



Student Engagement Dynamics in Hybrid English Speaking Classes: A Study on Synchronous and Asynchronous Learning in Indonesia

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ABSTRACT

The study investigates student engagement in hybrid English-speaking classes at an Indonesian university, emphasizing synchronous and asynchronous learning. Hybrid learning combines live (synchronous) and flexible (asynchronous) methods to enhance student engagement in cognitive, behavioral, and emotional dimensions. Conducted as a qualitative study, this research involved 20 second-semester students from the Faculty of Language and Literature at Universitas Negeri Makassar. Data were collected through semi-structured interviews to explore students' engagement in hybrid English-speaking classes across synchronous and asynchronous learning. The findings reveal that hybrid learning fosters high levels of cognitive engagement by promoting active participation, critical thinking, and access to resources supported by responsive lecturers. Behavioral engagement is similarly enhanced through interactive digital tools and inclusive class discussions, encouraging frequent practice and skill reinforcement. Emotional engagement, however, varies, as some students benefit from the flexibility of online learning, while others face challenges due to reduced face-to-face interaction with lecturers. Key challenges identified include maintaining consistent motivation in virtual environments, managing distractions in home settings, and addressing feelings of being overlooked due to limited real-time lecturer attention. Additionally, technology dependency and variable comfort levels with hybrid learning pose challenges for engagement. The study concludes that effective hybrid learning designs that address cognitive, behavioral, and emotional engagement can significantly enhance student involvement and learning outcomes. These insights contribute to a better understanding of engagement dynamics in hybrid English-speaking courses, offering practical implications for designing more effective learning experiences. However, the study's focus on a specific group of English-speaking students at one institution limits how broadly the findings can be applied. To better understand the strengths and challenges of hybrid learning, future studies should consider a more diverse sample, mix qualitative and quantitative data, and look at how instructor involvement impacts engagement across different learning environments.

Keywords: Student Engagement, Hybrid Learning, English Speaking

INTRODUCTION

The rapid integration of technology in education has transformed conventional teaching and learning methods, leading to the emergence of hybrid learning as a flexible and

inclusive approach. Hybrid learning combines synchronous (real-time) and asynchronous (self-paced) formats, allowing students to engage in both live interactions and independent study (Yamagata-Lynch, 2014). As more lecturers

create hybrid settings for their students, hybrid learning methods are becoming more popular. The purpose is to assist lecturers in accomplishing what they aspire for every day: to truly understand and allow each student with whom they engage to attain the greatest levels of educational mastery possible (Powell et al., 2014). This strategy is regarded compatible with the development of complicated times due to its lack of rigidity and monotony.

Hybrid learning is interesting to students of today because of its versatility (Nur et al., 2019). Students of today frequently choose to study on their own terms and make use of mobile access to resources. This tendency has become more pronounced as a result of the Indonesian Ministry of Education and Culture's promotion of hybrid learning as a component of the "new normal" in education. This promotion was prompted by the necessity for educational institutions to swiftly adjust to changing educational landscapes. Hybrid learning is a good fit for the preferences of modern learners, who are more mobile and technology-driven (Bonk, 2009). Hybrid learning is flexible in terms of time, place, material delivery, and student interaction. The combination of synchronous and asynchronous components within hybrid learning has been emphasised as an optimum technique to accommodate to a wide range of learning demands and to foster better levels of engagement (Yamagata-Lynch, 2014).

A further point to consider is that hybrid learning is very compatible with technological

improvements. This is demonstrated by the rapid growth of internet usage in the majority of communities, particularly among younger students. Previously, the educational system did not permit students to use their mobile phones while they were learning; now, the hybrid learning approach makes it possible for students to utilise their electronic devices as the primary instrument for supporting their learning. Students are able to have unrestricted access to the material of the lectures inside this hybrid learning course, which eliminates the requirement that they attend traditional classroom sessions.

In the context of language training, this blended model is particularly useful since it encourages self-directed practice and provides support for interaction. As a result, it boosts student engagement and contributes to the development of skills in English-speaking coursework. Students are able to get real-time feedback and engage in authentic speaking practice when synchronous components are supported through platforms such as Zoom and Google Meet. These are features that are critical for increasing fluency and confidence (Chusnatayaini, 2022). Asynchronous features, which include recorded lectures and multimedia materials, provide students with the opportunity to examine information at their own leisure, aiding in the reinforcement of concepts that were presented during live sessions and facilitating a comprehensive understanding of

the material covered in the course (Azar & Tan, 2023).

Hybrid learning, on the other hand, provides a number of different obstacles for maintaining attention, particularly in language programs, where communication skills demand constant practice and fast feedback (Anderson, 2008). In Indonesian higher education, these issues are made worse by infrastructural restrictions, such as unreliable internet connectivity and insufficient digital resources. These limitations can make it difficult for students to actively participate in synchronous sessions and diminish their engagement in asynchronous learning activities. Students may find it more difficult to maintain cognitive, behavioural, and emotional investment in their studies as a result of these challenges, which can have a substantial impact on the entire learning experience and may lead to fragmented learning.

The expanding use of hybrid learning in Indonesia, particularly in light of the drive for digital transformation in education as part of the "new normal" age, is the primary reason why this research is of such utmost importance. Educational institutions are under a lot of pressure to swiftly adapt to hybrid models, and if they don't conduct sufficient targeted research, there is a possibility that the implementation will not be successful. In order to improve learning outcomes, comply with regulations issued by the Ministry of Education, and provide assistance to institutions in

optimising hybrid learning for language acquisition, it is essential to identify best practices and get a knowledge of how to sustain student interest in hybrid language courses.

In order to shed light on student participation in hybrid English-speaking classrooms at an Indonesian higher education institution, the purpose of this research is to provide significant insights that enable the proper implementation of hybrid learning and eventually enhance learning outcomes. This study contributes to a more complete knowledge of the influence that hybrid learning has on language acquisition by focussing on students' involvement across cognitive, behavioural, and emotional aspects. This study fills a significant gap in the current literature and contributes to a more thorough understanding of the topic. Students in Indonesia who speak English will have the opportunity to benefit from an enhanced educational experience thanks to the findings of this research, which will enable educators and educational institutions to develop hybrid courses that encourage sustained participation.

METHODS

Due to the research aims, a qualitative study was selected as the most effective model to address the research questions, which sought "a better and deeper understanding of real-life events" (Yin, 2014). It offers a detailed narrative of participants' experiences in their natural environment, demonstrating how persistent challenges affect their local lives (Miles et al.,

2014). This study aims to detail student engagement in hybrid English speaking class in terms of synchronous and asynchronous learning.

The research was carried out at the Faculty of Language and Literature at Universitas Negeri Makassar, South Sulawesi. It was selected due to the recommendation of Universitas Negeri Makassar for hybrid learning. The subjects of this study were second-semester English education students enrolled in the interactive speaking class during the 2023 academic year. The researcher picked 20 students for interviews.

Interview questions followed a structured guide tailored to the study's objectives, and students were encouraged to provide detailed responses. To ensure accuracy and reliability in capturing the data, interviews were recorded using both voice recorders and video, with prior permission from all participants.

The data analysis was performed with NVivo, a qualitative data processing program. NVivo had many advantages when it came to processing qualitative data. For example, almost all qualitative data could be processed using NVivo, both digital and print. NVivo 12 stored its code in nodes. Node was used to describe a connecting point in a branching network or a terminal point in an information system (Bazeley, 2013). This study included the following steps for data analysis:

1. The procedure of organizing data for examination.

This involved transcribing interviews for a document analysis intended to achieve a thorough comprehension of the database.

2. Analyzing and understanding all of the data.

This phase entailed acquiring a comprehensive comprehension of the content and contemplating its importance.

3. Coding

Coding is the process of organizing and classifying data into chunks or segments of text (Tashakkori & Creswell, 2007). This could be done manually or by machine. NVivo assisted in classifying and coding the data at this point. The results of encoded data were shown using the NVivo menu.

4. Drawing conclusions

The analysis of the data was the last phase. Summarized the research findings in the form of descriptions in this activity and provided the final data in descriptive form.

FINDING

This section provides a detailed overview of student engagement in learning to speak English with hybrid learning model. This study's data came from student interviews conducted through hybrid learning. Finding the outcome associated with cognitive, behavioral, and emotional engagement is the aim of data analysis.

Cognitive Engagement

Cognitive engagement in the hybrid learning model for English speaking is demonstrated through students' active participation, critical thinking, and the ability to

interact meaningfully with course content. The responses from students reveal that the hybrid environment has positively influenced their cognitive involvement, providing a conducive platform for thoughtful engagement and deeper learning. One student highlighted their active participation in classroom discussions, stating, *"Yes, I think I have enough involvement. I usually raise my hand in class to give my opinion when mam asked to make a title or description of an image."* (Student 3, Interview, 24/05/2023). This response shows that hybrid learning encourages students to actively engage with the material and contribute their thoughts during synchronous activities. The act of raising a hand and expressing an opinion demonstrates that students are not only engaging with the material but also analyzing and processing information in real time, which is a key component of cognitive engagement.

Furthermore, the provision of materials and the active involvement of lecturers play a significant role in enhancing cognitive engagement. One student explained, *"Yes mam, it has improved because by providing material in the group in Google Classroom, we can read, and we can also ask questions in WhatsApp group. Mem is also active in providing answers."* (Student 10, Interview, 24/05/2023). This emphasizes the importance of resource accessibility and responsive instruction in creating a supportive learning environment. The availability of materials in Google Classroom allows students to engage with the content

independently, accommodating individual study paces and preferences typical of asynchronous learning. Additionally, the opportunity to ask questions in WhatsApp group facilitate a deeper understanding of the content and through WhatsApp fosters continuous engagement and understanding, as students can ask questions and receive timely feedback. The lecturer's active participation in answering questions further enriches the learning experience, providing students with timely feedback and guidance that supports their cognitive development.

Another student reflected on the overall impact of hybrid learning on student engagement, noting, *"I think it increases student engagement even though there is a possibility that it will not be as effective as face-to-face because when it is done online, student motivation feels less than when it is face-to-face."* (Student 6, Interview, 24/05/2023). This response underscores the dual nature of hybrid learning's impact on cognitive engagement. While the student appreciates the increased opportunities for engagement that hybrid learning provides, they also acknowledge the challenge of sustaining motivation in a virtual environment, which can sometimes feel less immersive than traditional face-to-face settings. This insight highlights the need for hybrid learning models to incorporate motivational strategies to maintain high levels of cognitive engagement.

Behavioral Engagement

Behavioral engagement in the hybrid learning model for English speaking is evidenced by students' active participation in class activities, completion of assignments, and practice of speaking skills. The responses from students reveal that the hybrid format has positively impacted their behavioral involvement, encouraging them to engage more frequently and consistently with the course content and activities.

One student highlighted the motivating role of interactive learning applications and exercises: *"I think my involvement in hybrid English-speaking learning is good because sometimes we use learning applications that I think are interesting mem such as YouTube and Instagram and the interactive exercises also keep me motivated and enthusiastic to practice speaking mem."* (Student 1, Interview, 24/05/2023). This statement underscores the role of familiar and engaging platforms, such as YouTube and Instagram, in enhancing students' willingness to actively participate and practice speaking skills. By incorporating popular tools for submitting assignments and viewing supplementary content, hybrid learning offers an engaging and flexible environment that supports behavioral engagement. The asynchronous nature of these activities allows students the freedom to access materials and submit assignments at their own pace, fostering continuous participation and motivation to improve their speaking proficiency. This flexible

approach demonstrates how hybrid learning leverages asynchronous resources to maintain high levels of student engagement, ultimately contributing to a positive and interactive learning experience.

Another student emphasized the increased participation in class discussions facilitated by the online environment: *"Hybrid English classes have encouraged me to participate more actively mem in discussions. I often express my opinion mem if mem invites us to express our ideas. I also practice speaking more actively so I think this improves my fluency and confidence."* (Student 8, Interview, 24/05/2023). This statement underscores the impact of the hybrid learning in fostering active participation and frequent speaking practice, essential components of behavioral engagement. The synchronous nature of online discussions, conducted on platforms like Google Classroom, creates a supportive space where students feel encouraged to contribute their thoughts and interact with peers and lecturers. This setting not only enhances the student's involvement in class but also builds speaking fluency and confidence, which is a key component of behavioral engagement. By providing a structured yet comfortable environment for real-time interaction, synchronous elements of hybrid learning significantly support students' active engagement and self-expression.

Furthermore, another student pointed out the effectiveness of structured assignments

and time-constrained activities in promoting regular engagement: *"This hybrid interactive speaking class increases my engagement mem, because I am more likely to complete the assignments. Especially when mem gives assignments that only give me 2 minutes to make points. I also participate in speaking exercises regularly mem."* (Student 6, Interview, 24/05/2023). This response highlights the role of well-designed tasks in sustaining behavioral engagement. Time-bound activities encourage prompt, focused participation, ensuring that students remain actively involved and consistently practice their speaking skills. The synchronous aspect of this learning, often facilitated through platforms like Google Meet and Zoom, allows for real-time tasks where students must respond within a short timeframe, promoting spontaneous use of English. Such activities not only reinforce students' commitment to skill improvement but also enhance their capacity to think and respond quickly in English, a critical component of language fluency.

However, the study also notes challenges to maintaining engagement due to potential distractions in the home environment, as one student mentioned, *"Actually, online and offline my involvement is the same. But when studying online at home and something disturbs me, such as being told by my parents or the house being busy, my involvement will decrease."* (Student 7, Interview, 24/05/2023). This suggests that while the hybrid model promotes engagement, it also

requires students to manage their environment to minimize distractions and maintain consistent participation. Overall, these insights emphasize the effectiveness of incorporating engaging tools and structured activities in online learning to sustain behavioral engagement in English-speaking courses.

Emotional Engagement

Emotional engagement in the hybrid learning model for English speaking is reflected in students' feelings and attitudes toward participating in discussions and interacting with the content. The students' responses highlight the emotional dynamics of hybrid learning, including feelings of reduced pressure and increased comfort, which can influence their willingness to engage actively.

One student noted that hybrid learning allowed them to feel more at ease during discussions: *"Yes, ma'am, because it's fully online, that's why I'm more active. I don't feel much pressure when discussing."* (Student 17, Interview, 24/05/2023). This statement highlights the potential of hybrid learning to alleviate some of the anxiety or pressure that can arise in traditional classroom settings. The reduced pressure enables students to express themselves more openly and engage more actively, which is essential for language development and confidence building in speaking. This aspect of hybrid learning directly contributes to emotional engagement, as students feel a greater sense of ease and are more willing to participate, ultimately fostering

a supportive environment for language practice and personal growth.

Another student echoed similar sentiments, emphasizing the relaxed nature of hybrid learning: *"Absolutely mam, because the feeling is different between offline and hybrid. Hybrid is more relaxing so I talk more often mem."* (Student 12, Interview, 24/05/2023). This response underscores how hybrid learning can foster a comfortable environment, encouraging students to engage more frequently. The relaxed nature of the setting may help alleviate self-consciousness and reduce the fear of judgment, which are often barriers to active participation in traditional classrooms. This environment contributes positively to emotional engagement, as students feel more at ease and open to speaking, ultimately enhancing their willingness to participate and practice language skills consistently.

However, not all students experience the same level of emotional engagement in hybrid learning. As one student pointed out, *"Maybe it will be a little different mam. Maybe I am more active in offline, because like it or not, when the lecturer points me to speak, I will definitely speak, but in hybrid, sometimes the lecturer does not pay attention to anyone who is not active."* (Student 4, Interview, 24/05/2023). This comment indicates that while some students thrive in the relaxed hybrid learning environment, others may feel less compelled to participate unless directly prompted by the lecturer. The absence of direct interaction in

hybrid learning settings can lead to some students feeling overlooked or less engaged emotionally, highlighting the importance of lecturers actively encouraging participation from all students to maintain emotional engagement.

DISCUSSION

The findings from this study focuses on students' engagement in hybrid learning in English speaking class which align with the concept of engagement proposed by Fredricks et al. (2004), which categorizes engagement into three dimensions: cognitive, behavioral, and emotional. The students' responses in the hybrid English-speaking class demonstrate that these dimensions are interrelated and contribute significantly to their overall learning experience. Cognitive engagement involves the investment in learning and the willingness to exert the necessary effort to comprehend complex ideas (Fredricks et al., 2004). The students' active participation in discussions, critical thinking about image descriptions, provision of materials and involvement of lecturers reflect a high level of cognitive engagement, consistent with the theory.

One of the participants emphasised that cognitive engagement, which is an essential component of the learning process, is demonstrated by active involvement and critical thinking about the material being learnt. The remark that students "usually raise their hand in class to give their opinion" exhibits the capacity to connect meaningfully with the material of the course, which indicates a high level of cognitive

participation on the part of the students. This is consistent with the conclusions stated by Ellis & Bliuc (2019), who emphasise the significance of including interactive components into online learning environments in order to improve the quality of deep learning experiences. The act of participating in debates in hybrid settings not only makes the processing of material easier, but it also helps students to use critical thinking skills, which are necessary for the mastery of difficult concepts.

A second illustration of the value of easily accessible resources and active lecturer involvement is provided by replies that highlight the ways in which the distribution of materials through Google Classroom and the chance for real-time questioning in WhatsApp groups contribute to cognitive engagement. In their study, Novita et al. (2022) highlight the significance of supporting instructional practices in the process of developing an educational setting that is rich in opportunities for learning. It is possible for students to have personalised learning experiences since they are able to access resources whenever it is convenient for them. This allows for the accommodating of a variety of learning styles and paces, which is typical of asynchronous communication modes.

Additionally, the responsive character of lecturers who offer timely feedback makes it possible to have a continuous discussion, which in turn promotes cognitive involvement in learning and fosters a better grasp of the material being taught. Nonetheless, a few of the

participants pondered the contradiction that hybrid learning presents in terms of the level of cognitive involvement. While there is an awareness of the fact that there are more options for engagement, there is also a knowledge of the inherent difficulties that come with maintaining motivation in a virtual setting. The findings of Pratiwi & Priyana (2022), which demonstrate that students experience impediments that might diminish their motivation, are consistent with this approach. These findings suggest that students confront difficulties while having modest overall engagement levels. This realisation highlights the need of including motivational methods into hybrid learning environments. These tactics should not only stimulate involvement, but they should also increase the perceived value of the learning experience. This will ensure that students remain cognitively engaged for an extended period of time.

Furthermore, behavioural engagement, which includes participation in academic activities, adherence to class regulations, and the completion of assignments (Fredricks et al., 2004), is visible in the students' constant involvement in online class activities and the practice of speaking skills. This is because the students are giving themselves the opportunity to practice their speaking abilities. Students' willingness to engage and practise their speaking abilities may be considerably increased by the use of familiar and interactive platforms, such as YouTube and Instagram, which are examples of

apps that are engaging. The use of these well-known technologies for submitting assignments and gaining access to supplemental information provides hybrid learning with the ability to generate an environment that is both flexible and interesting, hence encouraging continual engagement. Because of the asynchronous nature of these activities, students are able to access materials and turn in assignments at their own speed, which encourages them to maintain their drive to develop their speaking ability.

By providing students with a hybrid environment that enables them to voice their thoughts in a more active manner, the hybrid learning approach also fosters higher engagement in classroom discussions. The findings of Kurniawati & Fauziah (2022) are in agreement with this observation. They indicated that the hybrid environment has the potential to create a more inclusive setting in which students feel more at ease expressing their viewpoints and taking part in debates. This component of hybrid learning is essential for the development of fluency and confidence in the use of language since it establishes a supportive environment for interaction between students and teachers with whom they are studying. An organised setting in which students feel empowered to share their opinions is provided by the synchronous conversations that are done on platforms such as Google Classroom. Not only does this accepting environment improve overall involvement, but it also helps individuals improve their speaking fluency, which is an

essential component of behavioural engagement.

When it comes to application, the utilisation of YouTube and Instagram, which was brought to the attention of Student 1, lends credence to the concept that digital tools have the potential to considerably improve behavioural engagement by delivering information that is both interesting and different. This is consistent with the findings of previous research that highlights the efficacy of using multimedia materials in online learning settings. Based on the findings of a study conducted by Poramathikul et al. (2020), it was shown that the use of social media platforms in the context of language learning might result in a more dynamic and engaging learning experience, which in turn leads to greater student motivation and involvement. Despite these benefits, it was observed that there were difficulties in keeping interest owing to the presence of possible distractions in the natural environment of the house. The need that students take responsibility for their surroundings in order to reduce the number of disturbances is essential in order to guarantee regular participation. While this shows that hybrid learning encourages students to become more engaged in their studies, it also necessitates that students establish an atmosphere that is favourable to studying with concentration.

The term "emotional engagement" refers to the sentiments of comfort, curiosity, and

worry that students have during the process of learning a language. These feelings are essential for the students' overall participation and confidence in the English language learning process. Students are able to express themselves more freely and participate more actively in conversations thanks to the hybrid learning environment, which appears to reduce some of the stresses that are associated with traditional classroom settings. For the purpose of providing evidence in support of this assertion, a recent study conducted by Alqurashi (2022) highlights the significance of emotional involvement in online learning environments. In these situations, students frequently experience less anxiety in comparison to traditional face-to-face settings. As a result of this component of hybrid learning, students are encouraged to engage without the burden of worry, which is crucial for the development of a supportive environment for the practice of language and for personal growth.

The data, on the other hand, indicate that the level of emotional involvement that students experience varies from student to student without exception. A further possible disadvantage of hybrid learning is that it may make some students feel less driven to engage in class activities unless they are actively pushed to do so by the instructor. Yuyun (2023) came to the conclusion that online learning environments need to be intelligently built in order to promote emotional involvement for all students, regardless of their initial comfort

levels. This observation is in accordance with the findings of (Yuyun, 2023). As a result of the lack of direct engagement that occurs in hybrid settings, certain students may have feelings of being missed or less engaged. This highlights the need of lecturers actively encouraging involvement from all students.

In order for educators to effectively sustain emotional involvement, it is essential for them to develop tactics that will build a sense of inclusion and acknowledgement among their students. It is possible for lecturers to actively encourage students, which may help students feel valued and inspired to engage, ultimately leading to an improvement in the overall learning experience. It is possible for lecturer to greatly boost students' emotional involvement and encourage more consistent and meaningful participation in hybrid English-speaking classrooms by cultivating an atmosphere in which students have the sense that they are seen and heard throughout the classroom.

IMPLICATIONS OF FINDINGS

Practical Implications

Practically, this research offers guidance for lecturers and teachers to effectively implement hybrid learning in terms of synchronous and asynchronous learning in English-speaking class. To optimize engagement, lecturers should design structured, time-limited tasks, fostering quick thinking and active participation. Using interactive platforms like YouTube and Instagram can make assignments more engaging, while asynchronous resources in

Google Classroom allow students to review materials independently, reinforcing cognitive engagement.

Additionally, lecturers should establish clear communication channels, such as WhatsApp groups, for accessible Q&A support, enhancing emotional connection in online settings. Actively encouraging less vocal students to participate can help ensure inclusive engagement across both online and face-to-face components.

Implications for Future Research

The findings of this study are limited in their generalisability due to its concentration on a particular subset of English-speaking students at a single university. The findings may not accurately reflect the experiences of students in various academic fields, educational environments, or language proficiency levels, despite the fact that it offers insightful information about cognitive, behavioural, and emotional involvement in a hybrid learning approach. Students' participation in hybrid learning environments may also be impacted by a variety of institutionally specific issues, such as access to technology, cultural perspectives on online learning, and institutional resources. Because the experiences and results shown here might not always transfer to other environments or groups, care should be used when extrapolating these findings to larger contexts.

Future study should broaden to include a more varied sample, including viewpoints from students in various fields, educational levels, and

institutions, in order to provide a more thorough understanding of the advantages and disadvantages of hybrid learning. The study would be enhanced by combining qualitative and quantitative approaches, giving researchers quantifiable engagement data and enabling them to record complex student experiences. By investigating how various teaching philosophies and interaction styles influence students' cognitive, behavioural, and emotional engagement in diverse hybrid learning contexts, future research might also investigate the effect of lecturer participation on engagement. This would provide a more comprehensive understanding of how hybrid learning affects student engagement and assist lecturers in modifying their methods to successfully meet the demands of a wide range of students.

CONCLUSIONS

The hybrid learning model for English-speaking classes has shown a nuanced impact on student engagement, enhancing cognitive, behavioural, and emotional dimensions of involvement, albeit with a few notable challenges.

From a cognitive perspective, the hybrid format promotes deeper engagement by facilitating critical thinking and enabling flexible interaction with course content. The availability of online resources and the lecturer's active role in responding to students' queries enhances understanding and supports students in engaging with material independently. However, while hybrid environments provide

resources and flexibility, maintaining consistent motivation can be challenging when compared to traditional face-to-face settings, where accountability may feel more immediate.

Behaviourally, the hybrid approach appears effective in encouraging active participation through the use of interactive platforms such as YouTube and Instagram, which make learning engaging and accessible. These tools, alongside structured, time-constrained tasks, promote regular practice and reinforce language skills. Nevertheless, behavioural engagement can be interrupted by external distractions common in-home environments, posing a challenge to sustained focus and involvement.

Emotionally, the hybrid format contributes to a more relaxed learning atmosphere, lowering anxiety levels and allowing students to express themselves with greater ease. This relaxed environment is beneficial for students who may feel pressured in conventional classroom settings, enhancing their confidence and willingness to participate. However, for some, the lack of immediate, face-to-face interaction with lecturers and peers can reduce emotional engagement, underscoring the need for intentional design to maintain a sense of connection in online settings.

Overall, the hybrid learning model provides a promising framework for enhancing engagement in English-speaking classes by thoughtfully addressing cognitive, behavioral, and emotional needs. By leveraging both

synchronous and asynchronous elements, this model fosters an adaptable, supportive learning environment that can maximize student involvement. However, effective hybrid learning requires a careful balance to ensure students are consistently motivated, behaviourally committed, and emotionally supported, paving the way for meaningful learning outcomes and skill development in English speaking.

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