

**INVESTIGATING STUDENTS' ATTITUDES TOWARD
HYBRID LEARNING DURING COVID 19 IN LITERAL
LISTENING SUBJECT**

**(A Descriptive Quantitative Study of First Semester at English Study
program of State Islamic Institute of Curup)**

THESIS

This Thesis Is submitted to fulfill the requirement For “Sarjana” degree in English
Language Education



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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **"Investigating Students' Attitudes Toward Hybrid Learning During Covid19 In Literal Listening Subject"**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that thesis will be really useful for those who are interested in this field of the study.

Curup, 21st January 2023

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ACKNOWLEDGEMENT



Assalamualaikum Wr.Wb

Alhamdulillahirabbilalamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessing of Allah be upon Muhammad SAW, the messenger of Allah, and his family and companion and who follows them in righteousness until the Day of the Judgement.

The researcher finished this thesis entitled **”Investigating Students’ Attitudes toward Hybrid Learning during Covid19 in Literal Listening Subject”**. This thesis is presented in order to fulfill of the requirement for the degree of strata in English study Program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

1. Prof.Dr. Idi Warsah, M.Pd.I as the head of IAIN Curup
2. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup
3. Hadi Suhermanto, M.Pd as my thesis advisor, thank you for support, guidance and motivation since I decided my thesis’s title. May Allah bless every step in your life
4. Henny Septia Utami, M.Pd as my Co-Advisor, who is always help and support me. So that I am stronger enough to finish this thesis.

5. Dr.Paidi Gusmuliana, M.Pd as my first examiner, who has examined and directed since last examine.
6. Dr. Prihantoro, M.Pd as my second examiner, who has examined and directed since last examine.
7. My lectures, (Mr. Sarwo Edy, Mr. Bayu Senjahari, Mr. Rully Morgana, Mrs. Desfitranita, Mrs. Eka Apriani, and Mrs. Leffi Noviyenti, Miss Nastiti Handayani, M.Pd) who have taught me many things in this English Study Program.
8. Special thanks for my parent, Mr. Albar and Mrs. Muslihah, thank you for prayer and support, and also my sisters, Badi'atul Um Mayah, Imro'atus Sholikhah and Alfiyah Agalia Akbar. Thank a lot for everything had done for me.

Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in the others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Wassalamualaikum,Wr.Wb

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MOTTO

- **“TANPA IMPIAN, KITA TAK AKAN MERAIH APAPUN. TANPA CINTA, KITA TIDAK AKAN BISA MERASAKAN APAPUN. DAN TANPA ALLAH, KITA BUKAN SIAPA-SIAPA” (MESUT OZIL)**

DEDICATION

THIS THESIS DEDICATES TO:

- ❖ *IAIN Curup*
- ❖ *Big thanks, unlimited thanks for parents, especially my father **Albar**, who always prays midnight for me and for the family. Thank you being the best father ever. Thank you for being father and friend at the sometime. To my beloved talk active mother **Muslihah**, who never gives up on me, thank you for being mother and friend at the same timed. To be grateful be your daughter. But, deepest sorry, yet to be your proud. May Allah blessing you no matter where you are. Someday I will be your proud daughter mom, dad.*
- ❖ *Big thanks to beloved three sisters, **Badi’atul Um Mayah, Imro’atus Sholikah and Alfiyah Agalia Akbar**. Thank you for being friends and sister at the same time. Thank to universe to make us as siblings. Thank you for heard my story every time. Thank you for accompanied me during my thesis time, everytime. Deepest thank you guys for being my personal assistant, every time. May Allah blessing you no matter where you are.*

- ❖ *Everyone who always inspires me. Everyone in this world who always supports me, everyone on this world who always help me and hear me, thank you. From the bottom of my heart, thank you.*
- ❖ *My beloved ever after group kastil oren, my classmate TBI C 2018, miss Indonesia, khadijah 9 2022, group tobur. For my friends, lisa, dynaansyar, anisa putri, nike maulida, sovatunnisa, valen kurnia, yeni rahayu, amin tri, rita heryani, wiwit wido and others, thank you for help me. Big sorry to others all, caused I do not write down your name here. May Allah give his best replayed.*
- ❖ *Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying do more right than wrong. I wanna thank me for just being me at all times.*

ABSTRACT

Ulva Hanum, 2023. “Investigating Students’ Attitudes toward Hybrid Learning during Covid19 in Literal Listening Subject”.

Advisor : Hadi Suhermanto, M.Pd

Co advisor : Henny Septia Utami, M. Pd

This study is aimed to know how is the students’ attitudes especially in their affect, behave and cognitions components toward hybrid learning during covid19 in literal listening subject at the students of English study program 2021. This kind of research is descriptive quantitative. The population of this research was the students of English study program 2021 consisted 40 students. The sample was taken by using table of sum sample consisted of 35 students. The instrument that used to get the data in this research is questionnaire, there are 14 statements. The results from this study, students had positive attitude toward hybrid learning in literal listening subject. It also can be concluded that students have positive attitudes in affect, behave and cognition components.

Key term: Students’ attitude, Listening, Hybrid Learning

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CHAPTER I

INTRODUCTION

This chapter provides the justifications for conducting a research on investigating student's attitude toward hybrid learning during covid19 in literal listening subject. This discussion will comprise several points, they are; introductions that concern with background of the research, research questions, the objective of the research, the significant of study, limitation of the research, definition operational, and organization of thesis.

A. Background of the Research

The SARS-CoV-2 virus was discovered in late 2019 in China and had spread worldwide by June 2021, causing more than 178 million confirmed cases and 39 million deaths. Some of the preliminary cases were linked to markets in Wuhan City, where the primary COVID-19 infection clusters were discovered. The COVID-19 pandemic has altered all aspects of human life in various parts of the world, including Indonesia. In Indonesia, over 184,000 people have been affected. The World Health Organization recommends numerous standardized protocols to prepare for COVID-19, including social and bodily distancing, wearing masks, washing hands with soap after doing activities, and no longer shaking hands with different humans.¹

¹ Marco Cascella; Michael Rajnik; Abdul Aleem; Scott C. Dulebohn; Raffaella Di Napoli. (2022). *Features, Evaluation And Treatment Of Coronavirus (Covid-19)*. Statpearls.

All elements of human existence have been modified by this pandemic. All existence orders immediately alternate as a result of the pandemic. People are not allowed to depart their house. COVID-19 affects not only the economic, transportation, and agriculture sectors but also education. The COVID-19 pandemic limits activity and interaction in schools. Teachers and students are not permitted to conduct the teaching and learning process face-to-face, so they conduct digital learning through the use of online applications. In the first year of the emergence of COVID-19 in Indonesia, when COVID-19 began to spread, both the institute and the government started online learning.²

Social distancing is one of the tools provided by governments to stop the spread of COVID-19. Social distancing is demonstrated by actions such as avoiding crowds and avoiding physical contact. The sphere of education was likewise impacted by social distancing. Beginning in March 2020, learning that was done in a classroom will be discontinued. Up until May 2020, students will continue to learn in their own homes. According to Article 59, paragraph 3 of the 2020 Constitution, this broad social restriction includes, at a minimum, school and work holidays, restrictions on religious activities, and/or restrictions on activities in public places in accordance with the Health Quarantine Law. Even in the thick of the pandemic, learning is still possible through online courses. One solution to this issue is online

² Soga, M., Evans, M. J., Cox, D. T., & Gaston, K. J. (2021). Impacts Of The COVID-19 Pandemic On Human–Nature Interactions: Pathways, Evidence And Implications. *People And Nature*, 3(3), 518-527.

learning. Online learning is learning that is carried out remotely with the help of the internet. In online learning, facilities and infrastructure are needed, in the form of laptops, computers, smartphones, and internet network assistance. In addition to facilities and infrastructure, a teacher must also be able to adapt to the circumstances of students. According to Wulandari, teachers must be able to advance the teaching profession and perform their obligations by adapting to students' needs and providing instruction that is current with the times.³

After COVID-19 decreased, the minister of education and culture, Nadiem Makarim, emphasized that all schools must open for face-to-face learning. This education must follow the rules for organizing PAUDDIKDASMEN. These guidelines include health protocols that need to be carried out before and after learning takes place, such as disinfecting infrastructure and the educational environment.

This situation raises a dilemma for the future of education in Indonesia. On the other hand, the threat of learning loss will deepen if the learning and teaching system is carried out online, and face-to-face learning systems have a high risk considering that no one knows when the pandemic will end. Forcing face-to-face learning will also be very dangerous considering that Indonesia is one of the countries with the largest number of child COVID-19 patients in the world. The number

³ Oktafia Ika Handarini And Siti Sri Wulandari. (2020). *Pembelajaran Daring Sebagai Upaya Study From Home (Sfh) Selama Pandemic Covid19*. Jurnal Pendidikan Administrasi Perkantoran (Jpap) Vol.8, No. 3.

of children exposed to COVID-19 will increase if it continues to be forced.

The concept of hybrid learning is an alternative proposed as an ideal model of learning in the midst of a pandemic. This concept combines online and face-to-face learning. Later, a shift system that alternates weekly between online and face-to-face shifts can be used to create the learning pattern. Thus, while this idea reduces face-to-face interactions, it also does not do away with students' psychological bonds to their school.⁴ Hybrid learning, often known as blended learning, is a method of instruction that combines traditional face-to-face instruction with the use of technology in an online learning environment.⁵

Based on the rector's circular number 0180/In.34/R/PP.009/05/2021 about learning organizations and the choices made by the minister of internal affairs in health, religion, education, and culture, which were stated as several decisions, one of them is about education. In continuing education programs, hybrid learning is used.

After held pre-interview that the researcher had done in the English study program IAIN Curup, the researcher got preliminary data, they are from FI and RW as the students of the English study program 2021–2022, students stated that they like offline because can

⁴ War Humaniora. (2021). *Menyelamatkan Pendidikan Dengan Hybrid Learning*. Sindonews.

⁵ Nashir, M., & Laili, R. N. (2021). *Hybrid Learning As An Effective Learning Solution On Intensive English Program In The New Normal Era*. *IDEAS: Journal On English Language Teaching And Learning, Linguistics And Literature*, 9(2), 220232.

get explanation from lecture about material and when online they did not get explanations but they have an audio from lecture as supporting. Also, the learning process runs offline before mid-exam semester and runs online after mid-exam semester. Combining between online and offline on this learning processed is also called hybrid learning. Hybrid learning is defined as a learning model in which a teacher and students are learning simultaneously at home and at school with the help of technology.

Literal listening is course designed for developing of student skill in listening subject for details information and to understanding the idea, focus only on content level of meaning and ignore the relationship for the meaning. Based on the rector's circular number about learning process, the implementation of hybrid learning used in learning literal listening.

Learning has a definition as the process of interconnection enclosed by students, teachers, and educational materials in a classroom meeting. In order for students to acquire knowledge, master skills, develop characters, and create attitudes and belief, teachers are providing aid through this activity. The nature of an ideal learning environment emphasizes active student empowerment. From the definition above, the nature of ideal learning is a teaching and learning process that is not only focused on the outcomes attained by students but also one that can offer good understanding, perseverance,

opportunity, intelligence, and quality, as well as the ability to change behavior and apply it in their daily lives.⁶

Ideal learning is defined as the process of making students active, effectively achieving learning goals, and taking place in a pleasant environment capable of encouraging students' creativity. This model is only possible if it is supported by an ideal teacher. Suyono and Hariyanto stated that there are some characteristics that the teacher must have for ideal learning: the nature of the teacher must be enthusiastic, provide stimulation, encourage students to progress, have adequate knowledge about the subjects being taught, be able to ensure that the material presented covers all topics, be able to explain information clearly and clearly and be able to apply a variety of methods, be able to give hope to students and be able to make students accountable, be willing and able to accept input, risks, and challenges, and always provide support, and demonstrate expertise in planning, organizing, and choosing techniques in controlling class.⁷ According to the definition above, to support this statement, an ideal English teacher is one who can apply the English language directly in the classroom by using several phrases in English, such as asking the date and time or describing habitual actions in English. An ideal teacher is one who is

⁶ Suardi, M. (2018). *Belajar & Pembelajaran*. Deepublish.

⁷ Muliadin M. (2021). *Efektivitas Model Pembelajaran Learning Cycle Terhadap Hasil Belajar Siswa Kelas V Di SDN 3 Batu Kumbang*. Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Mataram.

open-minded, can communicate with students, and can understand the students.⁸

Attitude is a tendency to react in a particular way to something. The student's response can be positive or negative. When a teacher criticizes a student for having a poor attitude, they can be referring to the student's negative response to a task. On the other hand, a student with a positive attitude is probably someone who has a cooperative attitude and will do as the teacher requests. According to the preceding statement, attitude includes not only characteristics but also responses, a cooperative spirit, and so on. Such an attitude will affect the learning process and results it achieves. A positive attitude will lead to higher activity intensity than negative attitude. Student's attitude can be concluded as a kind of person's behavior when participating classroom activity.⁹

Considering the explained statement, the researcher conducted a research project under the title, "*Investigating Students' Attitudes toward Hybrid Learning during COVID-19 in the Literal Listening Subject*".

B. Research Question

The following research question was developed by the researcher in light of the title and explanation above, they are:

⁸ Ari Saputra, *Teaching English To Young Learners*, *Journal Ilmiah Rinjani University*, No.1 Vol. 5,2017

⁹ Sulistio, A. (2021). *Efl Students' attitudes Toward Online Listening Class During The Pandemic Covid-19 (A Survey Study At English Departement Students Of State Islamic University Fatmawati Sukarno Bengkulu)* (Doctoral Dissertation, Uin Fas Bengkulu).

1. How are the student's attitudes based on affective component toward hybrid learning during Covid-19 in literal listening subject?
2. How are the student's attitudes based on cognitive component toward hybrid learning during Covid-19 in literal listening subject?
3. How are the student's attitudes based on behavioral component toward hybrid learning during Covid-19 in literal listening subject?

C. Objective of the Research

In this research, the researcher wants to investigate:

1. How are the student's attitude's based on affective component toward hybrid learning during Covid-19 in literal listening subject
2. How are the student's attitude's based on cognitive component toward hybrid learning during Covid-19 in literal listening subject
3. How are the student's attitude's based on behavioral component toward hybrid learning during Covid-19 in literal listening subject

D. The significant of the study

1. Theoretically

This study should provide students and teachers with references and additional information.

2. Practically

The study's findings could be useful for future research in other academic fields. Hopefully, it can be used by teachers to teach English through hybrid learning.

E. Limitation of the research

The research's limitations were rather small compared to the students' attitudes. Student attitudes included their feelings, enjoyment, confidence, anxiety, knowledge, and beliefs, as well as their behaviors during study in hybrid learning during COVID-19 in the literal listening subject.

F. Definition Operational

1. Investigating

Investigating is a process of finding and examining particulars in an effort to learn the facts about something unique or complex that is hidden, especially in an effort to find a motive, cause, or culprit.¹⁰ In this study, investigating has meant observing or exploring to obtain the information needed to answer the study's research question.

2. Attitude

A person's learned propensity to react favorably or unfavorably to a thing, idea, circumstance, or other person is referred to as their attitude. Positive attitudes can emerge over time, and once they do,

¹⁰ Mazana, Y. M., Suero Montero, C., & Olifage, C. R. (2019). *Investigating Students' Attitude Towards Learning Mathematics*.

they can enhance students' learning.¹¹ An attitude has several meanings, but in this study, attitude is not only about the response or cooperation of the students but also their tendency during learning.

3. Hybrid Learning

Hybrid learning or blended learning is described as a type of education program where students spend at least half of their study time in classrooms (according to this interpretation).¹² According to this research and the students' pre-interviews, they did offline learning before the mid-term and online learning after the exam. The combination of two types of learning—online and offline—is known as hybrid learning.

4. Covid19

According to Dharmendra Kumar, Rishabha Malviya, and Pramod Kumar Sharma's article on the review of COVID-19, a novel variety of coronavirus that affects people is to blame for COVID-19, an illness that affects the respiratory system. Through airborne droplets released during coughing and sneezing, this disease is passed from person to person. It can spread when people come into contact with hands or surfaces that are infected with the virus and then touch their bodies, particularly their eyes,

¹¹ Simbolon, B. R. (2020). *Investigating The Students' Attitude On Environmental Care At Universitas Kristen Indonesia*. Journal Of Advanced Research In Dynamical And Control Systems, 12(2).

¹² Alammary, A., Sheard, J., & Carbone, A. (2014). *Blended Learning In Higher Education: Three Different Design Approaches*. Australasian Journal Of Educational Technology, 30(4).

nose, or mouth. After being first discovered in Wuhan, China, this pandemic has subsequently spread all over the world.¹³

5. Literal Listening

The courses provide the students with the ability to demonstrate pre-intermediate listening comprehension. It aims to understand simple to medium-spoken speeches recorded as native speakers' voiceovers. Learning materials are provided in a range of short functional texts with activities that focus on drawing conclusions from the text and answering questions, both factual and inferential. In the final results of this course, students are expected to have the ability to understand the kind of conversation in formal and informal situations, to analyze the speaker's intention in expressing their ideas, and to be able to respond to the question that goes along with the conversation.¹⁴

On this study, the students of the English study program 2021 have learned literal listening in their first semester.

G. Organization Of Thesis

This aspect of organizing is shown in each chapter from the first to the fifth. The first chapter contains the research background, which explains the definitions of the chronological until the problem occurred, followed by the research question, the objective of the research, the significance of the study, the limitations of the study, and

¹³ Kumar, D., Malviya, R., & Sharma, P. K. (2020). Corona Virus: A Review Of COVID-19. *EJMO*, 4(1), 8-25.

¹⁴ UPT. Pusat Data Dan Informasi, (2020). *Course Info*. (Jember: Universitas Muhammadiyah Jember). (<https://Estudy.Unmuhjember.Ac.Id/Course/Info.Php?Id=1675>, Accessed On June 26, 2022).

finally the thesis organization. Chapter II consists of a literature review. The review of related theories entails the definition of related topics as well as the examination of related findings. Chapter III is about research methodology, which includes explanations of the type of research, the subject of the research, the research instrument, the data collection technique, and the data analysis technique. The findings and discussion are in Chapter IV. This chapter would detail the research that was done to address the question, and it would also include an interpretation of the results in relation to the goal of the study and certain theories. The final chapter is Chapter V. This chapter presents the study's overall conclusion. In addition, that is a suggestion for some people who are probably related to the research.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related theories and review of related findings. Review of related theories is supported with some theories which are relevant to the research while review of related findings provides some finding that relevant to this research.

A. Review of Related Theories

1. Attitude

a. The Definition of Attitude

Attitude is defined as the learner's predisposition to react positively or negatively to a certain thing, situation, institution, or person.¹⁵ Another thing that comes to mind is attitude, which is defined as an individual's internal behavioral pattern. An attitude is defined as a tendency to respond positively (favorably) or negatively (unfavorably) to a certain person, object, or situation. Feelings of satisfaction or dissatisfaction, agreement and disagreement, likes and dislikes of the teacher, objectives, materials, and assignments, among others, are the definitions of student attitude. When students studied academic subjects until their passion, which measures how a person or thing will react to

¹⁵ Budyatna S, M. (2017). *The Attitude Of The Second Grade Students Toward The Use Of Worksheet In Learning English At Smk Komputer Mutiara Ilmu Makassar* (Doctoral Dissertation, Universitas Islam Negeri Alauddin Makassar).

an object, circumstance, idea, or other person development, that is also the definition of a student's attitude.¹⁶

According to definition above, concluded that students' attitude influence how they tend to behave around particular things. As a result of learning process and experiences in the field, a person's attitude is their evaluation of situation, concept, an object, another person or themselves. This evaluation expresses like (positive response) and disliking (negative response).

A students attitude is their tendency to respond a certain way towards something. Naturally, the student's response can be on a continuum of positive to negative or good to bad. When teacher says that students has bad attitude, it mean that the students did not respond positively to something they were asked to do. The opposite is also true, student with good attitude is likely someone who has a cooperative spirits in term of complying with they are asked to do by teacher.¹⁷

Attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. Attitude is an expression of favorable or unfavorable evaluation of a person, place, thing, or event. Attitude is also a fundamental determinant of perceptions and actions towards all aspects of social environment.

¹⁶ Sulistio, A. (2021). *Efl Students'attitudes Toward Online Listening Class During The Pandemic Covid-19 (A Survey Study At English Departement Students Of State Islamic University Fatmawati Sukarno Bengkulu)* (Doctoral Dissertation, Uin Fas Bengkulu).

¹⁷ Pelu, H. (2019). The Students' Attitude Towards English Classroom Environment Of Madrasah Tsanawiyah Negeri Model Makassar 2018/2019. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 7(1), 146-160.

Attitude involves the complex organization of evaluative beliefs, feelings, and tendencies toward certain actions. How much like and dislike something determines person's behavior towards it.¹⁸

b. The Concept of Students Attitude

According to Larsen and Long, stated that teachers' attitude toward the learner are important variable that can affect the attitude of the student or the learner. Additional as follow:

1. Teacher approval / TA were related to students' perception of teacher, their behavior in class, and the way they teach.
2. Education Acceptance/ EA, including the acceptance or rejection by the students of the objectives to be met, the subject matter taught, the methods used, the homework, and the established norms.

The lecture, who is a leader in the teaching and learning process, determines the attitude of the students. The learning attitude includes the goals to be attained, assignment, subject content, and other things in addition to how the students react to the lecture. Students tend to have an attitude whether they agree or disagree, enjoy or detest these things, or happy or unhappy. The way that students approach learning will affect both the process and the outcomes.¹⁹

¹⁸ Teknorat. (2022). Student Public Attitude You Must Have. (<https://Teknokrat.Ac.Id/Public-Attitude-Sikap-Mahasiswa-Yang-Harus-Kamu-Miliki/>, Accessed On February 28th, 2023).

¹⁹ Getie, A. S. (2020). *Factors Affecting The Attitudes Of Students Towards Learning English As A Foreign Language*. Cogent Education, 7(1), 1738184.

c. Component of Attitude

Based on the statement of Zanden in Rajab defined that, there are three components of attitude, there are:

1. Cognitive: cognitive component of attitude that was the way we perceive objects, events or situations, beliefs or idea about things around us. Cognitive is what can see feel and employ in our thinking.
2. Affective: feelings or emotions evoked by objects, events, or their symbolic representations in the individual, such as sympathy, compassion, suffering, and love are aspect that consists in affective component.
3. Behavioral: the component of behavioral is the tendency or disposition to act in a certain way by referring to some objects, events, and actions of a person in formal situations that show his formal behavior.²⁰

While Hornby in Sulistio divided attitude into three components, there are:

1. Need

Need is absence of something in situation that calls for action or processing. When someone is in need of something, they will exert all their effort to find it.

2. Demand

²⁰ Rajab, A., & Rahman, S. A. (2019). *Lecturers' Explanation In The Students Efl Classroom At Muhammadiyah University Of Makassar*.

Demanding something is an act of asking for something that is required to be done, such as anything significant, since someone who feels under obligation to do something will always try to comply with it in order to satisfy the demand.

3. Interest

The stated or desire to learn about something, someone, or enjoy doing something is known as interest.²¹

Attitude is a hypothetical construct that cannot be observed directly, but can be inferred from measurable reactions to the attitude object. Attitude is multidimensional, it takes into three components; affect, cognition, and behavior. Following explanations are;

1. Affect is composed of emotions, belief and vision of the subject. Emotions are feelings of enjoyment or pleasure in learning the subject or seeing it as boring, difficult and dull. Belief is related to student's confidence in their abilities to learn the subject. And vision represents student's perceptions regarding subject.
2. Cognition represents the student's perceived usefulness of the subjects.

²¹ Sulistio, A. (2021). *Efl Students' attitudes Toward Online Listening Class During The Pandemic Covid-19 (A Survey Study At English Departement Students Of State Islamic University Fatmawati Sukarno Bengkulu)* (Doctoral Dissertation, UIN Fas Bengkulu).

3. Behavior is connected to student's motivation to learn that is reflected with the student's actions.²²

d. The Function of Attitude

Daniel Katz stated the attitude has several functions, there are, adjustment, ego defensive, value expression and knowledge. More addition explanation as follow:

1. As a means or instrument for achieving the objective

Attitude can be means or instrument for achieving the objective, because attitude enables correct behavior persistence, discipline and creativity. Attitude allows for the right focus, mentally staying focused and alert to opportunities and attitude allows for right result, increasing the probability of success in achieving goals.

2. As a defense of the ego.

Self-esteem protecting or guilty inducing behavior is justified by defensive ego attitude that are held. The attitude that assists someone in mediating between his or her own inner needs as expression and protection and the outside environment as adaptable and knowledge is the fundamental meaning of this definition.

3. As an expression on of value in social.

Attitude are specific judgment toward an object, while, value are abstract also Trans situational, attitude

²² Mazana, Y. M., Suero Montero, C., & Olifage, C. R. (2019). Investigating students' attitude towards learning mathematics

can be positive and negative. While values are mainly positive and attitude are less relevant for one's self concept than value.

4. As a knowledge

Attitude gives meaning to knowledge about life. Knowledge alludes to people's desire for predictable and generally stable universe. This provides people a sense of control and makes it feasible to forecast what may happen. People can organize and structure their experience using their attitude.²³

e. Some factors affecting students' attitude

Based resting on the record La Pierre in Anwar, define a definition to attitude seeing that a model of behavior, tendencies on the other hand preventative willingness, tendency on the way to settle in social situations, or simply, attitude is a respond of social stimuli which has been conditioned. Thought some contrast in term of attitude. There are various components can affect the attitude, there are:

1. Individual or personal experiences.

In organize to foundation of attitude, individual experiences contain left a strong feeling. So, the attitude desire to be easier form at personal experiences includes

²³ Mcleod, S. A. (2018). *Attitudes And Behavior*. Simply Psychology. ([Www.Simplypsychology.Org/Attitudes.Html](http://www.simplypsychology.org/Attitudes.html), Accessed On June 26, 2022).

passionate element. In the situation involving emotions, approval the experience will be deeper and long traces.

2. The influences of the other who are considered important.

Generally, people's personalities tend to influence their attitudes toward what they value. The propensity is not solely motivated by want to connect and a desire to stay out people's way.

3. Educational institution and religious

Because they lay the groundwork for knowledge and moral principles inside the individual, educational and religious institutions as a whole have a significant impact on developing attitudes. Ability to distinguish between what is good and wrong, as well as between what one may and cannot do or act, is acquired from the core of educational and religious teaching and activities.

4. Emotional factors.

Not all types of attitudes are influenced by personal experiences and external factors. In some cases, the attitude form is an emotion-based explanation that functions as a kind of outlet of frustration or transfer of the defensive components of ego. Such an attitude is temporary and dissipates so that the frustration dissipated but it can also become a more constant and more stable attitude. An

example, of an attitude based on emotional factors is prejudice.

5. Culture

Stressed the importance of one is surroundings, particularly culture on personality development. There is no other character than trustworthy examples of actions that exemplifies the history of strengthening (strengthening, reward). Communities tend to reinforce their own views and behaviors, not the attitude and behavior of others.

6. Media

According to definition of communication, the mass media including radio and television has a significant impact on how people's attitude and belief are formed. That the creation of new cognitive attitudes toward the New information is something that the new information is something that the ne new information does. If strong enough, suggestive messages that carry information will offer fundamental affective in evaluating something and creating attitudes regarding certain.²⁴

²⁴ Gcwgandhinagar. *Attitude, Definition And Factor Influencing*. (https://Gcwgandhinagar.Com/Econtent/Document/1588067202Attitude_%20Definition,%20definition%20and%20factors%20influencing.Pdf, Accessed On June 26, 2021)

f. How to Measure Attitude

Based on the statement of Morgan in Maya, to describe how attitude is and study, researchers require a means of measuring it. Researchers can quantify it using self-report method and behavioral measure.

1. Self-Report Method

It is divided into two parts:

a. Attitude Scale

A common tool for measuring attitude is an attitude scale. A single attitude can be measured using this kind. The most crucial factor is that the fundamental method of assessing attitude is written statement and the statement based on an attitude scale that will indicate whether he or she responds positively or negatively to an object, since behavior cannot be associated by attitude.

b. Public Opinion (attitude) polls

This will be either positive or negative attitudes the goal is to acquire a general sense of attitude in a wide sample of the population.

2. Behavioral Measure

This method is particularly employed when there is cause to suspect that subjects may be unable or reluctant to report their own attitude.²⁵

²⁵ *Op.Cit*, Pt. 11

2. Listening

a. Definition of Listening

There are the definitions of listening. Listening was the initial skill and fundamental capability or ability that has learned by beginners in leaning new language. Beginning languages learners often learn new terms from previous listening or listening experiences, that why it is called as a responsive skill. The capability to receive will have an impact on the capability to produce. A person who is strong at learning will also be proficient in speaking and writing, which are both productive talents and they will understand it easily.²⁶

Based on the statement of Brown, when students speak or write with a listening attitude, their auditory processing is either correct or incorrect. The students should actively think while they are listening if they want to become better listener. Nation and Jonathan, make the additional claim that listening naturally precedes speaking. Listening is essential during the early stages of language acquisition in one's first language.²⁷

b. Definition of Listening Skill

The key of effective communication is listening skill. The messages are misunderstood without ability of listen. As the result, communication going wrong and the sender become

²⁶ Nurmala Hendrawaty, (2019). *The Influence Of Listening English Pop Songs To Improve Learners' Vocabulary At LKP Nuansa Jaya*. Loquen English Studies Journal. (Vol 12 No 1), Pp. 57.

²⁷ Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL Listening And Speaking*. Routledge.

frustrated and irritated. In addition, listening skill is the effective key to receiving messages.²⁸ This involves listening to what someone else is saying while also collaborating psychologically with the speaker. Another way to think of listening is as a form of communication. But that was distinguished words from recognizing other words. From the statement above, it could conclude as listening is the ability of human in the world being who can be seen directly, but not people on this world can listen to English. Exception, there are native speakers or first language in English.

c. Types of listening

According to Brown, there are different sorts of listening skills. He included intensive listening, responsive listening, selective listening and extensive listening as examples. The explanation as follow:

1. Intensive listening: In intensive listening learning is focused on listening to the perceptual elements of a large range of languages, including phonemes, words, intonation, discourse markers
2. Responsive listening: In responsive learning, learning is centered on listening to brief linguistics stretches (a greeting, command, comprehension check, question etc.) and responding with a similarity brief statement.

²⁸ Tyagi, Babita. (2013). *Listening: An Important Skill And Its Various Aspects*. (The Criterion: An International Journal In English), Pp. 4-5.

3. Selective listening: In selective listening, focused learning on Processing such as brief monologues, for many minutes in order to scan for specific information is different from intensive and responsive learning. The motivation for such performances is to be able to comprehend the information mentioned in the more extensive context of spoken language, not out of obligation to seek broad or universal meanings.
4. Extensive listening: defines as through listening, one can get a top down, comprehensive comprehension of spoken language. The definition of through performances includes anything from listening to in depth lectures to understanding the full context of discussion. Extensive listening includes hearing for the primary idea, the relevance, and drawing conclusion.²⁹

According to Babita Tyagi, there were several of listening Based on the objective and manner in which the Listener takes and respond to the process of listening, different types of listening divided to several types. They are; active listening, appreciative listening, attentive listening, biased listening, casual listening, comprehension listening, critical listening, deep listening, discriminative listening, empathetic listening, evaluative listening,

²⁹ H. Douglas Brown. (2004). *Language Assessment Principle And Classroom Practices*. (San Francisco: Longman),Pp.120.

inactive listening, judgmental listening, partial listening, reflective listening, relationship listening, sympathetic listening, therapeutic listening, and total listening.³⁰ More explanation about these types as follow:

- a. Active listening is listening that showed interest and encouraged to continue talking.
- b. Findings strategies to understand and value what the other person is experiencing when they speak or shout is known as appreciative listening. Looking for a chance to congratulate. Alternatively, enjoying anything, like listening to music.
- c. Attentive listening is listening clearly and carefully, show concern.
- d. Biased listening or hearing only what one wants to hear, is listening via a personal bias filter.
- e. Casual listening often known as hearing without paying close attention, is listening with a wide range of attention.
- f. Listening comprehension is a form of understanding. Search for meaning (but little more).
- g. Critical listening is the process of analyzing, critiquing, or judging what someone else says.

³⁰ *Op.Cit*, Pt. 4-5

- h. Deep listening aims to comprehend individuals, their personalities, and the true, unsaid meanings and motivations that underlie them.
- i. Discriminative listening is used for a specified purpose alone (e.g. a baby crying).
- j. Empathetic listening aims to comprehend how others are feeling. Exhibiting this sensitivity.
- k. Evaluative listening involves making judgment about what someone else says, whether positive or negative
- l. Inactive listening is when claim to be paying attention but spend more time thinking.
- m. Passing judgment on what another person says while listening is known as judgmental listening.
- n. Partial listening is the most frequent sort of hearing, although is also involves pausing.
- o. Reflective listening is listening than reflect back to others what they have said
- p. Relationship listening is a style of listening that fosters and strengthens interpersonal connections.
- q. Sympathetic listening is a style of listening that is interested in the welfare of the other person.
- r. Therapeutic listening entails making an effort to comprehend the feelings of the other person.

- s. Total listening is the practice of paying very close attention and actively hearing what is being said in order to get its deeper significant.

More addition, I.S.P. Nation and J. Newton explain some types of listening as follows, such as:

1. One-way listening is associated with the transfer of information (transactional listening).

Information transfer is connected to this kind of listening. This knowledge is communicated through a procedure similar to listening to some teacher provided teaching material.

2. Two-way listening is associated with maintaining social relations (interactional listening).

Maintaining social relationship is linked to this kind of listening, that is, there are two ways that people listen in daily life, one of which is when they replay the other person's words in a discussion.³¹

Based mentioned on Portal Akademik IAIN Curup, There are several types of listening which are taught in English Study Program of IAIN Curup, these are literal listening, interpretative listening, and critical listening, every part of listening which taught in English Study Program. According to Bambang Yudi

³¹ *Op.Cit.* Pt. 40

Cahyono, there are several explanations, more explanation as follow:

1. Literal Listening

On the first semester, the students studied literal listening. This course designed for developing of student skill in listening subject for detailed information and to understanding the main idea. In this course, involves only to the content level of meaning and ignore the relationship of the meaning. The student's ability needed to know detail information to measure the spoken word recognition skill. Literal listening is to designed student skills to understanding detail.

2. Interpretative Listening

In this course, students need have to explain and understand meaning of what is speaker said. Including are content and relationship of meaning. The students need to make statement based on the speakers are saying. on this Islamic state, the students studied interpretative listening on their second semester.

3. Critical Listening

As the course that studied on fourth semester, Critical Listening has been described as a course that examines the speaker's credibility, the message's logic, and any indications of manipulation. This course including the

listeners to judge, evaluate or built the opinion based on the speaker said. This course make some effort from the courses before because, the listener is listening and also analyze what is being said and relating it to the discussion at the same time.³²

3. Hybrid Learning

a. Definitions of Hybrid Learning

Model of this learning is an educational model or style where students learn for at least half of the time online and the other half in traditional classroom setting (according to this interpretation).³³

Hybrid learning refers to the blending or mixing of the learning environments or contexts, such as in person classroom instruction and an online setting. Face-to-face instruction is often defined as when the students and teacher physically meet and converse with each other without utilizing any online technology.³⁴ Distance learning is described as planned learning that typically occurs in setting other than the classroom and calls for the particular course design, teaching methods, communication via various technologies, as well as unique organizational and administrative setups. However, using real

³² Cahyono, B. Y., & Widiati, U. (2015). The Teaching Of EFL Listening In The Indonesian Context: The State Of The Art. *Teflin Journal*, 20(2), 194-211.

³³ Viewsonic Library, (2021). *What Is Hybrid Learning*. (<https://www.viewsonic.com/library/education/what-is-hybrid-learning/>, Accessed On June 26, 2022)

³⁴ Lim, Cher Ping Dan Wang Libing, (2016). *Blended Learning For Quality Higher Education: Selected Case Studies On Implementation From Asian Pacific* (Unesco Office Bangkok And Regional Bureau For Education In Asia And The Pacific), Pp.4.

world earning scenarios that are enabled in an online learning environment, this form of learning gives students the chance to comprehend and investigate real world challenges. Online and in person instruction are combined in hybrid learning, also known as blended learning. By integrating delivery modalities, this learning objective is to give the most effective and efficient educational experience possible.

The idea behind this learning paradigm is to combine face-to-face (F2F) classroom with an online learning environment to give students more freedom outside of the traditional classroom setting. Additionally, hybrid learning allows students the chance to interact in person with peers and course instructors to debate, question, discuss, and receive instruction. There is little doubt that fully online course does not offer these concrete experiences. The advantages of both online and in person learning are combined in hybrid learning. The instructor served as both facilitators and instructors by offering supplementary with the student's online course.

There are two form of hybrid learning, namely distance learning and e-learning. Following its conceptions, distance learning has been adopted by many institutions to provide further education free from the constraints of space and time. the term distance learning was first used by the English innovator Sir Issac Pitman in 1840 after the idea to emerge to provide

instructions to students without limit through correspondence channeled by. E-learning also known as hybrid or blended learning, is a model of implementation education that completes the hybrid learning paradigm after the application of different pedagogies. Additionally, the structure of e-learning which is a tangible implementation of the hybrid learning model, is similar to that of face-to-face classes. Although, unlike distant learning, e learning refers to general application of hybrid learning, concrete manifestations of the hybrid learning model follow the same structure as the face-to-face class model.³⁵

b. The Challenges To Hybrid Learning

According to the statement about the challenges to hybrid learning in NOVA website, some students are more hesitant than others, and some are content with just passing a course. Here are some typical issues that student run into:

1. Procrastination

Delays or hesitation can become even greater as online add up. Begin the hybrid weekly task at the start of the week. If the student tends procrastinate or try to complete tasks at the last minute, and hybrid will suffer greatly.

2. Passive learning

³⁵ Ainadji, Sameer Mosa, (2014). *Hybrid Learning In Higher Education*, Indiana State University.

Some students just pass their courses doing only minimal work to graduate. This type of students frequently fails hybrid courses where participation is required.

- a. A typical hybrid course places a greater emphasis on initiative, group work, and volunteering than a regular face to face course does.
- b. It can be necessary to apply course ideas and concepts to actual circumstances in order to demonstrate understanding.

3. Misunderstanding

Because students cannot see or hear directly the author of an online message, body language, tone of voice, and eye contact all give away comedy and irony, it is possible for peers to be offended or upset by it. On course related issues and materials, students are free to politely disagree with their classmates. Students must consider and make an effort to understand one another's viewpoints.

4. Forgetfulness

Some students are unable of recalling that they have hybrid assignments. Rollouts, losing points, and falling the course could results from this.

5. Poor reading skills

Students who are not attentive or voracious readers may overlook crucial components of online hybrid

assignments. There many hybrids with through written instructions. Students might be required to follow instructions on how to complete an online workshop, peer reviews and where to upload essays.³⁶

4. COVID 19

a. The Definition of Covid19

The SARS-CoV2, commonly refers to as covid19, was discovered at the end of December 2019 and is a type of coronavirus disease 2019. 65 countries have so far been confirmed as being infected with this virus. The new virus is known as SARS-CoV2 or served acute respiratory syndrome coronavirus 2, and the illness as known as coronavirus disease 2019. It was initially unclear whether the 42 virus could be transmitted through human contact.³⁷

Relman in Utami, claims that the incidence rate keeps rising over time. At the very least, it is established that pneumonia can transmit from person to person due to ARDS, metabolic acidosis and septic shock, which are challenging to treat and cause bleeding in coagulation system failure within a few days. Some patients only have moderated symptoms, sometimes even without a fever with small fractions of patients in critical conditions or worse, most patient have a decent prognosis. The

³⁶ Nova Northern Virginia Community College. (2021). *Challenges Of Hybrid Learning*. (<https://www.nvcc.edu/hybrid/student/challenges.html>, Accessed On June 26, 2022).

³⁷ WHO. (2021). Coronavirus Disease (Covid19).

following clinical syndromes may manifest in an infected person.

As the information from CNBC Indonesia, the government stated the total positive cases of coronavirus (COVID-19) in Indonesia as many as 4.839 people, this case until Tuesday, fourteen of April, 2020 (4/14/2020). Compared to the previous day the number climbed by 282 positive case patients, It reported that the number of death cases had grown by 60, bringing the overall total to 459. With 46 more patients than the day before, there were 426 patients who were recovering.³⁸

The types of Covid19 variants are divided into several variant over time. These were happened by accident and randomly. It's a normal part of what happens to viruses as they multiply and spread.³⁹ This year is the third year after Covid19 first appeared in 2019. The government has given various types of vaccines to deal with the increasing number of COVID-19 cases. Restrictions on community activities are also carried out to reduce the increase in the number of Covid-19 cases. However, this type of virus is still spreading among humans.

³⁸ Kim WY, Hong SB. (2016) *Sepsis And Acute Respiratory Distress Syndrome: Recent Update*. Tuberc Respir Dis (Seoul). 2016 Apr;79(2):53-7. Doi: 10.4046/Trd.2016.79.2.53.

³⁹ Brunilda Nazario, Md. (2022). *Variant Of Corona Virus*, 2022. (<https://www.webmd.com/lung/coronavirus-strains#1>, Accessed On June 27, 2022).

B. Review of Related Finding

There is some related Research that has been done before. Thought, there are quite significant related to this research. The first finding is *Investigating Students' Attitude And Motivation As A Second Language Among Four Higher Institutions In Malaysia* By Zulida Binti Abdul Kadir, Rosmahalil Azrol Bin Abdullah, Sharala Thulasi Palpanadan, Siti Sara Binti Zainal Abiding, Siti Salmiah Muhammad, Abdullah Adnan Mohamed. This research is to examine student attitude and motivation toward learning English and their attitude in learning English. This study used descriptive quantitative, to collecting sample use random sampling, the subjects of the research are 471 undergraduates student selected randomly from all faculty in 4 public university in Malaysia. This research use Google form and distribute it from Whatsapp to collects data. The instrument using in this study are survey and questionnaire and technique of data analysis is using SPSS. The results of this study found that students are has positive attitude and high motivation toward learning.

The next research is a research by Irfan Fajrul Falah and Chairudin. Which title is "*Students' attitude toward blended learning through google classroom in general English course*". This study is to investigate the Students attitude on implementing blended learning. This study employed survey method in gaining the data. Interview was also conducted by the researcher to validate and elicite more feedback

on this study. The findings show that almost 76.3% of the students were positive and satisfied on the implementation of blended learning.

The last research entitle "*Students attitude toward blended learning among university of Jordan*" by Fatima Aladwan, Hussam N. Fakhouri, Abedasalam Alawamrah and Osama Rababah. This research aims to examine attitudes of university of Jordan students toward blended learning. Participants of this study were students in bachelor and master degree of university of Jordan of 2017-2018 academic years. The method for collecting data was using Google form online questionnaire and results from questionnaire were analyzed using SPSS. The results of study indicated that blended learning is useful to students, and the most students fully understand the goals of e learning through blended learning. In general, students have shown positive attitude toward blended learning.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explores the methodology that used in conducting of this research. The purpose of this chapter is to collect information and research, participant of the research, research instrument, data collecting procedure and technique of collecting data.

A. Kind of the Research

The research method is a scientific procedure or way of obtaining data with a specific purpose. The use of method in a research is very necessary, because it will be able to help a researcher to get and analyze data easily. The method which the researcher used in this research was descriptive quantitative methods and using type of survey. It was used to describe phenomena of a case study by taking data that will be analyzed.

Quantitative methods are called traditional methods, because these methods have been used for a long time so that they have been traded as a method for research. This method is called the positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it has met scientific principles: concrete or empirical, objective, measurable, rational and systematic. This method is also called the discovery method, because with this method a variety of new science can be discovered and developed. This method is called quantitative

method because research data is numerical and data analysis uses statistic.⁴⁰

B. Research Participant

1. Population

A population usually consists of objects or subjects that have certain qualities and characteristics that the researcher defines to be studied and then draws conclusions. Population is not only people, but also objects and objects, populations are not only the numbers present on the object or subject studied, but include all the characteristics or properties possessed by that subject or object.⁴¹

Population is all individuals becoming subjects of research. Usually the number of population in the area of the research is great. The population of this research was Students of English Study Program 2021. It consisted of two classes. First class consist 21 students and second class consist 19 students. So, the totals of population are 40 students.

Table. 1

Number of English Departement Students 2021

No.	Class	Number of Students
1.	TBI A	21
2.	TBI B	19
	Total	40

⁴⁰ Sugiyono. (2017). *Metode Penelitian Kualittaif, Kuantitatif dan R&D*. Penerbit Alfabeta Bandung

⁴¹ *Ibid.* pt 80

2. Sample

Sample is part of the quantity and characteristics that the population possesses. If the population is large, and the researcher does not allow to study everything that is in the population, for example due to the limitations of funds, energy and time, then the researcher can use the sample taken from that population. What is learned from that sample, the conclusion will be applicable to the population. For this, the sample taken from the population must be properly representative.

In this study the researchers used a table of determination of the sum of samples from a particular populations, the conclusion was reached that researchers would use 35 samples as respondents with a 10% error rate.

Table. 2

Isaac And Michele (Determine Sample's Sum)

**TABEL PENENTUAN JUMLAH SAMPEL ISAAC DAN
MICHAEL DARI POPULASI TERTENTU DENGAN TARAF
KESALAHAN 1%, 5%, DAN 10%**

N	s			N	s			N	s		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	155	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
75	67	62	59	550	301	213	182	30000	649	344	268
80	71	65	62	600	315	221	187	40000	653	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270
140	116	100	92	1000	399	258	213	350000	662	348	270
150	122	105	97	1100	414	265	217	400000	662	348	270
160	129	110	101	1200	427	270	221	450000	663	348	270
170	135	114	105	1300	440	275	224	500000	663	348	270
180	142	119	108	1400	450	279	227	550000	663	348	270
190	148	123	112	1500	460	283	229	600000	663	348	270
200	154	127	115	1600	469	286	232	650000	663	348	270
210	160	131	118	1700	477	289	234	700000	663	348	270
220	165	135	122	1800	485	292	235	750000	663	348	270
230	171	139	125	1900	492	294	237	800000	663	348	271
240	176	142	127	2000	498	297	238	850000	663	348	271
250	182	146	130	2200	510	301	241	900000	663	348	271
260	187	149	133	2400	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	663	348	271
								∞	664	349	272

C. Research Instrument

1. Instruments

The most common ways of mastering attitude or opinion toward individuals, organization, or procedure is by using questionnaire. In this research, the researcher was use done kind

of instrument, namely questionnaire.⁴² According to Sugiyono, a questionnaire is a way of gathering data that is used to identify the variables to be examined as well as what the researcher anticipate from the research participants. A printed set of questions is the basic format of questionnaire research, while gathering information for research on responders using the list of questions. Because the simplicity and ease of use questionnaires are sometimes referred to as research instruments.

The questionnaire are divided into three, there are open questionnaire, closed questionnaire and mixed questionnaire. Open questionnaire is type that the answers were provided. The respondents are handed this questionnaire by the researcher, who asks them to complete it with their own sentences. A closed questionnaire limits the respondent's options to choose according to the situations and conditions experienced. Whereas, mixed questionnaire combines both closed and open questions. There are closed questionnaire where respondent has choice of replies, but researchers can also employ alternative answers to.

43

⁴² Dewi, R. L., Sepyanda, M., & Dwiputri, R. (2019). The Analysis Of Students' attitude Toward The Use Of Printed Dictionary In Translating Text On The Third Year Students Of English Department Of Fkip Ummy Solok. *Elp (Journal Of English Language Pedagogy)*, 4(1), 18-25.

⁴³ Salma. (2021). *Jenis Anket Penelitian Yang wajib diketahui*. (<https://penerbitdepublish.com/jenis-angket/>, accessed on March 4, 2023)

The researcher can at least be certain of variable to be measured. The questionnaire was used to obtain information about student's attitudes toward hybrid learning during covid19 in literal listening subject.

Table. 3

Questionnaires to Investigating Student's Attitudes toward Hybrid Learning during Covid19 in Literal Listening Subject

Variable	Component	Sub-component	Meaning		S A	A	N	D	S D A
Attitude	Affect	Emotion	The feeling of enjoyment or pleasure (boring, difficult, dull)	1. I like literal listening subject in the form of hybrid learning (Saya menyukai mata kuliah literal listening dengan format hybrid learning)					
				2. I am excited when learning the literal listening subject in the form of hybrid learning (

				<p>saya bersemangat ketika pembelajaran literal listening dengan format hybrid)</p>					
				<p>3. I am excited to be present in group or in class when learning literal listening in the form of hybrid learning (saya bersemanagt untuk hadir di grup maupun di kelas saat pembelajaran listening dengan bentuk hybrid)</p>					
				<p>4. I enjoy the study activities of the literal listening subject in the form of hybrid learning (saya menikmati aktivitas</p>					

				pembelajaran mata kuliah literal listening dengan format hybrid learning)					
		Belief	Student's confidence in their ability	5. I am able to maintain my self confidence in the literal listening subject in form of hybrid learning (saya mampu memelihara kepercayaan diri saya pada mata pelajaran literal listening dengan formahybrid).					

				<p>6. I am able to maintain my self confidence in the literal listening subject in form of hybrid learning (saya mampu memelihara kepercayaan diri saya pada mata pelajaran literal listening dengan format hybrid).</p>					
				<p>7. I like to give opinions (ask and answer questions) when learning literal listening with a hybrid format (saya suka memberikan pendapat (bertanya dan memberikan</p>					

				jawaban dari pertanyaan) ketika pembelajaran literal dengan mode hybrid.					
		Vision	Represent student's perceptions	8. literal listening is easy to learn (literal listening mudah untuk dipelajari)					
				9. I think literal listening in hybrid format is important (menurut saya literal listening dengan format hybrid itu penting)					
	Cognition		Student's perceived of subject	10. I feel nervous when lectures asks if there is material that is not understood during hybrid learning (saya merasa gugup					

				ketika dosen menanyakan apakah ada materi yang kurang di pahami selama pembelajaran hybrid learning?)					
	Behavior	Students action		11. I ask to my friends about what they have learned/ I ask if there are any assignments given during the learning activities when I skip literal listening in a hybrid format (saya bertanya kepada teman mengenai apa yang sudah mereka pelajari/ saya bertanya kepada teman mengenai adakah tugas					

				yang diberikan selama kegiatan pembelajaran hybrid berlangsung?					
		Commitment		12. I am able to make myself to pay attentions to the lesson during studying literal listening in hybrid learning format (saya mampu untuk menetapkan diri untuk memperhatikan pelajaran selama pembelajaran hybrid learning?)					
				13. I study literal listening just to pass exam (saya belajaran literal listening hanya untuk melewati					

				ujian)					
		Perform in class		14. I participate in following literal listening class with a hybrid learning format (Saya berpartisipasi dalam mengikuti kelas pembelajaran literal listening dengan format hybrid learning).					

2. Validity

According to Sugiyono, they are strategies to to measure validity in quantitative research, namely construct validity, content validity and external validity. Sugiyono stated using expert judgment or expert's opinion, the construction's validity can be evaluated. In this instance, specialist is consulted after the instrument has been built regarding the features to be measured on the basis of a specific hypothesis. The advice of

the specialist was sought regarding the prepared device. Testing the instrument should come after expert and experience based testing the construction. On the sample from which the population was drawn, the instrument was tested. In this study, sample was 35 people.⁴⁴

3. Reliability

Reliability is defines as the probability that a product, system, or service will perform its intended function adequately for a specified period of time, or will operate in a defined environment without failure. Validity and reliability are interrelated technique. An instrument can be measured in the same way consistency phenomenon. This means that the instruments are reliable when it produced the same data more than once when used for different participants.

D. Data Collection Procedure

The steps in collecting data are:

1. The researcher distributed the questionnaire from Google form by using WhatsApp
2. The students worked the questionnaire and answer it by their opinions and experiences.
3. After that, the researcher collecting and analyze the questionnaires.

⁴⁴ *Op.cit.* pt.125.

E. Technique of Data Analysis

In analyze data, the researcher did several steps, they are:

1. The researcher collecting all of questionnaire sheet, analyze it and gave score from 1 until 5 of each statement according to the options.
2. In calculating the frequency, percentage, mean and score, the researcher used formula based on degree of attitude from likert's scale. The likert's scale divided into five options with two kinds of statements, positive and negative. The category of Likert's scale options as follows:

Table. 4

Likert's Scale

Positive statement and score	Category of attitude
5	Strongly agree (SA)
4	Agree (A)
3	Neutral
2	Disagree (D)
1	Strongly Disagree (SDA)

Where:

SA	: Strongly Agree
A	: Agree
N	: Neutral
D	: Disagree
SDA	: Strongly Disagree

3. To find out percentage of each statement, the researcher use the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : The total number of student

4. After getting the data questionnaire, to get the score the researcher analyze it by using formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} Mean score

$\sum x$ The sum off all score

N the number of students

Table. 5
The Category of student's attitudes

No	Category of attitude	Score
1	Very positive	85-100
2	Positive	69-84
3	Neutral	53-68
4	Negative	37-52
5	Very negative	20-36

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher appeared the findings and discussion from research. The purposes of this research are to investigate students' attitudes toward hybrid learning during covid19 in literal listening subject.

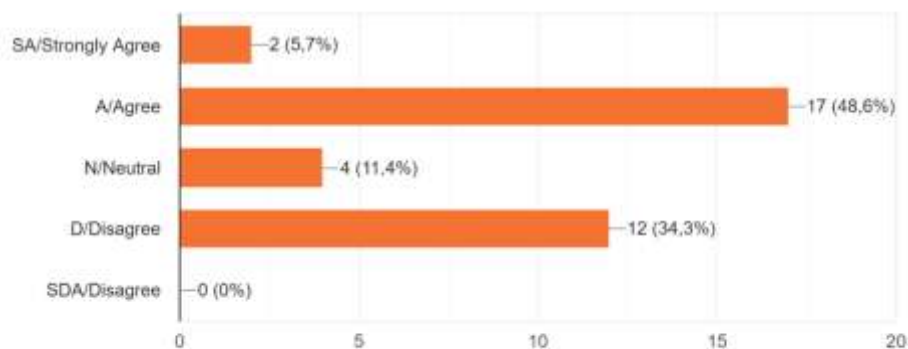
A. Findings

The results of data analysis collected by using questionnaire are presented in the following diagram.

Diagram. 4. 1

The students like literal listening subject in the form of hybrid learning

1. I like literal listening subject in the form of hybrid learning {Saya menyukai mata kuliah literal listening dengan format hybrid learning}
35 jawaban



The result from the questionnaire about statement of students like literal listening subject in the form of hybrid learning the diagram above showed that, the students stated Strongly agree are 2 students or (5,7%), 17 students or (48,6%) are stated agree, 4 students or (11,4%) are stated neutral, 12 students or (34,3%) stated disagree and none of them stated

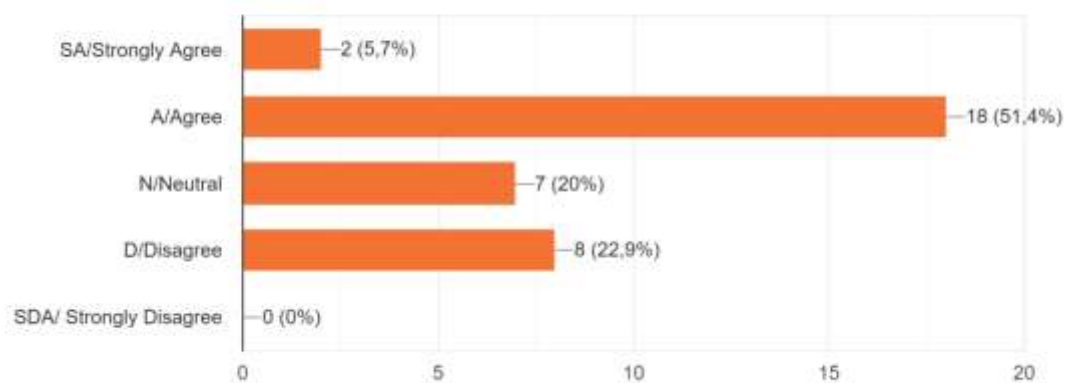
strongly disagree. It showed that, the students like literal listening subject in the form of hybrid learning.

Diagram. 4.2

The students excited when learning the literal listening in the form of hybrid learning

2. I am excited when learning the literal listening subject in the form of hybrid learning { saya bersemangat ketika pembelajaran literal listening dengan format hybrid}

35 jawaban

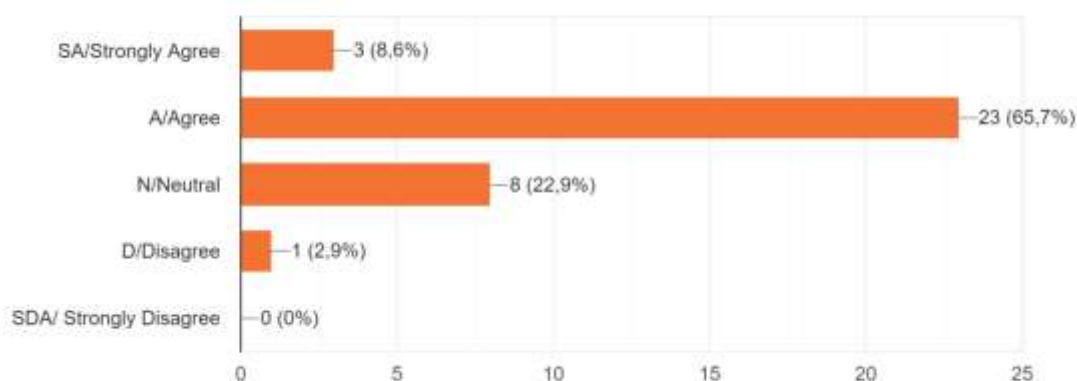


Based on the diagram above, the statement about students excited when learning literal listening in the form of hybrid learning, it showed that 2 students or (5,7%) stated strongly agree, 18 students or (51,4%) stated agree, 7 (20%) students stated neutral, 8 (22,9%) students stated disagree and none of them stated strongly disagree. So, it can be concluded that students excited when learning literal listening subject in the form of hybrid learning.

Diagram. 4.3

**The students excited to be present in group or in class when learning the
literal listening in the form of hybrid learning**

3. I am excited to be present in group or in class when learning literal listening in the form of hybrid learning { saya bersemanagt untuk hadir di ... saat pembelajaran listening dengan bentuk hybrid}
35 jawaban

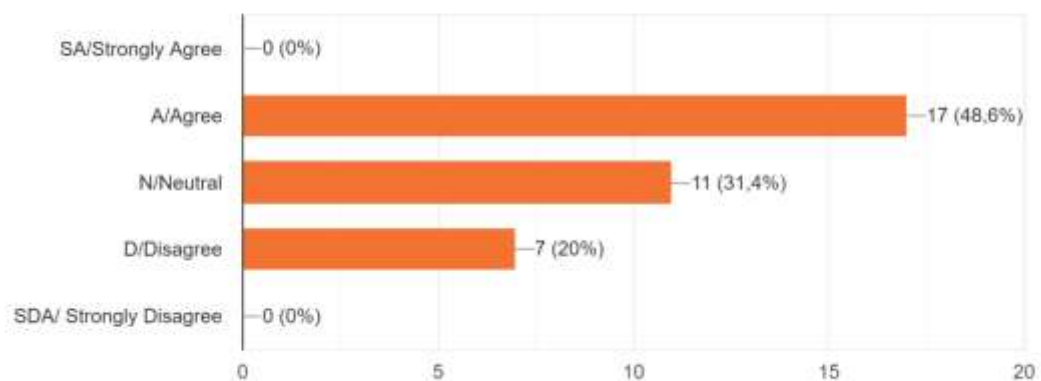


According the statement students excited to be present in group or in class when learning literal listening in form of hybrid learning, it showed from diagram above, 3 students or (8,6%) stated strongly agree, 23 students or (65,7%) are stated agree, 8 students or (22,9%) are stated neutral, and the other one or (2,9%) stated disagree and none of the stated strongly disagree. It can be concluded that students are excited to be present in group or in class when learning literal listening in form of hybrid learning.

Diagram. 4.4

The students enjoy study activities of the literal listening subject in the form of hybrid learning

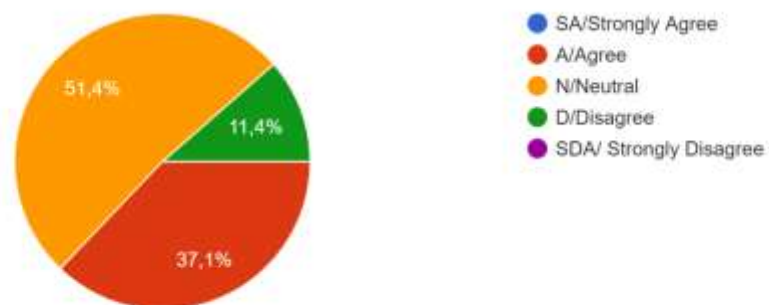
4. I enjoy the study activities of the literal listening subject in the form of hybrid learning { saya menikmati aktivitas pembelajaran mata kuliah literal listening dengan format hybrid learning} 35 jawaban



The results of statement students enjoy study activities of the literal listening subject in the form of hybrid learning, based on the diagram above, it can be concluded that students enjoy study activities of the literal listening subject in the form of hybrid learning. It was caused by 17 (48,6%) of students stated agree, 11 students or (31,4%) are stated neutral and 7 students or (20%) stated disagree. And none of them stated strongly agree or strongly disagree.

Diagram. 4.5**The students able to re explain literal listening material explained during hybrid learning**

5. I am able to re explain the literal listening material explained during hybrid learning { saya mampu menjelaskan kembali materi literal listening yang dijelaskan selama pembelajaran hybrid learning
35 jawaban

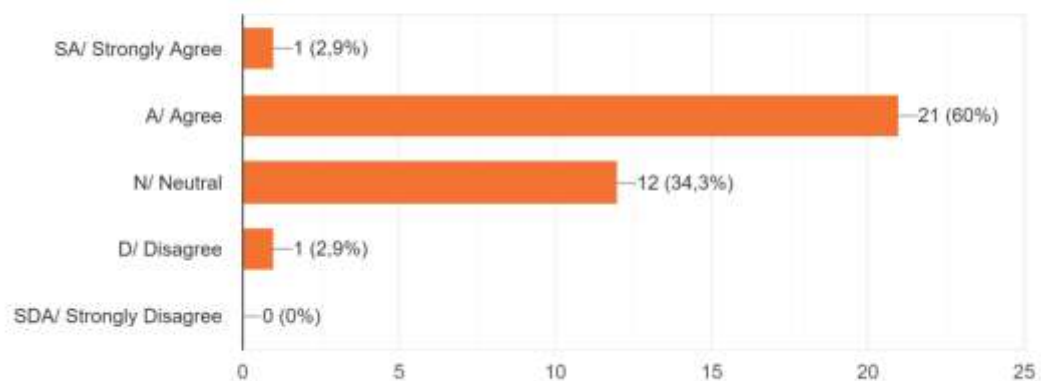


The results from the statement students able to re explain literal listening material explained during hybrid learning, based on the diagram above, 18(51,4 %)students are stated neutral, 13 (37,1%) students are stated agree and 4 (11,4%) students are stated disagree. It can be conclude that students are able to re explain material explained during hybrid learning.

Diagram. 4.6

**The students able to maintain their self confidence in literal listening subject
in form of hybrid learning**

6. I am able to maintain my self confidence in the literal listening subject in form of hybrid learning (saya mampu untuk memelihara kepercayaan diri anda ...ajaran literal listening dengan format hybrid?)
35 jawaban

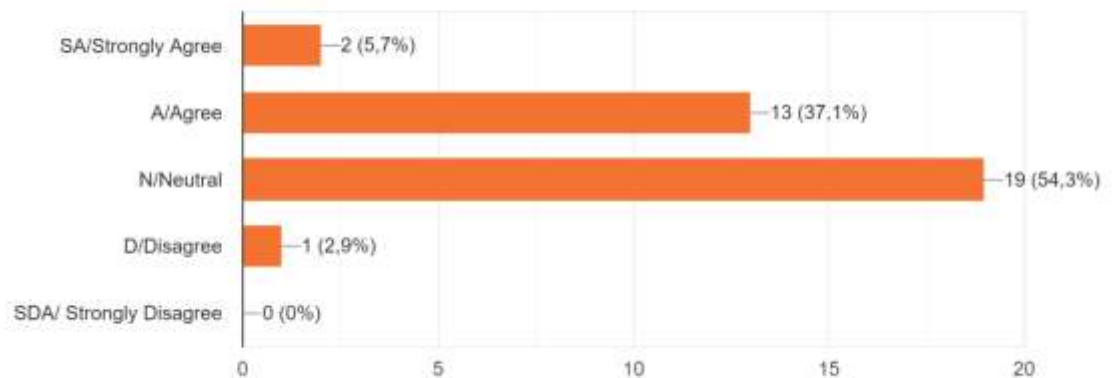


The statement above about students able maintained their self confidence in literal listening subject in form of hybrid learning. According to diagram above, 21 students or (60%) are stated agree, 12 students or (34,3%) are stated neutral, 1 (2,9%) is stated strongly agree, 1 (2,9%) is stated disagree. And none of them stated strongly disagree. It can be concluded that most of the students are able to maintain their self confidence in the literal listening subject in the form of hybrid learning.

Diagram. 4.7

**The students like to give opinions (ask and answer questions) when learning
literal listening subject in form of hybrid learning**

7. I like to give opinions {ask and answer questions} when learning literal listening with a hybrid learning format { saya suka memberikan pendapat (b...belajaran literal dengan format hybrid learning)
35 jawaban

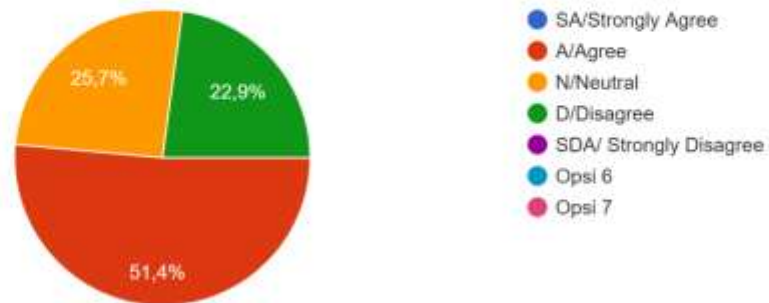


The statement above about students like to give their opinion, its mean asking question when learning or give answers from the questions gave during learning literal listening in the form of hybrid learning. The results are 2 students or (5,7%) stated strongly agree, 13 students or (37,1%) stated agree, 19 students or (54,3%) are stated neutral, other 1 (2,9%) is stated disagree and none of them stated strongly disagree. It can be concluded that most of the student are neutral to give their opinions or sometimes.

Diagram. 4.8**Literal listening is easy to learn**

8. Literal listening is easy to learn {literal listening mudah untuk dipelajari}.

35 jawaban

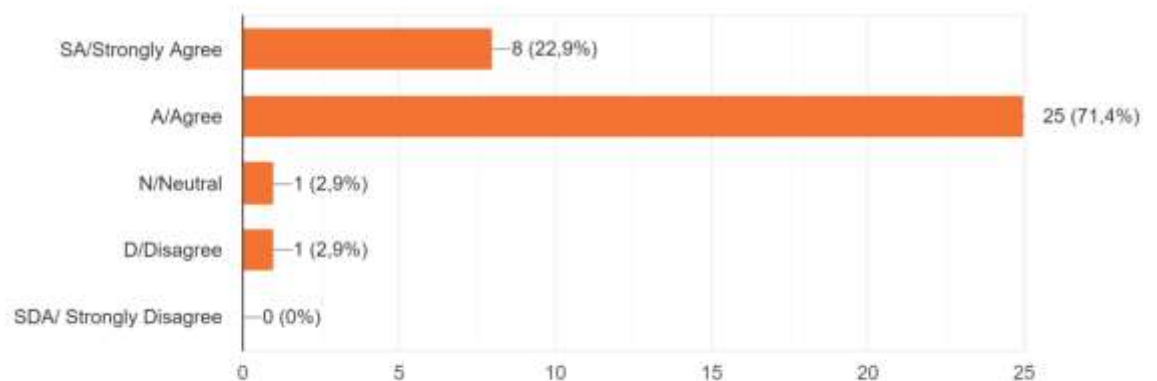


The statement above is about literal listening is easy to learn or not if in hybrid format, and the results are 18 (51,4%) are stated agree, students or (25,7%) are stated neutral, 8 students or (22,9%) are stated disagree, and none of them stated strongly disagree. Although various answer, it can be concluded that most of the students stated that literal listening is easy to learn.

Diagram. 4.9

**The students able to maintain their self confidence in literal listening subject
in form of hybrid learning**

9. I think literal listening in a hybrid format is important (menurut saya literal listening itu penting)
35 jawaban

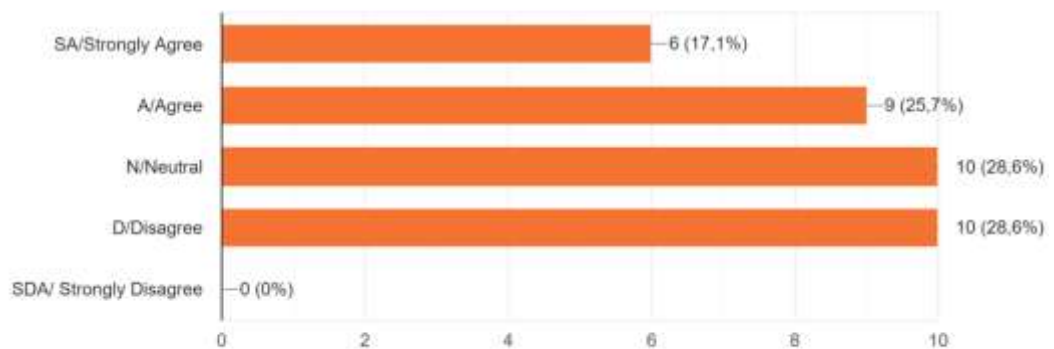


The statement above is about the students able to maintain their self confidence in literal listening subject in the form of hybrid learning. According statement above, results are 25 students or (71,4%) stated agree, 8 students or (22,9%) are stated strongly agree, 1 student(2,9%) stated neutral, 1 student (2,9%) stated neutral and none of them stated strongly disagree. It can be concluded that students think literal listening in hybrid format is important.

Diagram. 4.10

The students feel nervous when lectures ask if there is material that is not understood during hybrid learning

10. I feel nervous when lectures asks if there is material that is not understood during hybrid learning { saya merasa gugup ketika dosen menany...di pahami selama pembelajaran hybrid learning?}
35 jawaban

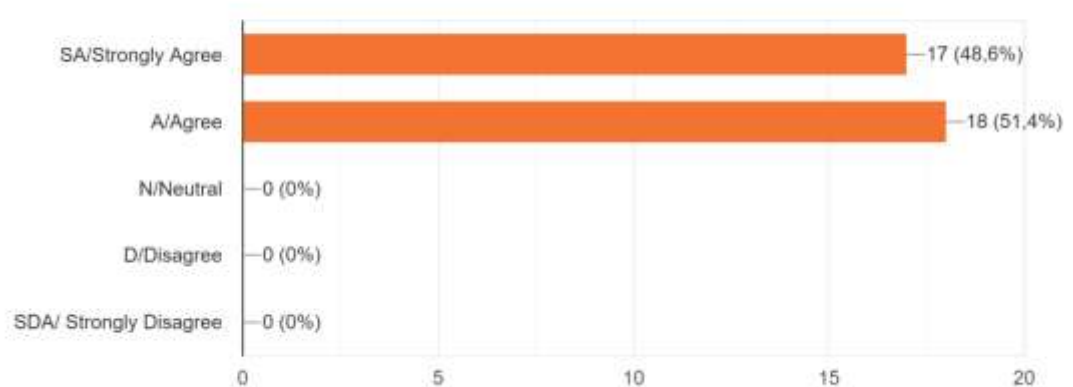


The statement above is about students feel nervous when lectures ask if there is any material is not understood during learning literal listening in the form of hybrid learning, the results are, 6 students or (17,1%) are stated strongly agree, 9 students or (25,7%) are stated agree, 10 students or (28,6%) are stated neutral, 10 students or (28,6%) are stated disagree, and none of them stated strongly disagree. It can be concluded that the students feel nervous when lectures starting to ask them about that is not understood during learning literal listening in form of hybrid learning.

Diagram. 4.11

The students ask their friends about what they have learned or ask if there are any assignments given during the learning activities in literal listening subject in form of hybrid learning

11. I ask to my friends about what they have learned/ I ask if there are any assignments given during the learning activities when I skip literal li...elama kegiatan pembelajaran hybrid berlangsung?
35 jawaban

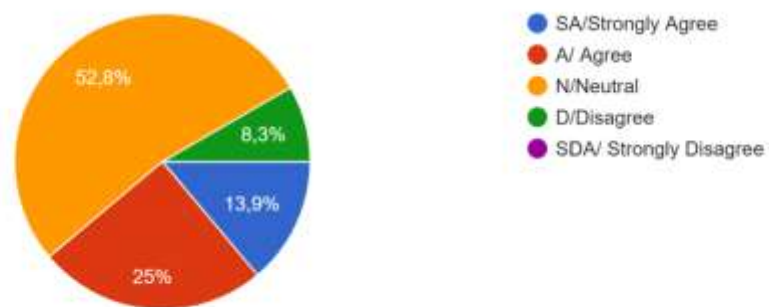


The statement above is about if the students skip learning process, students ask their friends about what they have learned or if there are any assignment given during learning activities in literal listening subject in form of hybrid learning. The results are 17 students or (48,6%) are stated strongly agree, 18 or (51,4%) students stated agree and none of them stated neutral, disagree or strongly disagree. It can be concluded that students ask they friend about what their friend have learned or any assignment during study, when they skip learning process in literal listening subject in the form of hybrid learning.

Diagram. 4.12

**The students able to make themselves pay attentions to the lesson during
studying literal listening in hybrid learning format**

12. I am able to make myself to pay attentions to the lesson during studying literal listening in hybrid learning format {saya mampu untuk menetapkan diri...n pelajaran selama pembelajaran hybrid learning?
36 jawaban

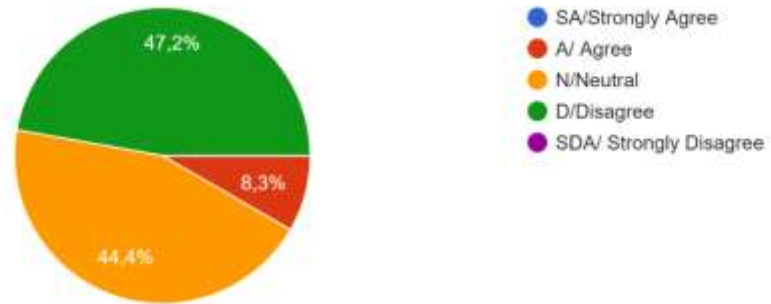


The statement above about the students able to make themselves pay attentions to the lesson during studying literal listening subject in hybrid format, the results are most of the students or 19 students (52.8%) are stated neutral, 5 (13.9%) students are stated strongly agree, 9 (25%) are stated agree, and 3 students or (8.3%) are stated disagree. None of them stated strongly disagree. It can be concluded that students are able to make themselves pay attentions to the lesson during studying literal listening in hybrid learning format.

Diagram. 4.13**The students study literal listening just to pass exam**

13. I study literal listening just to pass exam { saya belajaran literal listening hanya untuk melewati ujian}

36 jawaban

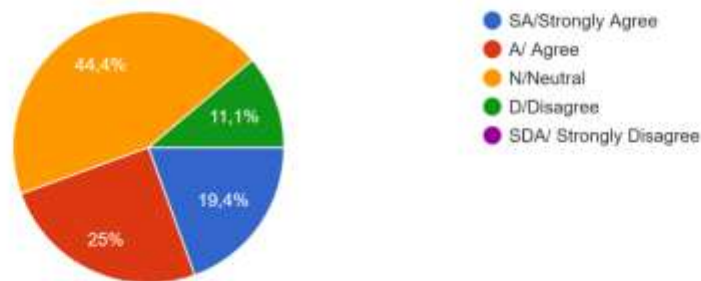


The statement above about students study literal listening just to pass exam. The results are; 17 students or (47,2%) are stated Disagree, 16 students or (44,4%) stated neutral and 3(8,3%) students are stated agree. It can be concluded that students only study listening just to pass exam.

Diagram. 4.14**The students participate in following literal listening class with hybrid format**

14. I participate in following literal listening class with a hybrid learning format (Saya berpartisipasi dalam mengikuti kelas pembelajaran literal listening dengan format hybrid learning).

36 jawaban



The statement above is the students participate in following literal listening class with hybrid format. Based on the diagram above, the results are; 16 students or (44,4%) are stated neutral, 9 students or (25%) are stated agree, 7 students or (19,4%) are stated strongly agree, 4 students or (11,1%) are stated disagree, none of them stated strongly disagree. It can be concluded that, most the statements of students are neutral, so, students participate in following literal listening class with a hybrid learning format.

Table. 4.1

Calculation all of statements

Respondent	Gender	Number of Items														Jumlah S	Skor Maks. N	%	% Rata-rata	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14					
Student 1	P	4	4	5	4	4	4	5	3	4	4	5	3	2	4	51	70	72.85714286		
Student 2	P	5	5	5	4	4	4	3	2	2	4	5	3	3	3	52	70	74.28571429		
Student 3	P	2	3	4	3	3	4	3	3	4	4	5	5	2	5	50	70	71.42857143		
Student 4	P	4	3	4	3	2	4	3	2	4	5	5	4	2	5	50	70	71.42857143		
Student 5	P	4	3	4	3	2	4	3	2	5	5	5	5	2	5	52	70	74.28571429		
Student 6	L	2	2	4	2	3	3	3	3	4	4	5	4	3	3	45	70	64.28571429		
Student 7	P	4	4	4	4	4	4	4	4	4	4	4	3	3	4	54	70	77.14285714		
Student 8	L	2	2	3	3	3	3	3	3	4	4	5	5	2	5	47	70	67.14285714		
Student 9	P	3	4	4	4	4	4	4	3	5	2	4	5	2	5	53	70	75.71428571		
Student 10	P	2	2	4	2	2	2	3	2	5	5	4	4	3	4	44	70	62.85714286		
Student 11	L	3	4	4	2	2	3	3	2	5	5	4	3	2	5	47	70	67.14285714		
Student 12	P	2	2	4	4	3	4	4	4	5	2	4	3	2	3	46	70	65.71428571		
Student 13	P	2	3	3	3	3	3	3	3	5	2	4	5	3	5	47	70	67.14285714		
Student 14	L	2	2	4	2	3	3	2	4	4	5	4	4	3	4	46	70	65.71428571		
Student 15	P	2	3	4	3	3	3	3	4	4	5	4	4	3	4	49	70	70		
Student 16	L	2	3	4	3	3	4	3	3	5	2	4	3	2	3	44	70	62.85714286		
Student 17	L	2	3	3	2	3	3	3	4	4	2	4	3	3	3	42	70	60		
Student 18	P	4	4	4	4	4	4	4	4	4	2	5	3	2	4	52	70	74.28571429		
Student 19	L	3	5	5	4	3	3	3	2	4	3	4	3	2	3	47	70	67.14285714		
Student 20	P	4	4	4	4	4	4	4	4	4	4	4	4	3	4	55	70	78.57142857		
Student 21	P	4	4	4	4	4	4	4	4	4	2	4	3	2	3	50	70	71.42857143		
Student 22	L	3	2	3	2	3	3	4	2	4	2	4	4	4	4	44	70	62.85714286		
Student 23	P	4	4	4	4	4	4	4	4	4	3	4	4	2	2	51	70	72.85714286		
Student 24	L	4	4	4	4	3	3	3	4	4	3	4	3	3	3	49	70	70		
Student 25	P	4	4	4	4	3	4	3	3	4	3	5	4	3	3	51	70	72.85714286		
Student 26	P	4	4	3	3	4	4	3	4	4	3	5	3	3	3	50	70	71.42857143		
Student 27	P	2	2	2	2	3	3	3	3	5	2	5	3	2	4	41	70	58.57142857		
Student 28	P	4	4	3	4	3	4	4	4	4	3	5	3	3	3	51	70	72.85714286		
Student 29	P	2	2	3	3	4	4	4	2	4	2	5	2	3	3	43	70	61.42857143		
Student 30	L	4	4	4	4	4	4	4	4	4	3	4	3	3	3	52	70	74.28571429		
Student 31	P	4	4	4	4	4	4	4	4	4	4	5	3	2	4	54	70	77.14285714		
Student 32	P	5	4	3	3	4	5	5	4	3	3	5	2	2	2	50	70	71.42857143		
Student 33	L	4	4	4	3	3	4	3	4	4	5	4	3	2	5	51	70	72.85714286		
Student 34	L	4	4	4	4	3	4	3	4	4	3	5	3	4	3	52	70	74.28571429		
Student 35	L	4	4	4	4	3	4	3	4	4	3	5	4	2	2	50	70	71.42857143	69.87755102	
Jumlah	S	110	119	133	115	114	127	121	115	145	116	158	124	90	125	1712				
Skor Maks.	N	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175			
%		62.9	68	76	65.7	65.1	73	69	66	83	66.3	90.3	70.9	51	71.43					
% Rata-rata																69.87755				

The table above is a calculation of the mean score of all statements regarding learning literal listening with the hybrid model. From the table above, the mean score is 69.87755%. Based on the student attitude categorization table, if the score obtained is 69-84, then it is categorized as positive. It can be concluded that students have a positive attitude because the mean score is 69.87755%.

B. Discussion

The research findings discussed in the previous sections have important implications of the data analysis. It aims to describe How was the Students' attitudes toward hybrid learning during covid19 in literal listening subject especially on the student cognitive, affective and behavioral components.

Refers on the results of data analysis collected using questionnaire, there were 14 statement, include 9 statement about affect components there are emotion, belief and vision. 1 statement about cognition component that is student perceived and 4 statements are behavior component there are students' action, commitment and their performance in class.

Conducting learning process especially literal listening in form of hybrid learning, students had positive attitude. According It caused 35 students were stated strongly agree, agree and neutral, even though some student stated disagree. Based on the results of data analysis showed the mean score were 69,8. It means students have positive attitude toward hybrid learning during covid19 in literal listening subject. In the affect, percentage of each the statements are; 62.85714% for first item of statement, 68% for second statement, 76% third statement, 65,71429% fourth statement 65.14286%, fifth statement, 72.57143% for sixth statement, 69.14286% for seventh statement, 65.71429% for eighth statement, and 82.85714% for nine statement. It can be concluded that results categorized neutral and positive. On the behavior components, it

categorized as very positive (90.28571%), positive (70.85714%, 71.42857%) and negative (51.428575%), and on cognition component is neutral (66,28571%).

According to the questionnaire, even though, sometimes students give their opinions, students also feel nervous when lecture starting to ask them about that is material not understood during learning literal listening in the form of hybrid learning, students only study literal listening just to pass exam and sometimes students participate in following literal listening class with a hybrid format. Another statements are; students like literal listening subject in the form of hybrid learning, students excited when learning literal listening subject in the form of hybrid learning, students are excited to be present in group or in class when learning literal listening in form of hybrid learning, students enjoy study activities of literal listening, students are able to re explain material explained during hybrid learning, students are able to maintain their self confidence in the literal listening subject in the form of hybrid learning, students stated that literal listening is easy to learn, students think that literal listening in hybrid format is important, if the students skip learning process, they will ask to their friend about what they have learned or any assignment gave during learning, the students are able to make themselves pay attentions to the lesson during studying literal listening in hybrid format.

The students have a different response about their statement toward hybrid learning in literal listening subjects. In the positive statement students answer strongly agree, agree and neutral, even though some

students stated disagree. It can be concluded that students have positive attitude in affect, behavior and cognition components during learning literal listening in the form of hybrid learning. This results support to previous study before, that students have positive attitude toward hybrid learning or blended learning.

CHAPTER V

CONCLUSION

In this chapter, the researcher appeared conclusions of the research and suggestion from the research.

A. Conclusions

Based on the results that has been analyzed by researcher which untitled “Investigating students’ attitudes toward hybrid learning during covid19 in literal listening subject”, conclusions are; the findings of the results showed students’ had positive attitude toward hybrid learning in literal listening subject. The results showed the students attitude almost 70% (69.87755). So, based on the categorized of students’ attitude, it can be categorized into positive attitude.

Students of English Study Program have positive attitude toward learning, because they like, excited when learning and to be present in group or in class, they can enjoy learning process, maintain their confidence and re explain material if lecture ask, they perceived that this lesson and this model are easy and important. And if they skip learning process they will ask to their friend about material that have learned and any assignment.

B. Suggestion

After doing research which finds out the students’ attitudes toward hybrid learning during covid19 in literal listening subject, the

researcher make some suggestions for some people who are probably related to this research.

1. For institution

This institution is expected to develop in applying listening class based on technology. As the reason, every English teaching method could apply in every condition.

2. For the lectures

The English lectures especially listening's lectures are expected to using some kind of teaching methods according to conditions.

3. For the researcher

The result of this research is expected could give new knowledge and methods for the researcher. The researcher is also expected to implement this knowledge and method for the English learners.

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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **Investigating Students attitude toward Hybrid Learning
During Covid19 in Literal Listening Subject**
Penulis : **Ulva Hanum**
NIM : **18551060**

Dengan tingkat kesamaan sebesar 15%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 8 Januari 2023

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo-Edy, M.Pd



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Nomor : 483 Tahun 2022

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- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
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3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022-2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** 1. Surat Rekomendasi dari Prodi Tadris Bahasa Inggris Nomor : 81/ FT.2/PP/00.9/TBI //2022
2. Berita Acara Seminar Proposal Hari Kamis . 7 Juli 2022

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. Hadi Suhermanto, M.P.d 197411131999031003
2. Heni Septia Utami, M.Pd 2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Ulva Hanum

N I M : 18551060

JUDUL SKRIPSI : "Investigating Students Attitude Toward Hybrid Learning During Covid19 In Listening Subject"

- kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

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Pada Tanggal 20 Juli 2022

Dekan,



Tembusan :

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2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan



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Nomor : 1570 /In.34/FT/PP.00.9/09/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

01 September 2022

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr. Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Ulva Hanum
NIM : 18551060
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Investigating Students Attitude toward Hybrid Learning during Covid 19 in Literal Listening Subject.
Waktu Penelitian : 01 September 2022 s.d 01 Desember 2022
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro ALIAK
4. Arsip



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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	15/08/2022	Pertemuan Penelitian. Riset. Daftar Pustaka		
2	23/08/2022	Pertemuan re-tok, Quastion		
3	29/08/2022	Pertemuan re-tok quastion		
4	09/09/2022	Acc Penelitian		
5	22/09/2022	Bimbingan Hasil Penelitian		
6	24/09/2022	Bimbingan Hasil Penelitian		
7	19/10/2022	Bimbingan Hasil penelitian		
8	30/12/2022	Acc Skripsi Munasqish		



IAIN CIEREP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	19 Juli 2022	Mempakai penkisar		
2	22 Juli 2022	Mengumpulkan indikator untuk disusunkan Munasqish.		
3	29 Ags 2022	Mengumpulkan indikator. Menentukan pendapt mengenai teori. (Gurub)		
4	05 Ags 2022	Memperbaiki instrumen Acc penelitian. Lengkapi jawaban mana di validasi kritis adalah.		
5	09 sep 2022	Bimbingan Hasil penelitian (Lengkapian hasil skripsi pada Akad)		
6	11 nov 2022	Bimbingan Hasil penelitian (Kelas & Asesmen Asesni Kas)		
7	01 Des 2022	Bimbingan Hasil penelitian (pembelajaran Hasil)		
8	22/12/2022	Acc Skripsi (Gurub Saling Munasqish)		



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NAMA : ULVA HANUM

NIM : 1851010

FAKULTAS/PRODI : Teologi / Teologi Bahasa Inggris

PEMBIMBING I
PEMBIMBING II
JUDUL SKRIPSI

: Hadi, Sulvianto, M.Pd

: Henny Septi Utami, M.Pd

: Wahyuningtyas, Sidiqul Athidul Tamara Hidayat

: Lestari Daring, Coma - ig in Ulat luhung

: Suryati

* Kartu konsultasi ini harus diisi pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2:

* Diutamakan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dilakukan dengan kolom yang di sediakan:

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ULVA HANUM

NIM : 1851010

FAKULTAS/PRODI : Teologi / Teologi Bahasa Inggris

PEMBIMBING I
PEMBIMBING II
JUDUL SKRIPSI

: Hadi, Sulvianto, M.Pd

: Henny Septi Utami, M.Pd

: Wahyuningtyas, Sidiqul Athidul Tamara Hidayat

: Lestari Daring, Coma - ig in Ulat luhung

: Suryati

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing 1,

Hadi, Sulvianto, M.Pd
NIP. 1911191999 031003

Pembimbing II,

Henny Septi Utami, M.Pd
NIPN. 2018092903

Validation of instrument

Questionnaires to Investigating Student's Attitudes toward Hybrid Learning during Covid19 in Literal Listening Subject

Variable	Component	Sub-component	Meaning	
Attitude	Affect	Emotion	The Feeling of enjoyment or pleasure (boring, difficult, dull)	1. How do you feel about learning the literal listening subject in the form of hybrid learning {bagaimana pendapat/ apa yang anda rasakan tentang pembelajaran literal listening dalam format hybrid?}
				2. I like literal listening subject in the form of hybrid learning {Saya menyukai mata kuliah literal listening dengan format hybrid learning}
				3. I am excited when learning the literal listening subject in the form of hybrid learning { saya bersemangat ketika pembelajaran literal listening dengan format hybrid}
				4. I am excited to be present in group or in class when learning literal listening in the form of hybrid learning { saya bersemanagt untuk hadir di grup maupun di kelas saat pembelajaran listening dengan bentuk hybrid}

			<p>5. I enjoy the study activities of the literal listening subject in the form of hybrid learning { saya menikmati aktivitas pembelajaran mata kuliah literal listening dengan format hybrid learning }</p>
			<p>6. How can you enjoy the study activities of the literal listening subject in the form of hybrid learning { bagaimana anda menikmati kegiatan belajar mata pelajaran literal listening dengan format hybrid learning? }</p>
	Belief	Student's confidence in their ability	<p>7. I am able to re explain the literal listening material explained during hybrid learning { saya mampu menjelaskan kembali materi literal listening yang dijelaskan selama pembelajaran hybrid learning }.</p>
			<p>8. How do you re explain the literal listening material explained during hybrid learning { bagaimana anda menjelaskan kembali materi literal listening yang dijelaskan selama pembelajaran hybrid? }</p>

				<p>9. What do you do to maintain your self confidence in the literal listening subject in form of hybrid learning { apa yang anda lakukan untuk memelihara kepercayaan diri anda pada mata pelajaran literal listening dengan formahybrid?}</p> <p>10. I am able to maintain my self confidence in the literal listening subject in form of hybrid learning { saya mampu memelihara kepercayaan diri saya pada mata pelajaran literal listening dengan formahybrid }.</p>
				<p>10. I like to give opinions {ask and answer questions} when learning literal listening with a hybrid format { saya suka memberikan pendapat {bertanya dan memberikan jawaban dari pertanyaan} ketika pembelajaran literal dengan mode hybrid.</p>
		Vision	Represent student's perceptions	<p>11. literal listening is easy to learn { literal listening mudah untuk dipelajari}</p> <p>12. I think literal listening in hybrid format is important {menurut saya literal</p>

				<p>listening dengan format hybrid itu penting}</p> <p>13. how important is literal listening in a hybrid format {seberapa pentingkah literal listening dengan format hybrid?}</p>
	Cognition		Student's perceived of subject	<p>14. I feel nervous when lectures asks if there is material that is not understood during hybrid learning { saya merasa gugup ketika dosen menanyakan apakah ada materi yang kurang di pahami selama pembelajaran hybrid learning?}</p>
				<p>15. What do you know about literal listening in hybrid learning? {apa yang kamu ketahui tentang literallistening dalam hybrid learning?}</p>
	Behavior	Students action		<p>16. What do you do usually if you skip literal listening class in a hybrid learning format { apa yang biasanya anda lakukan ketika anda melewati kelas literal listening dengan format hybrid learning?}</p>
				<p>17. I ask to my friends about what they have learned/ I ask if there are any assignments given during the learning activities</p>

				<p>when I skip literal listening in a hybrid format { saya bertanya kepada teman mengenai apa yang sudah mereka pelajari/ saya bertanya kepada teman mengenai adakah tugas yang diberikan selama kegiatan pembelajaran hybrid berlangsung?</p>
		Commitment		<p>18. I am able to make myself to pay attentions to the lesson during studying literal listening in hybrid learning format {saya mampu untuk menetapkan diri untuk memperhatikan pelajaran selama pembelajaran hybrid learning?}</p>
		Perform in class		<p>19. How are your efforts in studying literal listening in hybrid learning maximally? { bagaimana upaya anda dalam mempelajari literal listening dalam format hybrid learning secara maksimal}</p> <p>20. I study literal listening just to pass exam { saya belajaran literal listening hanya untuk melewati ujian}</p>

				<p>21. I participate in following literal listening class with a hybrid learning format {Saya berpartisipasi dalam mengikuti kelas pembelajaran literal listening dengan format hybrid learning}.</p>
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Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

To be coherent with the research method as stated in your chapter III, the form of question item is transformed to be statement. Additionally, some questions are omitted because, they are covered by statements in questionnaire already.

Curup, 11th of March 2023

Validator

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned below the name of the validator.

Nastiti Handayani, M.Pd

Blueprint of questionnaire

Variable	Component	Sub-component	Meaning		S A	A	N	D	S D A
Attitude	Affect	Emotion	The feeling of enjoyment or pleasure (boring, difficult, dull)	1. I like literal listening subject in the form of hybrid learning (Saya menyukai mata kuliah literal listening dengan format hybrid learning)					
				2. I am excited when learning the literal listening subject in the form of hybrid learning (saya bersemangat ketika pembelajaran literal listening dengan format hybrid)					
				3. I am excited to be present in group or					

				<p>in class when learning literal listening in the form of hybrid learning (saya bersemanagt untuk hadir di grup maupun di kelas saat pembelajaran listening dengan bentuk hybrid)</p>					
				<p>4. I enjoy the study activities of the literal listening subject in the form of hybrid learning (saya menikmati aktivitas pembelajaran mata kuliah literal listening dengan format hybrid learning)</p>					

		Belief	Student's confidence in their ability	<p>5. I am able to maintain my self confidence in the literal listening subject in form of hybrid learning (saya mampu memelihara kepercayaan diri saya pada mata pelajaran literal listening dengan formahybrid).</p>					
				<p>6. I am able to maintain my self confidence in the literal listening subject in form of hybrid learning (saya mampu memelihara kepercayaan diri saya pada mata</p>					

				<p>pelajaran literal listening dengan format hybrid).</p>					
				<p>7. I like to give opinions (ask and answer questions) when learning literal listening with a hybrid format (saya suka memberikan pendapat (bertanya dan memberikan jawaban dari pertanyaan) ketika pembelajaran literal dengan mode hybrid.</p>					
		Vision	Represent student's	<p>8. literal listening is easy to learn (</p>					

			perceptions	literal listening mudah untuk dipelajari)					
				9. I think literal listening in hybrid format is important (menurut saya literal listening dengan format hybrid itu penting)					
	Cognition		Student's perceived of subject	10. I feel nervous when lectures asks if there is material that is not understood during hybrid learning (saya merasa gugup ketika dosen menanyakan apakah ada materi yang kurang di pahami selama pembelajaran hybrid learning?)					

	Behavior	Students action		<p>11. I ask to my friends about what they have learned/ I ask if there are any assignments given during the learning activities when I skip literal listening in a hybrid format (saya bertanya kepada teman mengenai apa yang sudah mereka pelajari/ saya bertanya kepada teman mengenai adakah tugas yang diberikan selama kegiatan pembelajaran hybrid berlangsung?</p>					
		Commitment		<p>12. I am able to make myself to pay attentions to the</p>					

				<p>lesson during studying literal listening in hybrid learning format (saya mampu untuk menetapkan diri untuk memperhatikan pelajaran selama pembelajaran hybrid learning?</p>					
				<p>13. I study literal listening just to pass exam (saya belajaran literal listening hanya untuk melewati ujian)</p>					

		Perform in class		14. I participate in following literal listening class with a hybrid learning format (Saya berpartisipasi dalam mengikuti kelas pembelajaran literal listening dengan format hybrid learning).					
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Calculation all of statements

Respondent	Gender	Number of Items														Jumlah	Skor Maks.	%	% Rata-rata
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	S	N		
Student 1	P	4	4	5	4	4	4	5	3	4	4	5	3	2	4	51	70	72.85714286	
Student 2	P	5	5	5	4	4	4	3	2	2	4	5	3	3	3	52	70	74.28571429	
Student 3	P	2	3	4	3	3	4	3	3	4	4	5	5	2	5	50	70	71.42857143	
Student 4	P	4	3	4	3	2	4	3	2	4	5	5	4	2	5	50	70	71.42857143	
Student 5	P	4	3	4	3	2	4	3	2	5	5	5	5	2	5	52	70	74.28571429	
Student 6	L	2	2	4	2	3	3	3	3	4	4	5	4	3	3	45	70	64.28571429	
Student 7	P	4	4	4	4	4	4	4	4	4	4	4	3	3	4	54	70	77.14285714	
Student 8	L	2	2	3	3	3	3	3	3	4	4	5	5	2	5	47	70	67.14285714	
Student 9	P	3	4	4	4	4	4	4	3	5	2	4	5	2	5	53	70	75.71428571	
Student 10	P	2	2	4	2	2	2	3	2	5	5	4	4	3	4	44	70	62.85714286	
Student 11	L	3	4	4	2	2	3	3	2	5	5	4	3	2	5	47	70	67.14285714	
Student 12	P	2	2	4	4	3	4	4	4	5	2	4	3	2	3	46	70	65.71428571	
Student 13	P	2	3	3	3	3	3	3	3	5	2	4	5	3	5	47	70	67.14285714	
Student 14	L	2	2	4	2	3	3	2	4	4	5	4	4	3	4	46	70	65.71428571	
Student 15	P	2	3	4	3	3	3	3	4	4	5	4	4	3	4	49	70	70	
Student 16	L	2	3	4	3	3	4	3	3	5	2	4	3	2	3	44	70	62.85714286	
Student 17	L	2	3	3	2	3	3	3	4	4	2	4	3	3	3	42	70	60	
Student 18	P	4	4	4	4	4	4	4	4	4	2	5	3	2	4	52	70	74.28571429	
Student 19	L	3	5	5	4	3	3	3	2	4	3	4	3	2	3	47	70	67.14285714	
Student 20	P	4	4	4	4	4	4	4	4	4	4	4	4	3	4	55	70	78.57142857	
Student 21	P	4	4	4	4	4	4	4	4	4	2	4	3	2	3	50	70	71.42857143	
Student 22	L	3	2	3	2	3	3	4	2	4	2	4	4	4	4	44	70	62.85714286	
Student 23	P	4	4	4	4	4	4	4	4	4	3	4	4	2	2	51	70	72.85714286	
Student 24	L	4	4	4	4	3	3	3	4	4	3	4	3	3	3	49	70	70	
Student 25	P	4	4	4	4	3	4	3	3	4	3	5	4	3	3	51	70	72.85714286	
Student 26	P	4	4	3	3	4	4	3	4	4	3	5	3	3	3	50	70	71.42857143	
Student 27	P	2	2	2	2	3	3	3	3	5	2	5	3	2	4	41	70	58.57142857	
Student 28	P	4	4	3	4	3	4	4	4	4	3	5	3	3	3	51	70	72.85714286	
Student 29	P	2	2	3	3	4	4	4	2	4	2	5	2	3	3	43	70	61.42857143	
Student 30	L	4	4	4	4	4	4	4	4	4	3	4	3	3	3	52	70	74.28571429	
Student 31	P	4	4	4	4	4	4	4	4	4	4	5	3	2	4	54	70	77.14285714	
Student 32	P	5	4	3	3	4	5	5	4	3	3	5	2	2	2	50	70	71.42857143	
Student 33	L	4	4	4	3	3	3	4	4	4	4	5	4	3	2	51	70	72.85714286	
Student 34	L	4	4	4	4	3	4	3	4	4	3	5	3	4	3	52	70	74.28571429	
Student 35	L	4	4	4	4	3	4	3	4	4	3	5	4	2	2	50	70	71.42857143	69.87755102
Jumlah	S	110	119	133	115	114	127	121	115	145	116	158	124	90	125	1712			
Skor Maks.	N	175	175	175	175	175	175	175	175	175	175	175	175	175	175				
%		62.9	68	76	65.7	65.1	73	69	66	83	66.3	90.3	70.9	51	71.43				
% Rata-rata																69.87755			

BIOGRAPHY



ULVA HANUM was born in Tebat Laut on February 11th 2000. She is a daughter of Mr. Albar and Mrs. Muslihah. She has three sister, named Badi'atul Um Mayah, Imro'atus Sholikah and Alfiyah Agalia Akbar. She finished her elementary school at SDN 04 Kepahiang, then, continued to Darussalam Islamic boarding school at Kepahiang to continued junior high school and senior high school. After that, she joined to continue her study in Islamic collage for Islamic student Curup or known as IAIN Curup. She has chosen English Study Program as her major. During studying in IAIN Curup, she even active follows extra and intra organization, such as extra organization PMII (Indonesian Islamic student movement) and PMI or Indonesia red cross as intra organization, as the member. And also, she was graduated from Ma'had Al jamiah at 2022.