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Better Pedagogical Practices Could Enhance the Learning Performance of Students by Adopting Hybrid Learning Approach



Abstract: - In order to provide students a well-rounded education that may improve their academic performance, this study focuses on the Hybrid Learning approach, which combines conventional classroom ways of teaching with new learning strategies. A hybrid learning strategy combines traditional classroom instruction with online resources to provide students with a well-rounded education. The learning results for students are optimally balanced via a hybrid learning strategy. It allowed students to concentrate on their studies from anywhere, and they were able to make better use of their time in class because to the abundance of technologically-enabled learning materials at their fingertips. Forty students were included in this research. Nineteen students served as the Experimental group and were taught using the hybrid mode of learning; twenty-one students served as the Control group and were taught using the conventional approach. The trial lasted for a full four weeks. According to the results, pupils in the experimental group who used hybrid educational approaches outperformed those in the control group who used more traditional methods. Students' academic performance may be enhanced by the integration of digital tools into traditional classroom instruction.

Keywords: control groups, experimental, strategies, traditional

I. INTRODUCTION

Preventative actions against COVID-19 have had a negative impact on academic institutions and the world's education system. In order to ensure the continued existence of education, higher education institutions have adopted criteria for online learning. Modern technology has altered the ways in which we think, learn, and teach. Age and human needs drive technological advancement, necessitating ever-increasing levels of inventiveness. The fast advancement of ICT is being hailed by experts as a revolution. The possibilities and capacities of information and communication technology will bring about changes since it enables individuals to connect and fulfill their wants. Issues of location, time, number, capacity, velocity, etc. were formerly intractable, but modern information and communication technology have overcome them. There is no separation between the processes of teaching and learning. There is no separation between the processes of teaching and learning. Protecting, guiding, instructing, and educating are the basic functions of a teacher. Learning achievement is influenced by resources, methods, media, and sources. Using tried-and-true methods of instruction is the easiest way for a teacher to learn. The ability to creatively combine traditional classroom methods with online learning and student-centered strategies is essential for today's educators. According to Thorne (2003:16), hybrid learning is the next natural step in the evolution of education. Blended learning or hybrid learning is a method that mixes online and in-person instruction. This approach to teaching is novel. According to Frissen (2012), hybrid learning is a method that blends online and in-person learning. Mixed learning combines online and in-person instruction. Mixed-learning programs may combine online learning with traditional classroom instruction or practical experience. Hybrid learning combines the efficiency and interaction of online resources with those of face-to-face classrooms. The combination of online materials and homework with traditional classroom instruction is known as a hybrid class (Permana, 2017:78-87).

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One of the most effective methods of teaching is the ever-expanding use of the Internet and other forms of technological innovation into the classroom. Technology is in a perpetual state of flux because of its very nature. The effects of this shift on online learning and classroom instruction are far-reaching. As a result, there is growing demand on educational systems worldwide to equip students with the information and communication technologies necessary to thrive in the modern world. "Teachers and Teaching in a Changing World," a UNESCO global education study from 1998, states that new technologies are causing a pivot in the teaching profession away from lecture-based instruction and toward student-centered, interactive learning settings (UNESCO, 1998). Education reformers agree that if they want their programs to be effective, they need to use information and communication technologies to create and execute them. Also, no number of state-of-the-art technical tools can ever completely substitute a human teacher. Technological tools have the potential to significantly improve education when they are used by qualified teachers. Even in a traditional classroom setting, teachers can achieve better results without the aid of technology. Modern students are referred to as "digital natives" due to their distinct ways of thinking and processing information, as well as their unique approach to learning (Prensky, 2001). Since there are benefits to using more than one type of instruction, it is essential to find ways to incorporate technology into traditional classroom settings. This will allow for the creation of a new approach to education known as the Hybrid Learning Approach (HLA). Students enrolled in the professional course were taught how to use a variety of technological tools to enhance their pedagogical performance in this current study. Therefore, in order to promote autonomous learning in writing skills in English, the method and the organization of writing components should be intertwined with the inquiry component of writing skill. Ideally, English Skill development curricula would encourage future educators to reflect on and address any internal contradictions or inconsistencies they may have encountered. Therefore, with the help of their teacher, student teachers should incorporate technology-enhanced learning into their lessons, demonstrate an interest in ethical issues, and respect for safety and sustainability while making connections between English (with special reference to writing) and real-world applications and their local environment. Without totally eliminating online learning and direct participation, this can be accomplished through HLA with a rotational model.

II. HYBRID LEARNING

High-quality, face-to-face instruction is preserved in HLA, which combines traditional classroom instruction with online resources. Instruction is provided both in-person and online. HLA is a versatile approach to education that combines the best of both worlds: the individual attention and the group work of a traditional classroom setting with the accessibility and innovation of online education. HLA is a fresh approach to education that integrates traditional classroom methods with technology in a way that gets students involved. The following are some of the reasons why HLA is utilized. According to Cabero Almenara and Marin-Diaz (2018), it integrates traditional methods with technology-enhanced learning. It incorporates newly-emerging free tools and open-source internet resources. Team instruction, group work, demonstrations, projects, and case studies are all part of it. Students are more invested and motivated to learn as a result of these exercises. Different people learn best in different ways, and HLA recognizes this (Bersin & associates, 2003). Hybrid learning goes beyond just utilizing current technology; it also involves enhancing ways to help students achieve their learning objectives, providing them with the best learning and teaching experiences possible, and supporting educators in their work (Bonk and Graham, 2006). Considering the limitations of both online and conventional classroom learning, it is reasonable to combine the two into HLA. According to research by Dziuban and Hartman (2004), integrating online and in-person elements yielded better results than either modality alone. All of the above arguments and perspectives highlight the need for a new way to teach and acquire writing skills by integrating various technology resources with traditional classroom instruction in relation to HLA.

III. HLA'S FUNCTION

The possibilities for more and better human interaction in a classroom setting are expanded by HLA. Students have the chance "to be both together and apart" through HLA (Garrison & Kanuka, 2004). The only way to study whenever and wherever you want is via a digitally improved method. Importantly, HLA provides a socially supported, constructive learning environment via its "good" mix of technology and people. This aim of teacher education might be realized when students participate in self-reflection, analysis, and critical thinking on their own learning. Thus, the greatest possible enhancement of learning performance is guaranteed. Conventional methods of teaching that relied on memorization were seen as outdated and ineffective by modern educators. Most students are unfairly labeled as underachievers, poor, deprived, etc., because only a small fraction of high achievers can develop effective learning strategies outside of the traditional method of memorization. Thus, the major goal of the research is to find out whether using HLA as a teaching tool helps student teachers perform better in the classroom. Teachers can do a better job of fostering learning if they provide their students the

resources they need to become independent and productive students. By involving students in real-world, complex projects in group settings, research has shown that computers can help students learn, particularly when it comes to developing higher-order skills (Rubens et al., 2005). With HLA, group study is much more feasible. The advantages of combining online and in-person learning have been well-documented; for example, Bellefeuille (2006) found that students enrolled in an online course that applied constructivism to the courses instructional design principles and teaching strategies improved their writing skills. In spite of recent advances in human learning analytics (HLA) in science education and teacher preparation, there has been a dearth of research into the practical uses of online learning in higher education, such as the effectiveness of learning management systems or the integration of online and in-person courses. Rather than studying HLA's impact in teacher preparation programs, several recent international research have concentrated on its implications in corporate, industrial, and higher education contexts. Studies on the impact of HLA on scientific instruction among India's pre service teachers have been few and far between, according to synthesis of the literature. Considering this backdrop, it is crucial to establish an HLA approach to scientific teaching for pre-service teachers and monitor the effect it has on student outcomes.

IV. STRUCTURE OF THE ROTATION MODEL

Students in the control group use more conventional, face-to-face approaches to learning (such as class discussions, brainstorming sessions, and micro-teaching projects) and more innovative, online approaches (like an Edmodo platform that integrates mobile learning and videoconferencing) in a revolving fashion. Students may study at their own pace and focus on what interests them by switching between the two platforms. Timely implementation of this rotating model has been achieved.

V. PROBLEM DESCRIPTION

Since hybrid learning is still in its infancy as an idea, research comparing it to other methods of delivering instruction is scant. Using instructional strategies like demonstration, discussion, and experimentation can greatly enhance students' ability to write in English. Blending online and in-person learning effectively is crucial in this setting for ensuring or optimizing the learning and teaching process. This research aimed to determine whether students' performance differed when taught in a hybrid or traditional classroom setting. "Improved pedagogical practices strengthen the performance of student teachers by a Hybrid learning approach" (Maria Josephine, 2021) was undertaken with the intention of addressing the problem of student performance after HLA implementation.

VI. INVESTIGATIONAL CONCERNS

In order to conduct the study, the following research questions were developed.

The goals of the investigation must be clearly stated. The main goal of this study is to gather information that will demonstrate the impact of the hybrid learning activity on students' descriptive text writing abilities.

- a. Is it possible that the student's performance will improve after using the hybrid learning approach?
- b. Does the data from the Teaching of Writing course's post-test demonstrate a statistically significant improvement over the pre-test?
- c. In terms of student success, is the hybrid learning method better for teaching writing courses?

Research and Its Importance:

Research findings can, in theory, be applied to:

- a. Enhance both online and in-person education.
- b. Knowing effective learning medium.
- c. Participate in studies that advance the theory of English language acquisition. When it comes to:
 1. For Educators of English

Findings from this study should help English teachers better understand the process of learning and the effects of hybrid learning activities on their students' writing abilities.

2. Intended for Learners

In order to improve their writing abilities, students should be able to use good technology, such as a combination of traditional and online instruction.

Three, for the Benefit of Future Scholars

If other researchers are interested in studying the relationship between hybrid learning activities and writing ability, they can use this study as a resource.

VII. A SURVEY OF RELEVANT LITERATURE

Hybrid learning incorporates both online and traditional classroom instruction. According to Jeffrey, Lynn M., et.al. (2014), this approach to education is novel. Hybrid learning combines online and in-person instruction for a one-of-a-kind educational experience. Blend traditional classroom instruction with digital resources (Tucker, 2012:11). Online courses, in contrast to traditional classroom settings, are available 24/7. Virtual meetings are another kind of hybrid learning. Where students from various locations can engage in real-time discussion with their instructors and classmates, asking questions and offering comments (Thorne, 2003:19). In order to create the best possible training program, Hybrid Learning integrates various forms of instructional media, such as technology, activities, and events. We combine electronic formats with traditional structured-led training. The book describes blended learning programs that combine online and face-to-face education (Bersin, 2004:15).

The combination of synchronous (in-person) instruction with asynchronous (online) learning makes blended learning a breeze to implement. Online education has rapidly grown in popularity in recent years (Masood, et al., 2011:4).

Students engage in online collaboration through social media, apps, and websites as part of Hybrid Learning. Everyone has the opportunity to ask questions, use resources, and evaluate concepts. Thus, students can benefit from online blended learning (So & Brush, 2008:282-245). Students in hybrid courses have more leeway to work in small groups or one-on-one with their instructors, and they also spend more time in class overall (Oh & Park, 2009:12).

An ideal learning program for students can be created through the integration of various learning mediums (e.g., technology, activities, and events) through Hybrid Learning. Blending online and in-person learning is what's known as mixed learning. Mixed-learning programs may combine online learning with traditional classroom instruction or practical experience. When different learning models or methods are combined, the result is hybrid learning.

VIII. PLATFORM FOR ONLINE AND HYBRID LEARNING

Online apps can help students with internet-connected cell phones with Hybrid Learning. A variety of online learning tools are utilized by educators to impart knowledge to students. Most modern e-learning platforms allow for hybrid courses, which include:

Zoom Meetings in the Cloud

Google Meet

Group on WhatsApp

Classroom on Google

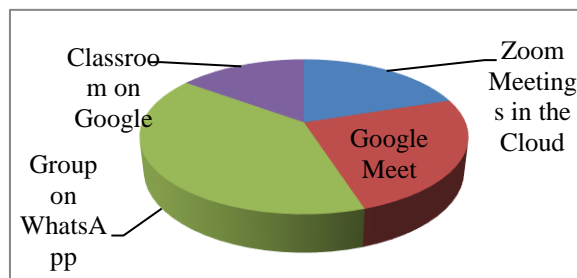


Fig.1 Platform for Online and Hybrid Learning

IX. THE MARKS OF EXCELLENCE IN WRITING

Students are more motivated to learn when they can apply what they have learned in a real-world context, according to Daulay (2014:13). English language learners benefit from subject-matter expertise. Good structure and the use of suitable terminology are essential for strong writing.

The word "describe" comes from the root word "describe," which means to draw, illuminate, or visualize something, somewhere, or someone. Narrative that paints a picture of an idea or perspective (Dirgeyasa, 2014:17). Descriptive writing allows readers to visualize an object, person, or concept (Wardiman, 2008:16). Objects and people are characterized in detail in descriptions. A person, place, or thing should be described in detail and in a clear and comprehensive manner (Schachter, 2005:5). Descriptive text helps readers visualize, hear, feel, and touch events more effectively. In order to captivate the reader, flesh out the characters, set the tone, and bring the text to life, descriptive writing is essential (Mazida, 2022:26).

X. COMPONENTS OF AN EXPLANATORY TEXT

The following are required components of a descriptive text, as stated by Siahaan and Shinoda (2008:89):

1. In a social setting: In descriptive writing an individual, location, object, or animal is portrayed.
2. Structure in General:

The main steps in writing a descriptive text are as follows: Deciding what the describable phenomenon is - Deftly putting into words characteristics, attributes, or parts.

3. Components Concerning Grammar.

The following are examples of grammatical components used in descriptive writing:

- It is common practice to use the present tense when describing something.
- In the past perfect tense, events have transpired.
- To describe actions, use action verbs.
- "Mental verbs" show how someone is feeling.

XI. PREVIOUS STUDIES

Using hybrid learning activities as a foundation, this study expands upon previous research in the following areas:

1. From 2015 to 2016, eleventh graders at SMA Negeri , Kota Tangerang Selatan participated in a quasi-experimental research that looked at how a blended learning approach affected their ability to understand composition texts. The author of the research is Derin Periyana (2016). This study used a mixed experimental design. An integrated learning technique was used by the experimental group, in contrast to the control group. The purpose of this study was to evaluate the efficacy of blended learning on students' ability to understand expositional literature.
2. The purpose of this 2019 research by Andi Sriwahyuni is to investigate how well a blended learning approach improves students' writing skills. These kids are from the 2018–2019 school year and are eleventh graders at SMA 19 GOWA. Prior to doing any research, we conducted this quantitative study. This study aimed to examine if the integrated learning strategy used at SMA Negeri 19 Gowa improved the writing abilities of eleventh graders.
3. Yuni Rolita Utami investigates the effects of blended learning with WhatsApp on students' descriptive text writing skills in her 2020 quasi-experimental research for SMAN 5 Kembang Mumpo 10th grade class. In this investigation, it functioned as an experiment of sorts. This study's primary objective was to determine whether or not students' writing improved when they utilized WhatsApp as a component of a blended learning approach.
4. Sri Hariyati's 2020 research article investigates the effectiveness

of COVID-19 pandemic online English language education in senior high schools. This was accomplished via the use of descriptive qualitative research. The findings indicate that online English programs are well-received by both students and teachers.

XII. A FRAMEWORK FOR CONCEPTUALIZATION

This study delves into the ways in which hybrid learning impacts students' writing abilities as a whole. Hybrid learning involves a combination of online study and in-person learning at different times. Various forms of electronic media and networks are utilized in online education. There are no time, place, or location constraints on when or where students can access the online learning materials.

The Working Theory

According to the research problem mentioned earlier, the hypothesis can be expressed as follows:

The results show that students' writing abilities were significantly affected by the hybrid learning activity during the class hours.

Population features are represented in the sample (Salim, 2016:113). The researcher's entire target population is represented by the sample in this analysis. If the population is less than 100, the research can be transformed into a population study, according to Arikunto (1993:107). The researcher took 40 Engineering students for the current research.

XIII. PLANNING A STUDY

The scientific investigation of an issue is known as research. The data it presented was accurate and useful. Systematic, generalizable, and repeatable discoveries are the result of hypothesis testing and objective data gathering (Ary et al., 2010:23). The author has taken 40 Engineering Students for the current study. To establish a causal relationship between two variables, this study employs a quasi-experimental methodology. By contrasting study subjects in experimental and control groups, researchers conduct quasi-experimental studies (Mertens, 2010:138). A controlled experiment is one that follows the scientific method in order to determine the effects of a variable (Sitorus, 2016:111).

Table 1

Design of the study.

S.No.	Experimental Group	Control Group
1	Pretests	Pretests
2	Hybrid Learning approach	Conventional teaching Approach
3	Posttest	Posttest

Table 2

Sample of research

S.No.	Class	Group	Students
1	BE(CSE, ECE&Mech)	Experimental	21
2	B.Tech(Bio-Tech, AIML)	Control	19
Total			40

Hybrid learning is used to teach descriptive text in the experimental class, but not in the control class. Before teaching descriptive text, students in the experimental class take a pre-test. The control group does not use hybrid learning to teach descriptive text, whereas the experimental group does. To evaluate how much of an effect hybrid learning had on students' academic writing, we gave them a post-test after our fourth meeting.

XIV. THE RESEARCH INSTRUMENT

A research instrument is any tool or technique used to collect data for the purpose of answering a research question (Mlingo, 2016:78). As the tool, the technique of data analysis is useful. The test is written. The researcher creates a written test by:

"Mention about yourself along with your strengths and weaknesses" was given a 300-word description by the researcher to both the experimental and control groups of students. There was a shared pretest administered to the experimental and control groups at the initial gathering. A final grade is given by a group of English professors selected by the researcher. After therapy, the pupils' abilities were assessed with a post-test. The researcher had asked the students to write a 500-word essay about their best friend by mentioning his/her strengths and weaknesses after therapy.

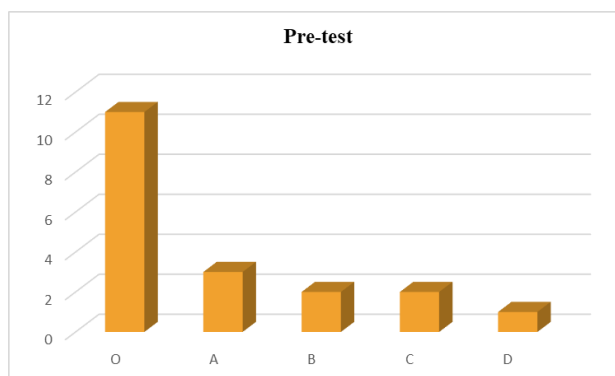


Fig.2 Result of Control and Experimental Group

XV. THE METHOD OF GATHERING INFORMATION

1. Pre-Test

The purpose of pre-testing is to assess responses before therapy begins (Salkind, 2012). Students in both the experimental and control groups were given pre-tests to determine if they were similar. Before beginning treatment, this is done. The researcher then graded the worksheets containing the responses. Researchers can zero in on students' baseline performance before giving the intervention (Gravetter and Forzano, 2016:251). The pretest determined the students' baseline skills before treatment began.

Step two: therapy

Students were given treatment following the pre-test. The two groups, the experimental and the control, learned different things. Unlike the control group, the experimental group learns descriptive writing through hybrid learning activities. Both the control and experimental groups receive the identical instructions.

Next Steps According to Susilawati (2017:106), a post-test is given following a lesson plan. After receiving treatment, both the experimental and control groups were asked to complete a post-test. After four weeks, students in both groups will take a post-test to see how much of an impact hybrid learning had on their writing abilities. The researcher administers the post-test along with the one-item essay. All items were identical in both the test and the pretest.

According to the Alternative Hypothesis, students who participated in a panel discussion while receiving hybrid learning instruction outperform their peers who do not.

The ability of students to write descriptive texts is not significantly different between students who receive hybrid learning and those who do not, according to the null hypothesis (H_0).

XVI. SUBJECT UNDER CONSIDERATION

The studies found that the Making Familiar Strange model of instruction had no discernible effect on students' performance in the areas of writing skill development. The results of the studies are generally favorable. The proliferation of the internet and other web-based technologies is largely to blame. The possibilities for more and better human interaction in a classroom setting are expanded by blended learning. Because of blended learning, students are able "to be both together and apart" (Garrison & Kanuka, 2004). The advantages of computer-mediated educational tools allow a community of learners to connect whenever and wherever they like. One of the most important aspects of Hybrid Learning is the active and interactive learning environment it provides. This leads to a socially supported and constructive learning experience.

XVII. RESEARCH STRATEGY AND METHODOLOGY

To determine whether students' writing descriptive test scores had improved as a result of their writing skills improvement, a quasi-experimental approach was utilized. The study's subjects were divided into two groups: the experimental group and the control group (also known as the intact group). According to Wiesra and Jurs (2009), groups that are not formed at random constitute a quasi-experimental design. Due to the fact that randomly assigning participants to the experimental or control groups would disrupt the routine of the class schedule, the two groups were chosen as intact instead. Improved performance in developing descriptive writing skills in

English is one of the two variables included in the research, the other being HLA. While the control group received instruction in writing using more traditional methods, the experimental group received instruction using HLA. The duration of the experiment was four weeks. The same teacher instructed both classes. Table 2 visually depicts with students selected as the population. We used a purposive sampling technique to pick these colleges. The study's participants came from one engineering college. An online learning platform called "www.edmodo" was made available for experimental group whereas the same platform was excluded for control group. A total of forty students made up the study's sample; twenty-one students served as controls, while nineteen students participated in the experimental group that had accessed to the online learning platform.

XVIII. GATHERING AND ANALYZING DATA

The learning and teaching platform EDMODO, now called ED-LMS, was used to implement HLA. This platform facilitates the integration of online and conventional classroom education via the use of constructivist approaches (Trust et al., 2016). There is an open-source learning management system called ED-LMS that gives you control over the security settings. It's an excellent resource for education. To attract students' attention and inspire rapid replies, make sure the most recent postings are always up-to-date. Practice making short announcements, sharing images, or distributing papers to the whole class utilizing the platform. Set a defined sequence for when students should post, and make sure they realize they need to "refresh" the website anytime they answer to questions or comments made during whole-class sessions. This manner, we can be sure that the students will respond to the most recent post. Students should proofread and edit their contributions before publishing them, as stated by Balakrishnan et al. (2015). • Learners may get assistance from their classmates while they work in pairs at the screen. • A library and backpacks are provided for students to store their books and other study materials.

In a manner that is both relevant and compatible with their real-world applications, the ED-LMS platform effectively mediated the digital literacy of students within the social learning setting of the classroom (Anders, 2018). Students were introduced to the ED-LMS Platform and the hybrid learning approach during the researcher's one-week orientation/preparatory program. Further, all parties involved were provided with basic training on how to use the platform. Classes were held for one hour each and a total of thirty-one. Hence, the intervention program will last for four weeks, with one week serving as an orientation or preparatory phase. The purpose of this research was to examine whether or not students' performance improved when they used technology-enhanced HLA in writing descriptive texts (Snodin, 2013). Data analysis and interpretation were supplemented with tables to provide a clearer presentation of the data.

XIX. PROTOCOL FOR ADMINISTERING HLA TO THE STUDY GROUP

Protocol for administering HLA to the study group

a. An interesting way to teach that promoted student-teacher interaction was to divide the class into smaller groups, give each group a subject, and then let them debate it together. b. Brainstorming is a fun and creative way to teach that aims to bring out students' hidden creativity. How rapidly the pupils' generated ideas astounded me. Both conventional classrooms and online environments benefit from this method. c. The interactive method is a style of instruction that incorporates a number of media, such as visual aids and demonstrations, to enhance students' comprehension of the subject matter. Using this method, students are more inclined to participate in class debates and other activities. d. Instructors may include guest speakers into interactive class sessions via the use of mobile devices. Teachers may now teach from any location because to students' ability to interact with guest speakers via audio on their mobile devices. e. The students had the opportunity to present their projects via mini-lessons, which helped them hone their teaching abilities while staying true to the project's guiding principles.

XX. RISK MANAGEMENT AND INSTRUCTION FOR THE CONTROL GROUP

English was the language of teaching, the subject matter was writing a descriptive test, the number of students per teacher was the same, and the researcher monitoring both groups was the same at the outset. In order to evaluate HLA's effectiveness, researchers made sure to exclude it from the control group and instead use more conventional forms of education. Internal and external validity were both protected by group equivalence. The pretest reduces the impact of testing interactions by leveling the playing field within the same topic area for all student instructors. Through the use of post-tests, the following null hypothesis was evaluated following instruction in both the experimental and control groups.

XXI. THIS RESEARCH TESTED THE NULL HYPOTHESIS

No statistically significant difference will be seen between the pre- and post-test scores.

According to this, the impact is significant. This substantial impact could be attributable to the methods and activities used in the HLA. To start, the results of the post-test clearly show that the experimental group did better

than the control group. In the post-test, the experimental group outperformed the control group statistically. This demonstrates that, in comparison to the conventional method of instruction, HLA significantly improved students' academic performance.

XXII. FINDINGS AND DISCUSSIONS

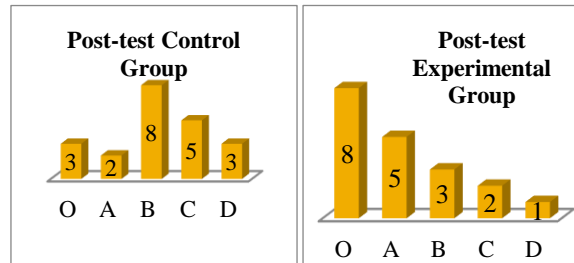


Fig.3 Post-test result Control Group Fig.4 Post-test result Experimental Group

Based on the research questions and the statistical results, the researcher came to the following conclusions:

The result analysis of the pretest for both Control and Experimental Group of the current research remains same which is quite evident from the above figure2.

1. After HLA was implemented, the students' performance significantly improved. Based on the data given above in the post test Fig.3 and Fig.4, the number of students got 'O' grade in Experimental group is eight (8) where as for the Control group is three (3). O Grade is the highest grade of assessment for the students performance of their tasks given to them by the researcher in a five point scale where the highest grade is O and the lowest one is D as fixed by the researcher for assessment by taking consent from the team of English Professors as the subject experts for assessment of the task of Post test assignment.

2. Statistically significant differences in student performance in writing descriptive texts are attributed to the HLA as a teaching and learning strategy.

3. Students in the experimental group performed significantly better on the post-test when it came to descriptive writing. This proves that HLA is superior to the traditional way of instruction.

Considerations for the classroom Implication

Research has implications for both individuals who took part in hybrid learning activities and those who refrained from doing so. Research suggests that hybrid learning is the way to go when teaching students to write descriptively. The aforementioned finding suggests that students' writing skills can be enhanced through the implementation of hybrid learning activities, as evidenced by their test scores after implementing these strategies. Hybrid learning activities help students relax and focus while they write. Improve your students' writing abilities with a Hybrid Learning Activity. That is why teaching writing should involve a Hybrid Learning Activity. Students can meet learning standards through the use of Hybrid Learning Activities, which allow them to practice writing while also creating an engaging learning environment. Hybrid learning activities may have an effect on students' writing skills. Hybrid learning activities should be used to teach writing. By providing students with writing practice in an engaging learning environment, hybrid learning activities can meet learning requirements.

The HLA created an environment that encourages students to actively participate and engage in meaningful intellectual conversations, on par with or even better than traditional online and in-person classrooms. Instead of focusing on the teacher, educators should make class time for the students. Establishing HLA in schools and higher education requires training student teachers on strategies, types, and implementation (Thai et al., 2017). It is the responsibility of educators to foster an inspiring learning environment that encourages students to make use of classroom and library resources. The best way for educators, students, and the educational system to maximize the potential of technology-enhanced learning is for everyone involved to keep investigating its applications.

Suggestion

Based on the study's results and their implications, the researcher suggests the following courses of action:

1. English Language Instructors

A good English teacher knows how to inspire and involve their pupils when teaching them to write. The method that is selected ought to be able to improve writing abilities while overcoming obstacles. Beyond that, it ought to enhance pupils' composition.

2. Learning English as a Second Language Students

The goal of the English Education Department is to provide students with the skills necessary to teach and learn writing through the use of various media, including movie posters. It further motivates them to learn more methods of instructing writers.

3. Other Scholars

The effect of movie posters on writing classes is the focus of this research. To enhance student writing, additional activity study is required.

XXIII. APPLICATION AT LARGE

Cabero Almenara and Marin-Diaz (2018) noted that there has been a dearth of research on the practical uses of online learning in higher education, such as how it augments conventional classroom teaching or how learning management systems boost student performance. Such an approach is well-suited to the educational setting. According to Boelens et al. (2018), teachers may use the platform to organize lessons in advance and share them with students. This way, students can see how the instructor uses technology in the classroom. Therefore, classroom teaching will be more effective. With the ED-LMS platform, instructors can oversee the whole learning process online, giving students more flexibility in when and where they study. Therefore, due to the beneficial modifications it brings to the learning process, the academic performance of the experimental group improves. Using the Edmodo platform, Imran (2013) showcased the microteaching style of project presentation. (Among many other things, students actively participated in activities such as small group work, discussion, mobile, and video conferencing.)

To sum up, the internet makes things simpler. Taking English lessons online won't speed up or simplify your learning process. Discussed in Moch Ardiansyah's 2021 journal article "The Perception in Implementation Blended Learning Model" is the fact that this study relied on a descriptive qualitative methodology. This study's qualitative descriptive design is the most user-friendly since it provides a detailed description of the participant replies. Research participants were interviewed in accordance with predetermined protocols. Hybrid learning, as this study shows, may help students monitor their own progress and set higher standards for themselves.

CONCLUSION

Based on the data and analysis presented in the study, the researcher has concluded that hybrid learning activities help students become better descriptive text writers. The difference between the control group's average pre- and post-test scores also suggests this. This finding provides strong evidence that the hybrid learning exercise was successful. Many researchers have shown that students' writing improves when they participate in hybrid learning activities. Lastly, a hybrid learning activity helps students become better writers overall, but notably in the area of descriptive text writing.

In terms of education, Rasheed et al. (2020) state that online resources should not be used in place of human ties and in-person interactions. There are two scenarios in which students' educational experience might be greatly improved by working on group projects. Direct teaching and individual sessions with instructors are the first steps in providing students with individualized support. Two major implications emerge from this research. One important point is that all levels of HLA should promote teamwork, so that trainees may get experience teaching in a dynamic environment with instructors and other trainees. Secondly, that it requires more than just access to well-designed online materials to master the fundamentals of teaching. According to many reports, HLA must be based on a pedagogical notion in order to be effective. The best method of education is an HLA, which combines conventional classroom teaching with self-paced and live online learning. The tactics are put in place to provide students a chance to improve their practical training and learning abilities as well as their basic cognitive ideas.

A hybrid learning activity combines many types of instruction to improve students' writing skills. According to the literature review cited earlier, writing education focuses on grammar and discourse form, which involves analyzing the inner workings of texts. Students should have an excellent command of the language in all areas before starting to write, including grammar, vocabulary, spelling, and punctuation. After pupils have mastered the language part of the hybrid lesson, they will be able to express themselves better both orally and in writing.

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