Hybrid English Vocabulary Learning for Young Learners

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ABSTRACT

This research aimed at finding out: (i) the students' preference to the types of hybrid English vocabulary learning program, face-to-face driver model or online driver model, and (ii) the students' vocabulary mastery through the practices of both hybrid English vocabulary learning models, namely face-to-face driver model and online driver model. This research employed mix method design with quantitative and qualitative data. The subject of the research was the first grade students of senior secondary school which consisted of 10 students. Interview, sheet note/diary, and vocabulary test for students were used as the instruments in collecting the data. The results of the research showed that the students preferred the online driver model to face-to-face driver model. It was proven by the results of interview where most of the students answered their preference toward online driver model. On the other hand, the results of vocabulary test showed that the face-to-face driver model contributes more to students' vocabulary improvement. It can be seen from the mean scores of post-test for both models where the mean score of face-to-face driver model is higher than online driver model. The students concentrate more on doing their exercises in online driver model while in face-to-face drive model the students are more relaxed on doing the exercises. This is proven by the results of sheet/note diary.

Keywords: HYBRID English Vocabulary Learning, Face-to-Face Driver Model, Online Driver Model.

INTRODUCTION

During the early stages of language development, vocabulary input is a primary learning need (Meara 1995; Chen and Chun 2008; Ali et al. 2012; Hasegawa et al. 2015). It means that vocabulary is the foundation to master a language. The importance of vocabulary in language learning makes the teachers do some ways so the students are easier in memorizing and using vocabularies.

In Indonesian schools, vocabulary mastery is still low. This aspect is proven by some researches. Inayatul (2015) found out that Indonesian students are lack of English vocabulary which caused them not able to read. They are not also able to write in English correctly, pronounce and translate new vocabulary perfectly (Wakana, 2012). In addition, when the student gets new vocabulary, he/she is rare to use it so it makes him/her be easy to forget the new vocabulary gained. Beside the factors from student him/herself, limitations of learning media is also becoming one of the aspects that make students less interested in learning new vocabulary (Putri, 2016). This is ironic because there have been so many technology products and applications that can be employed to facilitate language learning, including vocabulary.

Since this study applies hybrid English vocabulary learning, it is important to know whether English teachers in Indonesia utilize ICT in their learning process or not. Syauqiyah (2016) found out that the practice of ICT use by the English teachers in Makassar is in fair category. This means that the teachers fairly implemented ICT facilities in their teaching deliveries. They did not use ICTs in the class because their computer skills are limited to generic applications, mostly Ms. Word and Ms. PowerPoint. Lack availability, exposure, and training to devise appropriate pedagogical model are the other factors which made the teachers unmotivated to utilize ICT in their teaching process (Cahyani & Cahyono, 2012).

The advancement of information and communication technology (ICT) has been grown very fast. It has much been influencing many aspects of life, such as business, economy, socio-culture, industry, science, arts, sport, and education. In education, ICT use creates new atmosphere and paradigm in teaching and learning process since there are many ways that can be applied by using the tools and

applications of ICT. It certainly plays an important role in education and therefore can even be empowered to aid the learning and teaching activities. It also brings about ICT-related teaching approaches and methodologies, such as e-learning, web-based learning, open and distance learning, and hybrid learning (HL) or blended learning. This hybrid learning is the focus of this research. In most circumstances, the term hybrid learning and blended learning are interchangeable in their use. So, in this research, hybrid learning refers to hybrid English learning program (HELP) focusing on vocabulary learning.

Hybrid learning (HL) is the combination between face-to-face and ICT-based/online learning environments. In other words, hybrid learning refers to as "web-enhanced/assisted or blended," which is typically defined as a course that combines elements of face-to-face instruction with elements of distance learning (Pinto. & Anderson, 2013). As Bonk (2011) asserted that with HL anyone can learn from anyone at any time. The face-to-face learning in conventional format has been transformed to increase more on-line learning environments (Wichadee, 2016). In addition, both Bonk and Wichadee (2016) infer that online learning is becoming a preferred learning platform but it does not mean face-to-face learning is forgotten.

Hybrid English learning is prominent because of the success in increasing students' skills and learning motivation. Other advantages include more engagement in the learning process as student take more responsibility for their own learning, more participations in learning activities due to the available response time, and more online practice opportunities (Orucu, 2014). Hybrid English learning model is also favorable for teachers especially to develop creative English learning program. Moreover, it can reach and engage more students and facilitate classroom activities which promote more effective attainment. Therefore, teachers should take advantage of it to really optimize the students' learning interaction for better outcome.

Learning technologies will play a larger role in learning experience of students during their time at and away from the physical school. Sullivan & Freishtat (2013) found that as hybrid education increases, so does the need to consider strategies to optimize teaching and learning effectiveness in these technology-enhanced settings.

Learning vocabulary by using hybrid learning model is one of the potential ways to enhance students' vocabulary because it could be the factor which increase students' memory in memorizing new vocabularies. It provides several methods, applications, materials, and games to support vocabulary learning.

This study focuses on hybrid English vocabulary learning for young learners, which implemented the two types, namely face-to-face driver model and online driver model. As we know that, applying hybrid learning has become more popular today. This model integrated both face-to-face and web based models. It allowed students and teachers to share new vocabulary each other.

Based on the illustration above, the objectives of the research are:

1. To find out the students' preference to the types hybrid of English vocabulary learning program: face-to-face driver model or online driver model
2. To find out the students' vocabulary mastery through the practices of both hybrid English vocabulary learning models: face-to-face driver model and online driver model

REVIEW OF RELATED LITERATURE

The teacher's interactions with students during reduced face-to-face time and their ability to use learning technologies make a significant impact to either benefit or challenge learning experiences (Nava, 2015). This indicates that the learning model is quite promising to support student learning. Berns et al (2016) in their research reported that the use of hybrid game-based apps like VocabTrainerA1 motivates learners, stimulates perceived usefulness and added value, and better meets the language learning needs of today's digital natives.

In terms of vocabulary learning, Sari & Damayanti (2017) found that implementing blended learning in learning process could improve students' vocabulary mastery and participation. For the students who did not want to involve in discussion, online class was an appropriate space for them in enhancing their vocabulary. The students were also enthusiastic because the online class was new and connected to their daily preference, that is internet. Vasbieva et al (2016) concluded that by the end of the 2-month training program in the blended format,

the students achieved great learning outcomes in vocabulary mastery. If digital tools are selected in accordance with students' needs and interests, blended online vocabulary instruction could be effective to help EFL learners improve their vocabulary knowledge

Another related study is about the use of Hot Potatoes application in teaching vocabulary. In this study, the researcher found that the use of Hot Potatoes application could facilitate both students' learning process and their motivation in learning. Besides, students' vocabulary mastery was getting better in which the result showed quite significant improvement after getting treatment (Setiawan, 2016). In regard to the use of Quizizz application of hybrid learning mode to support the students' vocabulary achievement, BAL (2018) found out that the control group was slightly outscored by the experimental group. In other words, the experimental group outperformed the control group by using 'quizizz of mobile app to enhance their vocabulary knowledge and learn the target vocabulary.

The other supporting application is the use of 'Plickers' application. This study concludes that 'Plickers' can help in Language Assessment of Reading Comprehension (Michael, Ejeng, Udit, & Yunus, 2019). This means that 'Plickers' is also potential to help teachers in assessing other language skills and elements, such as vocabulary as the focus of this research.

RESEARCH METHOD

This research employed pre-experimental design with two different treatments, namely face-to-face driver and online driver of hybrid Englishh vocabulary learning for the comparison with the same subjects. This design employed quantitative and qualitative analysis. This research involved the tenth-grade students of senior secondary school which consisted of 10 students. There were three instrument of this research. The first was interview. It is used to collect data about the students' preference on the types of hybrid English learning vocabulary program. This interview included nine probing questions which were expected to explore students' answers.

Another type of instrument was sheet note/diary. It is used to record the students' activities and behavior which indicate their preference on certain hybrid learning program. Vocabulary test was also conducted to get data on the students' English vocabulary mastery. It consisted of objective test which representatively covered the taught material.

DISCUSSION

This section consists of the discussion on the result of data analysis obtained from the vocabulary test, interviews, and sheet notes/diaries. as in the following.

1. The Students' Preference toward the Type of Hybrid English Vocabulary Learning Program

    In most circumstances and evidences, it can generally be inferred that the students preferred online driver model to face-to-face driver model. In the affective aspect of both models, the students showed their high interest in their learning activities. They were enthusiastic in following all the sessions. However, the students in online driver model seemed to be more enthusiastic in doing their vocabulary exercises. They articulated that some applications used in online driver model promoted more enjoyable activities. For example, when the teacher assigned them exercises using QUIZIZZ, they felt very excited because they were challenged to complete the exercises according to the given time. Furthermore, they could immediately saw their score and their ranking among their friends. It was also easier for them because they could choose the facilities they have, such as computer, laptop, mobile phone, or iPad. This finding is in line with the various researches (Zhao, 2019 and BAL, 2018) which also showed the ease and other postive impacts of the use of quizizz application on students' learning activities.

    Based on the data from sheet note/diary, the students in online driver model concentrate more on doing their exercises. This happened because they were limited in time to do the exercises. Even, they could not use a dictionary to find the meaning of words. They were challenged to complete every item of the exercise according to the time given, otherwise they would lose the score.

On the contrary, the students in face-to-face driver model were more relaxed and had the chance to use a dictionary or to chat with their neighbor. This situation could be the reason why the students got higher gained score in face-to-face driver model.

In psychomotoric aspect, both models could activate students to learn and practice the vocabulary. What is more, the students could actively ask and answer questions. They seemed to be confident enough to interact with the teacher and their friends asking and answering questions. They could even show their anger or hilariousness when performing certain roles.

Of course, there were obstacles found. For the use of technology tools, they sometimes forgot their password for their login to Moodle platform. They also were not familiar with certain applications. Therefore, it took time to guide them to use them. In terms of content, they were still occasionally confused with word formation. They were still confused about the word classes. Hence, they often made mistakes in making sentences.

In the extent of their preference, they seemed to like both models in their English vocabulary learning. However, they had different reasons to express their likeness to the two models. For face-to-face driver model, they expressed that the model could enrich their vocabulary mastery. They could easily memorize the words for a long time. Hence, it could activate their long term memory. They also liked when the teacher gave them exercises through an online application which could be accessed via their mobile phone. They found it flexible. For online driver model, they expressed that they had positive respond to this learning model. They articulated that they liked it because it was new to them and they felt like playing games. The activities were fun and easy. The reasons emphasized more on the use of technology tools. In addition, this learning model required the teacher to give more feedback on the student's mistakes in order to show the correct answers.

In terms of appropriateness, the two hybrid learning were appropriate for the students in learning vocabulary. In the face-to-face driver model, they considered that the model met their needs and provided various kinds of

deliveries, such as word puzzle, matching words with their meaning, guessing pictures, jumble words, and jumble sentences. In the online driver model, they considered it appropriate because it was easy and most students already had a mobile phone to access the learning resources and exercises. In doing exercises, the applications used could prevent them to cheat due to the limited time and randomized questions.

In terms of motivation, both model could encourage the students to learn English vocabulary. For the face-to-face model, they found it interesting and always wanted to learn new vocabularies. I was really motivated and not bored to learn with this model. For the online drive model, they found it encouraging because this model was new to them and different from other models. This model boosted their curiosity to always want to learn. Therefore, the teacher should provide more new words with various schemes of hybrid deliveries.

In terms of difficulties, most students with face-to-face driver model found challenges, especially in pronouncing new words. It is actually normal if students mispronounce unfamiliar words they find. Therefore, it is the teacher task to model correct pronunciation for students to imitate. In the online driver model, the students only found technical problems in relation to internet connection. This is actually a challenge in digital era. Internet connection already becomes necessity for a certain extent. In Indonesian context, the government do not yet provide free internet connection, even it is expensive. The students must spend money to buy internet quota.

Both hybrid learning models seemed to facilitate, helps, and ease students in learning English vocabulary. However, students had different reasons to the response. Those who were treated in face-to-face driver model argued that they felt facilitated by the availability of teacher in the classroom who always wanted to help students when they were confused or made mistakes. They even claimed that their vocabulary stock increased; they gained more new words. This means that the teacher is still needed to guide and direct students in the classroom. In online driver model, the studentsexpressed the advantage of the application used in this hybrid learning model. They claimed

that the application could really facilitate them in getting immediate feedback, so that they knew if they were correct or not in answering questions.

They also expressed that the hybrid learning models made them easy to memorize new words. However, it seems that the online driver model could make students memorize the given new words longer compared to the other model. They reasoned that the model was new to them and interesting. This indicates that the learning model promoted more opportunities for students to learn and practice the English vocabulary. Therefore, it is recommended that the teacher apply this model if the learning objective is to enable the language inputs to stay longer in students' memory.

In terms of the students' understanding and ability to use the vocabulary, it was found that the online driver model could contribute more on students' English vocabulary learning. Most students claimed that the implementation of this model could help them better in acquiring the introduced words and using them in contexts. In other words, the model can be better used to promote understanding on the targeted vocabulary. It also potentially supports the students to practice using the words in sentences.

The last point to address in this section is the advantages of both models. Based on the finding in the previous section, the students claimed that the two models were very promising and encouraging. They were quite positive toward the two models. They found them fun, exciting, easy, and meaningful. However, they consistently conveyed that face-to-face driver model was superior in terms of teacher's attention, guidance, and feedback in the classroom. For the online driver model, they considered that this model was unique compared to the other teaching strategies they already experienced so far. The use of smart phone in completing the exercises was also exciting since they did not need to write on the paper. Another interesting thing is that these models along with the applications used were new to them which means that they never experienced them in their school. Therefore, it is recommended that these models be replicated at formal schools.

Based on the discussion above, it can be inferred that the students tend to prefer the online driver model. The main reasons were that the students were more enthusiastic in the activities of this model.

2. The Students' Vocabulary Achievement

Based on the result of data analysis in the previous section, it was found that there was an improvement of the students' vocabulary achievement due to the implementation of face-to-face driver model. It was proved by the increase of the students' mean score, namely from poor category in their pre-test to good category in their post-test. This result was also confirmed by the result of the t-test analysis which showed a significant difference between the mean score of pre-test and post-test. This means that the implementation of face-to-face driver model significantly improved the students' vocabulary mastery.

The result of data analysis in the previous section also showed the students' vocabulary achievement improved through the implementation of online driver model. It was proved by the increase of the students' mean score, namely from poor category in their pre-test to good category in their post-test. This result was also confirmed by the result of the t-test analysis which indicated a significant difference between the mean score of pre-test and post-test. This means that the implementation of online driver model significantly improved the students' vocabulary mastery.

The discussion above shows that both models significantly contribute to the students' vocabulary improvement. Many researchers had proven that hybrid or blended learning can improve the vocabulary mastery of the students and can apply it appropriately (Sari and Damayanti 2017; Berns et al 2016; Vasbiera et al 2016). However, it is interesting to further analyze the results of the two models in order to know whether they are significantly different or identical. The results showed that the students' mean scores before the implementation of the two models were identical. It means that there was no significant different between the mean score before the implementation of both models. In other words, the students have the same prior knowledge about the vocabulary materials of the two models.

To see the results after implementing the two models, it was found that the mean scores of post-test for both models were significantly different based on the t-test analysis. Since the mean score of Face-to-Face Driver Model is higher that the Online Driver Model, it can be inferred that the Face-to-Face Driver Model could contribute more to students' vocabulary improvement. The possible reason why Face-to-Face Driver Model was superior is that the students were probably much more familiar with face-to-face interaction. They might feel comfortable in using technology with the presence of their teacher in the classroom. They might also feel confident because their teacher was available to guide them in applying the technology or to ask for his/her help when they found difficulties during the learning process in the classroom.

On the contrary, in online driver model, the students might not be accustomed to since the students were much more engaged in online learning outside the classroom, especially from home. Of course, their teacher was not available to guide and help them in learning and completing their exercises. Besides, it is very hard to control and monitor the students' activities. There is a room for the students to speculate, not seriously learning their lesson and doing their exercises. That's why, the teacher should familiarize the students with the application of up-to-date technology in their English learning activities. It is the chance for the teacher to provide the students with more opportunities to practice their English by using online and web-based learning programs.

Based on the data from sheet note/diary, the students in online driver model concentrate more on doing their exercises. This happened because they were limited in time to do the exercises. Even, they could not use a dictionary to find the meaning of words. They were challenged to complete every item of the exercise according to the time given, otherwise they would lose the score. On the contrary, the students in face-to-face driver model were more relaxed and had the chance to use a dictionary or to chat with their neighbor. This situation could be the reason why the students got higher gained score in face-to-face driver model.

Based on the discussion above, it can generally be explained that the implementation of hybrid learning with the two platforms, online driver and face-to-face driver significantly contributes to enhance the students' vocabulary mastery. However, if compared, the face-to-face driver was found to significantly outscore the online driver. In terms of affective aspects, it seems that both models could activate and motivate students to learn. The students experienced fun activities and were dynamically engaged in learning activities, especially in completing vocabulary exercises. This indicates that the use of hybrid learning mode is beneficial and advantageous to support students' academic achievement and affective domains. All those positive aspects experienced by students were made possible by the use of some applications with their various advantages and functions, namely Quizizz, Plickers, Hot Potatoes, and Moodle which have also been proved by previous researches (BAL, 2018; Michael, Ejeng, Udit, & Yunus, 2019; Setiawan, 2016; and Zhao, 2019).

CONCLUSION AND SUGGESTION

The students had positive respond to both models of the hybrid learning programs, face-to-face driver model and online driver model. Most of them were enthusiastic and excited in learning vocabulary through the two models. However, in some extents, the students seemed to prefer the online driver model. This is a little bit contradictive with the students' achievement in which the students gained higher result in face-to-face driver. This might be caused by the interaction between students and teacher which was more intensive in this model.

The implementation of the two models of hybrid English vocabulary learning, the face-to-face driver model and online driver model contribute significantly to the students' English vocabulary achievement. The result showed that there was a significant difference between the students' mean scores in their pre-test and post-test of face-to-face driver model. Likewise, the students' mean scores in their pre-test and post-test of online driver model also showed significant difference. If the mean scores of post-test for both hybrid learning models are

assigned in the table of range scores and classification, they both fall into the same category, namely good category. However, in further analysis the results of the two models were different. The t-test analysis showed that there was a significant difference between the students' mean score of post-test in the face-to-face driver model and their mean score of post-test in online driver model. This is strengthened by the t-test analysis of gained scores of both models which also shows significant difference. This means that the students' vocabulary achievement in the face-to-face model was significantly higher than in the online model.

In relation to the conclusion above, the researcher would like to suggest the following points:

1. Even though the hybrid learning model of face-to-face driver type showed better result in the students' vocabulary achievement, it does not mean that the online driver should not be used in vocabulary teaching. The teacher should find more appropriate strategies to properly implement it in the English vocabulary class.

2. Since the results of the two kinds of hybrid learning models significantly contributed to vocabulary learning, it is suggested that these models be implemented at schools or universities to enhance the students' achievement.

3. This research is limited only to two kinds of hybrid learning models. Therefore, it is suggested that a further research be conducted to include other models.

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