consistent with (Adling 2022) who highlighted that the teacher taking a full role in the class build the students act as passive learner. It appears students demotivated to engage in class activities. Another researcher also revealed that 57% of their respondents maintain that there is "worse online" interest in course materials. According to 65% of respondents, they have fewer opportunities to work with classmates (Bland, Reep, and Farrey 2021). Because not all learning objectives can be met in a hybrid setting, interactions with students are less frequent and less intense than with their on-campus peers (Tripathi 2002).

However, in other behavior engagement such as doing the listening assignment, students prefer to do so in online session. Accordingly, it is supported by finding of another group of scholars that revelead majority of students felt better at ease asking and responding to questions in an online session. One of the reasons is because they can freely replay, review, rewacth the audio or video that lecturer had already given, in addition they can easily listen the audio or video without any distruction and any noises that often occured while offline session (Hollister et al. 2022). For emotional experience, most of students enjoyed and happy with the hybrid listening class, one of the reasons is because of the flexibility especially for the listening material which

allowed students to drag the concept and carefully ensure their understanding before continuing, these results are consistent with the results of (Marcus, Atan, Salleh, Tahir, & Yusof, 2021) who asserted that throughout the learning process, participants typically experience good emotions, which progressively grow until the completion of the course. The participants' own values, the role of the teachers and peers, and the course design were the main causes of this positive emotional engagement. Additionally, a significant factor influencing how well pupils learn is their emotional state. Students' memory, ability to reason, perception, and logical thinking are all significantly impacted by emotion (Hasnine et al. 2021). In learning, emotion is essential as it is highly associated with students' attention hence emotions can influence students' attitudes, preferences, and responses, most importantly engagements especially in online learning.

Moreover, cognitive engagement experience such as having learning planning, efforts, strategies, challenges of student achievements showed high cognitive engagement experience while on offline session. Most students stated that they preferred offline session because they would not be disturbed by online learning disruption such unclear explanation and incomplete material comprehension and confirmation. Unstable internet connection, strict subject requirements, tight activity submission deadlines, lack of access to personal study equipment (computers, laptops, and cell phones), and financial difficulties (the burden of needing an internet connection) were other factors that also mentioned by students. Those factors caused the most hindrance experienced by students in doing some cognitive activities. As it is pointed out by (Gunuc 2021) cognitive engagement refers to students' capacity to actively understand what they are learning and to apply what they have learned to real-world situations over an extended duration. Cognitive engagement requires learners to achieve learning goals and develop their skill growth in a supplementary adjunct effort (Hanaysha, Shriedeh, and In'airat 2023).

This study captured that students are required to have extra effort in terms of cognitive engagement to make their learning goals and achievement. Most students were not comfortable when they got many learning disruptions which can make them demotivated to engage with the surroundings in the learning activity. As pointed out by (Ammade and Rahman 2023) to make students more engaged in the learning process and eager to participate, it is necessary to support their cognitive engagement. In addition, most students are preferred the face-to-face learning method, offline session, because they are capable of participating in class activities in a lively, dynamic, and interactive manner (Kardoyo et al. 2023).

The discussion above stressed although students have interest in learning listening in hybrid model yet they still have high preference and tendency for offline session. Most of the students' engagement experiences described above still require the offline session as their effective learning especially in behavior and cognitive engagement, compared to internet

activities, in-class activities improved their learning and comprehension of the subjects. This finding indirectly supports the findings of (Horspool and Yang 2010) ; (Platt, Yu, and Raile 2014) that revealed online activities is less effective for learning. In contrast, two prior studies (Aji 2017) and (Raes et al. 2020) showed that using blended learning to educate students for listening skill at universities was successful in enhancing their listening abilities. They shown that using blended learning to teach listening provided ways for instructors to be more successful in the process of teaching and learning and had favorable results for the students. However, this new learning model for teaching listening material and developing students listening skill has a number of pedagogical and technological obstacles to listening skills. In this matter, several course design and guidelines in which appropriate, enganging, and effective must be developed and further implemented for teaching listening material and skill in both offline and online setting.

CONCLUSION

The outbreak of COVID-19 has shifted the way teacher teach and student learn. Additionally, rapid development of technology in education during the outbreak has led many teachers to implement a variety of learning methods, strategies, and techniques. Hybrid learning in which mixed both on-site and online session is a type of learning method that widely also significantly applied in a classroom activity during epidemic period. Likewise, hybrid learning is implemented in every subject matter including English language for specific skill. In listening, the implementation of hybrid learning requires teachers to be well-prepared not only for applying the most appropriate and enganging teaching technique and media but also material. Accordingly, students engangement during hybrid learning is crucial as it will create captivating and effectual teaching and learning process in a listening class. Therefore, this study has showed the pereference and importance of students' engangement in terms of behavioral, emotional, and cognitive.

This study captured students' behavioral engangement in hybrid learning includes students' attention and participation toward the lecturer's explanation, listening practice and assignment, and learning preparation. Students experienced more behavioral engangement in offline session than online session as they can comprehend the listening material easily and the learning atmosphere way livelier. However, students encountered positive emotional engangement in both offline and online session. Hybrid learning, both in offline and online session, provided a flexibility for students to attend listening classs, learn listening material, and do listening excercise and assignment. In this matter, hybrid learning dispenses students who have issue in distance to keep preparing well in attending the class, doing exercise and assignment, also maintaining health issue. Meanwhile, students experienced cognitive engangement better in offline session since they were unattached with poor devices, unstable internet connection, unclear explanation, and incomplete

interaction. Likewise, students experienced cognitive engagement greater in offline session as they were not experienced troublesome stuffs as discussed before. Therefore, students can follow, understand, and comprehend the material in the listening class remarkably essential.

This study has fulfilled the need of examining students' experience toward listening class in hybrid learning model. Students' behavioral, emotional, and cognitive engagement revealed within this study portrayed the experiences and preferences of students toward listening class in hybrid learning. Specifically, this study discussed and specified the actual students' experiences, attitudes, interest, and strategies while learning listening material in a hybrid learning model. Then, the results of this study emphasized the significance of knowing students' experiences in hybrid learning of specific subject and skill. It is significantly important as a mean to prepare, decide, design, and implement the most appropriate learning strategies and techniques for hybrid learning. Likewise, the learning strategies and techniques for teaching and learning listening in hybrid learning must be appropriately associated with students' behavior, emotional, and cognitive experiences. Therefore, the teaching and learning listening in hybrid learning is not only become more engaging but also meaningful and effective for enhancing students' engagement, developing students' listening skill, and improving learning outputs.

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