



Teaching Strategies in EFL Hybrid Classrooms: A Case Study in a Junior High School

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Abstract

This study aimed to find out which teaching strategies found in the EFL learning during this pandemic situation, where hybrid classrooms has begun to flourish as one of the strategies in learning process. This case study research with qualitative approach was conducted at one private Junior High School in academic year 2021/2022 where the subjects were 3 English teachers of grade 7-9. In this study, the data was compiled by doing direct observation as well as interview session with the participants. The data were analyzed by using the Miles and Hubberman flow model was used to analyzed the data. The findings showed that the EFL teaching strategies during this Hybrid class were mostly conducted using discussion, co-operative learning, small group discussion and some direct instructions. Even though no totally fully used, the teachers emphasize the use of English as a daily conversation in the school environment, including language learning in the classroom, both in online and offline sessions.

Keywords: approaches and strategies, EFL hybrid classrooms, hybrid learning media, teaching methods

Introduction

Establishing or developing the best way of teaching English was such a tricky and complicated process when it came into the implementation of teaching strategies in the classroom. One of the most noticeable reasons was that almost each classroom will have different kinds of students and it will require different approach and strategies. The strategies implementation should be well considered because teaching strategies have great impacts on students' achievement, especially during

this current condition where the teaching learning processes have changed greatly. Knutson (2014) emphasized that students' learning depends on how the appropriate approaches that has been picked out is done in teaching. Thus, selecting the suitable strategies are important to grasp an effective teaching. Mulligan (2011) identified that "*flexibility and creativity, constant monitor, and adjustment*" of the teaching strategies is a necessary to bring out an effective teaching. Additionally, Bay (2013) continued that the rate of recurrence on the use of teaching strategy in the classrooms will affect the success of teaching strategy itself. Center for Teaching and Learning (2014) initiated, besides involving the utilization of strategies, techniques, and tools, an effective teaching also associates the meaningful understanding on the way students learn and their motivation, transfer of information, as well as facing the obstacles that students might face.

Teaching strategy was one of the fundamental factors that could determine the success of teaching and learning process in achieving learning goals in EFL Classrooms. Thus, selecting the best teaching strategies to be applied in the classrooms became important. One of the fundamental goals of learning which was to build a fun and fascinating learning environment for the students, might be fulfilled when the selections of teaching strategy are best put into consideration when planning the lesson. Teaching strategies could imply a positive effect on students' skill when those strategies are tempting students' learning purpose and curiosity also can encourage them to stay engaged with the class (Brown, 1994). In a more general view, Bettaieb (2017) opined that educational strategy was expected to shape good character of students, emerge their responsibility and bring out students' self-monitoring on their learning.

There have been many researches aimed to develop the best and the most effective way to teach English so that the students are able to use the language both in their oral or written communication. Celce-Murcia (1991) suggested some steps that need to be concerned by the teachers in order to make the best choice of teaching strategies. Firstly, teachers have to assess the students' need in language learning or why they should study English. Teachers also need to inspect some instructional restraints, for instance, teaching time, class size, materials and physical factors such as classroom size. Finally, teachers needed to ascertain the uniqueness of student's needs, attitude, and aptitude. Another researcher that investigated on the subject of language teaching strategies was Intarapanich (2013) who studies the similar subject on teaching strategy, method and approach in Lao PDR. It was concluded that a number of leading approaches were applied in the Lao schools' EFL classrooms, those included Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR) where language classrooms were conducted both in English and the Lao language. According to the study, brief and numerous learning strategies and activities such as spelling word games, demonstration, role-playing, reading aloud, and repetition drill were used at the primary level to draw students grasping the language material. While other strategies like brainstorming, pair-work, group-work, drills, spelling activities,

debates, games, and songs were favored among EFL teachers in the secondary school levels. In terms of teaching media that were used to support the learning process, teachers were majorly used flash cards, textbooks, worksheets, and chalkboard/whiteboard in their traditional EFL classrooms.

Related to the current situation, this study was conducted to find out the recent scientific results in the pandemic era which hybrid teaching and learning was currently favorable for many schools. The information of its adjustments in their teaching strategies including the learning media were also be part of the objectives.

Hybrid Learning and Classrooms

According to Olapiriyakul and M. Scher (2006), Hybrid learning was a mixed learning that combines face-to-face learning and online learning. They defined hybrid learning as a distance learning method that functions technology mingled with traditional education. In this hybrid learning concept, it referred to a mixed teaching mode that formally combines face-to-face learning and distance learning by integrating technology to aid and support the learning process. Olapiriyakul and M. Scher (2006) said that hybrid learning was a learning model that became the main research material and this learning could be said to be effective if it was mixed with face-to-face learning. Lin (2008) referred that the concept of hybrid learning was not focused on online and face-to-face learning but focuses on learning achievement with the use of technology that was combined in face-to-face learning. So that this learning model had an interesting and unique learning experience in accordance with the objectives of learning achievement. Lin (2008) concluded that face-to-face learning was verbal, using body language, then online learning takes place in virtual time in a written format without using body language such as face to face. Furthermore, not only students had a big responsibility when experiencing online learning, because each learning model had its own constraints.

Although hybrid learning had many obstacles, especially in terms of technology, hybrid learning had real advantages. Olapiriyakul & M. Scher (2006) had suggested that when compared to face-to-face, in hybrid learning, students could learn with instructors or teachers anytime online, without any time limit. However, because students were in online learning, teachers sometimes found it difficult to manage directly compared to face-to-face. They also proposed another problem faced by teachers related to hybrid learning. That was sometimes students were not present entirely because there were students who felt that they could learn independently by finding answers or materials online. In order to increase students' interest in learning through hybrid learning, it depended on several factors. Those factors were the type of technology, effective learning design, learning activity plans, teachers experience in online teaching and technology to support the teacher to teach and develop the activities in hybrid learning.

According to Rahmani and Daugherty (2007), students could create an effective lesson plan for interacting with teachers both face-to-face and online. The smoothness of an interaction depended on the teacher and students in the

environments simultaneously. For example, schools need to prepare different types of tools for a more effective teaching via online and students can communicate in both formats. They also opined that hybrid learning implementation was more complicated than face-to-face. Schools needed to consider several elements such as, the mixed curriculum, how technology was used, what were the objectives to be achieved in the mixed curriculum, how the subjects were covered and the format that should be used, the types of material that should be provided either online or face-to-face, and how teachers should provide feedback on student learning outcomes in the classroom using technology such as face-to-face. Hence, there were several suggestions that could be implemented. First, preparing the hybrid learning's policies and procedures, second, planning activity materials before the meetings, deciding how class activities were divided into face-to-face and online formats, providing class participation policies, and creating evaluation of learning.

Hybrid Teaching Media

During this pandemic period, there were many schools that were looking for solutions to implement hybrid classes as part of classroom teaching planning. Therefore it could be the best solution for students where there were some students who study in class and some other study at home at the same time. Technology media was definitely one of the main tools that were needed to support the implementation of the hybrid classrooms as shown in the figure below:

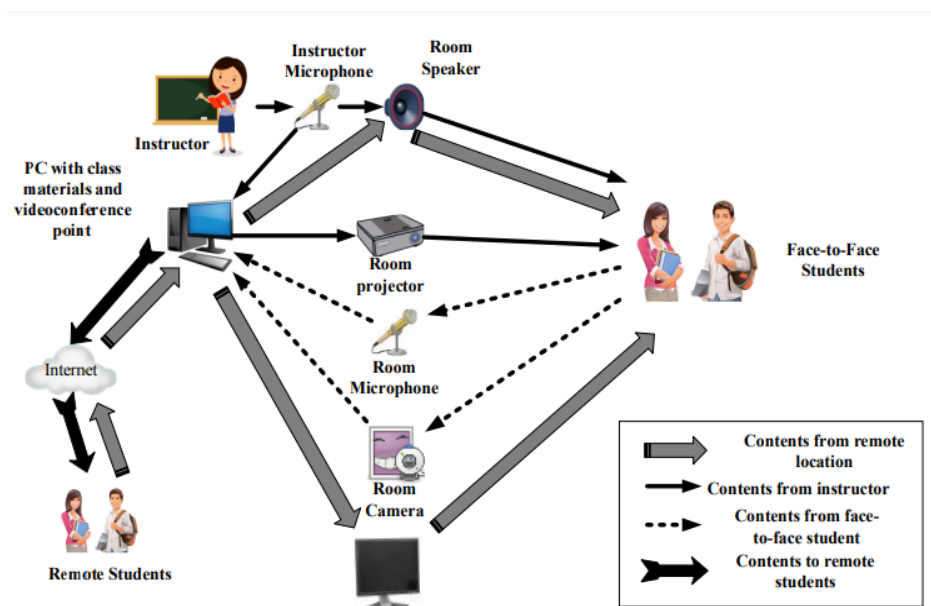


Figure 1. Hybrid Teaching Media
(Source : Triyason, Tassanaviboon, Prasert Kanthamanon: 2020)

The picture above showed the situation in the hybrid class where there were

several technology media as the main facilities to support the hybrid class. Based on a study by Triyason et al. (2020), microphones and cameras were the main components in the hybrid class. While the microphones were used to send voices from the teacher to students which were displayed on the monitor or TV screen, the camera was used to display students on the monitor screen that could take the entire wide angle of the class to know the class situation.

The Benefits of Media Technology In The Hybrid Classroom

1. Increasing Students' Motivation on Their Involvement in Class.

Hybrid learning was carried out using technology media as part of teaching planning in class, so that students were motivated in learning and could attract their attention during class. According to Simarmata et al. (2020), through digital learning, teachers could provide stimulation to students' thinking skill, students' attention, students' interest and develop their learning motivation while in class. There were many studies found that technology-based learning could motivate student learning in the classroom. According to Azmi (2017), digital-based learning media could affect students' learning motivation and increase their interest in learning during the process of learning activities in class. Therefore, the use of technology was actually highly expected because technology could attract students' attention in learning and tends to be interesting.

2. Increasing Students' Learning Independence in Hybrid Class.

The use of technology media by teachers could bring changes in the learning atmosphere in the classroom. Because technology could attract students' attention and made the students learn independently by utilizing technology facilities so it will be easier for them to find learning resources through online. According to Utami and Fadhli (2020), hybrid learning process could make students be more independent because students were given the opportunity to take advantage of technology by looking for sources related to the lesson on their own. Thus, the application of learning practices in the classroom, could help teachers and students to further develop several learning and teaching strategies. According to Muller et al. (2020), technology-based learning provided opportunities for students to learn independently and flexibly.

3. Improve Interaction and Communication between Students and Teachers.

During distance learning activities where students and lecturers are not physically present at one place, lecturers play a role as the facilitators that supports students' learning process (Sufyan et al., 2020). Technology-based learning has almost defeated other methods in terms of communication tools because technology could ease the difficulties in distance communication and made it possible to develop interaction between teacher and students even from far way. According to Solihati and Mulyono (2017), teachers could interact with students easily during hybrid learning with the provided technology. Technology made it easier for teachers to provide instructions to the students, who study at home, without having to be face-to-face in class. According to Gleason and

Greenhow (2017), hybrid learning could synchronize interactions between students and teachers during learning that takes place. So, hybrid learning in schools could help teachers to interact with students studying at home easily during the learning process.

4. Improved Assessment of Students' Assignments

Hybrid learning, which basically technology-based learning, could help both teachers and students to improve the assignments parts in class when it was used wisely and accordingly. According to Cahyono and Asikin (2019), learning through technology could be used to improve teaching, learning and assessment. Technology-based assessments and giving assignments online were the good ways to help students prepared better and helped them learn (Johnson et al., 2018). The use of technology in learning was not only beneficial for teachers but, students also find it easy to work on. Students could look for various sources to help them in doing their assignments.

Language Teaching Strategies

According to Hidayat (2017), teachers need to go beyond delivering teaching materials. In the classroom, some teachers might have their most effective teaching strategies. However, with certain strategies, supporting students' learning outside the classroom is also important. Recognizing some particular attitude that helps bring up an effective learning and teaching to happen had become an important consideration in teaching-learning process planning. Strategy of teaching was technique, method or plan that were applied in classroom actions or interactions which aimed to achieve specific teaching or learning target or objectives (Ayua, 2017). While Strasser (1964) explained that strategy in teaching was a generalized plan for a lesson that includes organization, desired learner behavior in relation to the teaching objectives, and an overview of the tactics required to execute the strategy. Some more determination about teaching strategy was proposed by Stone and Morris in Isaac (2010) which states that teaching strategy was a general scheme for a lesson that includes organization, lesson objectives, and an overview of planned-tactics required to carry out the strategies. Moreover, Isaac (2010) explicated that teaching strategies were the behavior of teachers that they displayed in the classroom, for instance, in strategizing teaching effectiveness, giving right stimulation for timely answers, drilling of the learned answers, increasing the answers through additional activities and so on. In short, teaching strategy was implied as thoughtful planning and tactics that was arranged before the learning and teaching process to attain an effective learning.

Components of Teaching-Learning Strategy

The components of teaching-learning strategy were the factors that should be well considered, both in planning and implementation. Each component would play its respected role during the process even after the process. Those components were (Hamruni, 2012; Hartley, 2001; Vermunt & Vermetten, 2004; Weinstein et al., 2000): (1) Teacher, where one of the teacher's job was to design the student's

environment to match the expected environment of the student's learning process so that the students could eventually achieve the expected learning outcomes; (2) Students, as the component that performed the learning activity in order to develop the actual potential competence to achieve the learning objectives; (3) The objectives as goals of the teaching and learning process and were fundamental basis for defining the strategy, learning material, media and learning evaluation; (4) Learning material as ways to achieve goals, and it should be arranged systematically and dynamically classified according to the direction and development progress of science and the requirements of society; (5) Learning activities that must be formulated according to the standards of the learning process when determining the learning strategies so that the learning objectives can be optimally achieved; (6) Teaching Method as the way to achieve the planned learning goals; (7) Learning Media as tools used in learning than could be in the form of anything that could support teaching and learning process to achieve the learning goals; (8) Learning Source which can be anything that could be used as a place or reference to get materials of study; (9) Evaluation, that was a component which was used to determine whether the set goals have been achieved or not; and (10) Environment.

Types of Teaching Strategies

There were many kinds of teaching English strategies that could be applied in the language teaching process. Killen (1996) pointed out the teaching strategies were as follow: (1) Direct Instruction, (2) Discussion, (3) Small-group Work, (4) Co-operative Learning, (5) Problem Solving, (6) Research, (7) Role Play, (8) Case Study, and (9) Writing. Meanwhile, in other study by Tavoosy and Jelveh (2019), they found 15 strategies were used. Those were (1) Asking open and closed questions, (2) Asking a specific student, (3) Response to and repetition of student answers, (4) Giving instructions, (5) Activity related language, (6) Vocabulary checks, (7) Eliciting, (8) Modelling of target language, (9) Think alouds, (10) Modelling of activities, (11) Student thinking time, (12) Re-casts, (13) Error correction, (14) Incorporating small group and pair work in lessons, and the last one, Elaborated input.

Those types of strategies could be combined or added by other strategies to meet the learning condition. Learning condition and learning style as well learning environment affect the strategies planning greatly. Therefore, to decide the strategies that should be implemented, careful consideration should be taken seriously.

Method

With the aim of this study which was to find out how hybrid learning was implemented and what teaching strategies were used by a group of teachers in the EFL classroom, this study was designed by using case study in qualitative method, in order to reveal an in-depth finding on the related specific phenomena in an event of specific groups of people. Neuman (2006) explained that this type of approach was more than closely emphasizing a specific question, however, it also considered the theoretical paradigm in adopting a

perspective. Therefore, it was suitable to seek a deep portrait of the EFL learning environment to see the phenomena, specifically, in this pandemic situation where hybrid learning was started to be implemented in the classrooms in sudden changes.

Three English teachers in from a Junior High Schools became the main subject of this study. The three teachers are each teaching English for 7th grade, 8th grade and 9th grade at the school. The data collected through direct observation towards the EFL teaching-learning process as well as an in-depth interview with the participants. In an order, direct observation during the EFL hybrid classrooms in the school, video and audio recording as well as note taking were conducted for all teaching and learning activities. EFL teachers who participated in the study were also required to answer a set of interview questions that allowed them to describe their teaching style and clarify the teaching methods used in the classroom.

Miles and Huberman's flow model was used to analyzed the data by applying three stages of the analysis component that characterize this model, those were data reduction, data display, and conclusion drawing. Data reduction concerns on the selection, concentration and summary process of raw information that has been collected from interviews, observations, documents, or other qualitative data (Miles & Saldana, 2014). In Data reduction, the completed data were reduced by writing summaries, coding, and sorting themes. The second stage of the data analysis is to display the selected data from data reduction to bring out a clear portrait of the findings. Finally, to draw a conclusion, related references such as, books, journals and scientific worked as in the literature review to form a cohesive description based on what the researchers have observed and discovered.

Results

Hybrid Learning was conducted in after the sparks of Covid-19 pandemic that affected the process of teaching and learning at the school. After about a half and a year conducted the online learning in distance video conference supported by the internet connection, started from the September 13th 202, in the middle of the first semester of academic year 2021/2022, the school performed its first hybrid learning. It allowed the students to attend the school online or face to face at the school according to their preference with the parents' consent. The class was divided into two where a number of students who preferred face to face learning came to the school to attend the class in person while the rest of the students joined the class online from their home. The number of students in both ways of learning, online and face to face learning, were different every week since the school allowed the parents and the students to propose their selection on it weekly. Related to the meeting schedule of hybrid learning, the students from each class were also divided into two, let's say students of group A and group B. Each of those groups was arranged to attend the face-to-face learning twice a week, and also the online learning twice a week. Then there would be a day where all students are joining the class online.

From the observation, it was found that some tools and technology were used by the

teachers in each class to support EFL hybrid learning.

Table 1. Teaching Media in Hybrid Learning

No.	Media/Technology	Function and when it was used
1.	Laptop	It was used to conduct a video conference to connect with the students who attended online learning.
2.	LED TV	It was connected to the laptop to show the situation of online learning at the class so that it allowed the students who were at the school doing face to face learning and those who attended the class online to connect to each other.
3.	Internet	It allowed the connection in online based learning.
4.	Webcam	It was used to shoot the class situation as well as to shoot the whiteboard when needed, usually when the teacher gave explanation to the direct class or other whiteboard activities in order to make the students who attended the class online to see it.
5.	Standing Tripod	A standing tripod was functioned to stand the webcam, it was also adjustable to allow various angle of the camera.
6.	HDMI Cable	This cable was used to connect the laptop with the LED TV.
7.	Lavalier Microphone (Clip-on Mic)	The teachers attached this mic to collars, ties, or other clothing near the lips/mouth and use this for recording and live presentation considering to the online class students.
8.	Whiteboard and Marker	They were used when teacher writes an explanation about the topic that was being discussed during the hybrid learning.
9.	Projector and Projector Screen	This was to substitute the TV for some classes that did not provide TV while doing class presentation to take images from the laptop or a computer and displayed them on the projector screen.

According to teacher interviews, the learning activities at the junior high school level starting from grades 7-9, mostly provided more opportunities for students to communicate and use English. The teaching strategies that were used generally contained interactive activities, including conversation sessions, discussions, dialogue and role play, writing, small group discussions, direct instruction, problem solving, cooperative learning or pair and group work, research, and case studies. It was found that 'research' teaching strategy hardly appeared in the classroom. Suggestions and answers to questions were delivered

when students work on assignments. Acting as advisor and monitor, teachers' role in the EFL classrooms was clearly as facilitators of student learning.

Table 2. Interpretation of teachers' interview

No.	Question Topic	Answers
1.	Language Speaking	<p>Teacher 1: <i>"English is basically the main language used during the learning process. However, since this kind of learning situation during the pandemic, we use Bahasa Indonesia once in a while to re-explain when students do not understand the material at all.</i></p> <p>Teacher 2: <i>"I usually use English as the main language instruction at the class. However, when it comes to some kinds of English terms that is hardly understood, I sometimes repeat them using Bahasa Indonesia to make sure that the entire students get the message.</i></p> <p>Teacher 3: <i>"English has been always become the language classroom including in this hybrid classroom, however I sometimes mix the language with Bahasa Indonesia if there's students who seem not understanding what's being talked"</i></p>
2.	Teaching Preparation	<p>Teacher 1: <i>"As usual, we prepare the lesson plan and the learning material based on the activity that is going to be taught, while at the class before teaching, since it's hybrid learning, so we prepare the media/technology as well as the platform used to teach.</i></p> <p>Teacher 2: <i>"I usually begin the preparation with the selection activities that is going to be applied in the upcoming class as well as the software of the compulsory book that is uses in English class. I also prepare the media/technology to support hybrid classroom."</i></p> <p>Teacher 3: <i>"First, I prepare the lesson plan for every meeting while considering the selection of activities that mostly online based."</i></p>
3.	Kinds of teaching strategy	<p>Teacher 1: <i>"In this quite short time of hybrid learning so far, 'direct instruction' still appears somehow, and then definitely 'discussion' since we apply the active learning method at the school and sometimes combined with 'problem solving'. I also once got the students to do kind of 'research' in a particular topic. While teaching strategy like 'writing' is somehow a compulsory. Other strategy like 'presentation' activity is once used."</i></p>

		<p>Teacher 2: <i>"The teaching strategies namely pair-works or co-operative learning, small group-works, discussions, problem solving, role play, writing are once appeared. However, in my case during this hybrid learning, direct instruction is used the most".</i></p> <p>Teacher 3: <i>"Somehow, direct instructions still appear during hybrid learning, but also, I often carry out other strategies like discussion, writing, and once, roleplay.</i></p>
4.	Beginning activity (Ice breaking)	<p>Teacher 1: <i>"At the beginning of the class, sometimes I engage the students using both online and offline games.</i></p> <p>Teacher 2: <i>"I sometimes start my class by conducting question and answer session, asking the students about their opinion on topic discussion to engage them to the further activities. I also usually do some online games from 'Kahoot' in the beginning of the class.</i></p> <p>Teacher 3: <i>"I sometimes give interesting games or a video to gather their focus"</i></p>
5.	Students' ways of gaining information	<p>Teacher 1: <i>"In this case, it isn't always teacher as the main information giver, and it isn't always students find the information themselves. It depends on the material, sometimes teacher gives initial information, the encourages the students to search additional information about the related topic or sometimes switch the ways."</i></p> <p>Teacher 2: <i>"During this hybrid learning, I become the main source for the students to get the information at the class. However, apart from the class meeting they also independently find additional information from other sources since it is seen on some of their works that beyond the target of class."</i></p> <p>Teacher 3: <i>"While at the class, I'm the one who responsible for the series of activities and information transfer to the students, but from the first time I always encourage the students to find additional information from other resources."</i></p>
6.	Students' source of Information (Apart from the teacher)	<p>Teacher 1: <i>"In my experience during this hybrid learning so far, students still mostly rely on the internet as the main source of information, but I also don't limit them when they desire to find other sources of information."</i></p> <p>Teacher 2:</p>

“So far during this hybrid learning, internet is the main resource that I recommend students in seeking additional information.”

Teacher 3:

“Internet is the main source used.”

7.	Evaluation of the topic materials	<p>Teacher 1: <i>“In every topic, there must be a daily exercise at the end of learning, and eventually there’s a formative test.”</i></p> <p>Teacher 2: <i>“In daily evaluation of the topic materials, I highly use kind of quiz in online platform, and formative test.”</i></p> <p>Teacher 3: <i>“I give some exercises and project to evaluate students understanding about the topic also there’s formative test .”</i></p>
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Based on the data interview, it was revealed that English was the main language used in the classroom while Bahasa Indonesia was rarely spoken during the English class. In terms of preparations, there were some similarities among the teachers in preparing the lesson plan activities and some media that would be used to support hybrid learning process. Discussion was the most used teaching strategy. Every teacher also had their own way to begin their class in order to engage the students to further activities for the rest of a meeting. Furthermore, the teachers played the main role as an information center at the class but still. The students were encouraged to find extra information independently about the material being taught outside the class mainly from the internet with guidance. Finally, teacher evaluated students understanding on the topic and material by giving them exercise, quiz, or project.

Table 3. Teaching Strategies Found in EFL Hybrid Classrooms

No.	Theme	Subtheme	Teacher 1	Teacher 2	Teacher 3
1.	Main Language Instruction	English	V	V	V
		Bahasa Indonesia	-	-	-
2.	Preparation	Lesson Plan (activity/material)	V	V	V
		Laptop	V	V	V
		LED TV	V	V	V
		Internet	V	V	V
		Webcam	V	V	V
		Standing Tripod	V	V	V
		HDMI Cable	V	V	V
		Lavalier Microphone (Clip-on Mic)	V	V	V

		Whiteboard and Marker	V	V	V
		Projector and Projector Screen	-	-	V
3.	Teaching Strategy	Direct Instruction	V	V	V
		Discussions	V	V	V
		Small Group-Works	-	V	
		Co-Operative Learning / Pair-Works	-	V	-
		Problem Solving	V	V	-
		Role Play	-	V	V
		Research / Case Studies	V	-	-
		Writing	V	V	V
		Presentation	V	-	V
		4.	Beginning activity (ice breaking)	Online Games	V
Offline Games	V			-	V
Asking & answer	-			V	-
Video	-			-	V
5.	Students' source of information	Teacher	V	V	V
		Internet	V	V	V
6.	Evaluation	Daily exercise / quiz	V	V	V
		Project	-	-	V
		Formative	V	V	V

Discussion

In terms of language instruction used in the EFL hybrid learning, all of the English teachers at the school applied bilingual spoken with English as the main language classroom. Auerbach (1993) supported the use of language target in the classroom with his statement, *“The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.”* Still, at the class, Bahasa Indonesia was still used by the students who got difficulties in understanding the explanation of the material given by the teacher. It was well tolerated for it also could help to guide class members entirely. The use of mother tongue would allow the students to accomplish tasks effectively (Swain & Lapkin, 2000). In addition, Macaro (1997) opined that to exclude the mother tongue from the classroom was impractical and tent to withdraw learners from

the language learning.

Hybrid learning required lots of effort and strives to deal with the use of digital technology. A number of digital media should be provided to hold the learning process in the hybrid-mode, including in the EFL classrooms, since they are essential in fulfilling and matching students' English competencies such as speaking, reading, writing, and listening (Maulidya et al., 2021). The utilization of digital technology of ICT as the teaching media in EFL classrooms also became an important because it could be said that it was one of the backbones in this learning process. Digital technology in teaching could promote new learning environment, improved student-teacher's communication and interaction, encouraged students' learning independently, in addition, it also could motivate the students to develop their performance in the class and brought out the targeted outcomes to their best (Azmi, 2017). Specifically in the objectives of language learning, the integration of digital media and technology with the language classroom could help the students acquire language skills better.

Many of the components of teaching-learning strategy which are teacher, students, the objectives, learning material, learning activities, teaching method, learning Media, learning source, evaluation, environment, and so on, which were stated by Hamruni (2012) and others, were completed in the EFL learning at the school during the hybrid learning. Most importantly, several strategies were found and implemented according to each teacher's experience and need and improved their awareness of the students' different needs. Meanwhile, Akiba's (2012) studies suggested that the amount of professional learning activities that teachers involved might vary, and it depended on teacher qualifications such as teaching experience. While in class, the teachers managed to engage their students with various learning activities. The number of English learning strategies introduced to students in each lesson was many. Discussion activities were most often found in every learning activity. Based on the results, class activities were relatively active. In a sense, students were given the opportunity to convey their opinion to the class about the material or students try to answer questions from the teacher in the EFL class. In order to boost students' learning, activities related to discussion were most often used. The students were usually asked to present the topics determined by the teacher at the beginning which was almost found in every class of the three teachers. "*Students' learning increased during discussion method*" (Safari et al., 2006). Increasing students' participation through active teaching methods to provide the chance for more learning was clearly suggested. Similar to discussion method, activities like small group works were also found in some classes. Student initiation, in terms of give and take, negotiation of meaning practice, interchanges of extended conversation, and student adoption of roles that would otherwise be impossible, was promoted through small groups activities (Suryani, 2015). To solve a problem, answer questions, enhance students' knowledge in making decision had become the major objective of the small-groups method (Kelly & Stafford, 1993).

As in the result of this study, co-operative learning was also found as one of the strategies that was used to teach English in hybrid classroom. By using the co-operative learning as the strategy to teach, students were distinctively supported to achieve their

social learning and academic potential in their learning process effectively (Abramczy & Jurkowski, 2020). With a set of thoughtful plans, another teaching strategy like role playing was also worth to be applied in EFL hybrid classroom. It allowed the students to keenly participate in the activity. Rashid and Qaisar (2017) also suggested that students' skill on critical thinking was promoted through a creative and a dynamic teaching strategy like role playing. On the other hand, a direct instruction strategy was somehow still found to stimulate students' speech and opinions in order to be able to understand material that was difficult to understand. The strategy was carried out by the teacher, where the teacher continued to pay attention to students who had difficulty in digesting the material. Simple questions were often done by teachers through direct instructions that were submitted with different purposes; for example, reviewing opinions, provoking students to think, and training students in the use of good and correct language sentences.

Conclusion

Teaching English as a Foreign Language (TEFL) at the school has been carried out with quite interesting and quite various strategies such as discussions on issues, or topics that had been planned by the teacher. Games and activities that were easy to do and fun were carried out by the teacher in this EFL class. Discussions and collaborative learning became tools to convey new vocabulary in each lesson. The teachers emphasized the use of English as a daily conversation in the school environment, including language learning in the classroom. Nevertheless, since hybrid learning at the school still only took less than three months at the time this research was conducted, there might be more strategies that could be implemented in the EFL classrooms if more time was given. Therefore, it was strongly suggested to conduct the research while hybrid learning establish quite longer and in more classes in different areas.

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