

CHAPTER II

LITERATURE REVIEW

This chapter introduces the framework for the case study that comprises the main focus of the research described in this thesis about seven points: EFL Teachers, Information and Communication Technology (ICT), Hybrid Learning Context, Productive Skills, Challenges, Strategies, and Previous research findings.

A. EFL Teachers

According to Arkam (2020), an EFL Teacher is a teacher who has obtained a teaching qualification from a teacher education institution and has undergone rigorous training, usually receiving an appropriate teaching certificate. This certificate authorizes them to teach English as a foreign language under their qualifications. The following points will be discussed below.

1. EFL Teachers' Role

During the teaching and learning process, the teacher needs to manage the various activities and students in the classroom in different ways to maximize learning. In other words, in the classroom, the role of the teacher can change from activity to activity. If she or he is proficient in making these changes, her or his effectiveness as a teacher will be significantly improved. Chemmar, in 2012, discussed some of the roles that EFL teachers play, such as :

a.) Controller

According to Harmer, cited in Chemmar (2012), EFL teachers' first responsibility is to act as a controller. An EFL teacher's first responsibility is to function as a controller to ensure that students are imitating everything he or she says and does. Not all teachers have the skills and experiences necessary to perform this function well. An EFL teacher must influence the students by using various teaching strategies and experiences.

b.) Organizer

Harmer, in cited Chemmar (2012), defines “the teacher organizing a demonstration of what is to happen is a crucial instrument in instruction.” In order to get students involved, motivated, and prepared for the activities, the teacher should act as an organizer. The teacher should also provide any essential directions by outlining what students should do first and what they should do next. EFL teachers must follow their lesson plans and support their students' success in learning. The EFL teacher should also be familiar with the language item and its use. By demonstrating, explaining, and providing students plenty of practice using the language, she or he introduces and teaches it to the students. By the end of the lesson, this language becomes part of the students knowledge of the language, and they should be able to use it easily.

c.) Assessor

Besides organizers, EFL teachers should gauge their students' aptitude and comprehension. She or he should help learners improve their capacity for self-direction, assess their development and accomplishments, and aid in the learning of others. Additionally, an EFL teacher might give his students chances to participate in and advance their learning to boost their confidence. She or he assesses each student using various of criteria after watching how they work. For instance, the teacher will evaluate the students' work in addition to marking it and stating who is right and wrong when the students are asked to do their assignments individually or in groups. According to Hammer, cited in Chemmar in 2012, “when we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving),” we must always be mindful of the students' potential reactions, so an EFL teacher should also serve as an assessor. It means that to deliver an effective teaching and learning process, the teacher

should learn more specifically about each student's educational background, life experiences, and level of English proficiency.

d.) Prompter

When students desire to study but lack the vocabulary or are at a loss for words, the EFL teacher's role contributes. The teacher should then inspire students to think confidently. It refers to encouraging students to speak English with an appropriate method rather than their native tongue because some students find it challenging to communicate in English and frequently fall back on it. They struggle to learn English due to this issue, so Harmer advises that when we prompt, we should do it compassionately and positively.

e.) Participant

Hammer, in cited Chemmar (2012), says that " There are good reasons why we might want to take part in a discussion." For instance, it implies that rather than constantly directing or organizing from outside the organization, we might energize things from within. When things go well, the teacher is a pleasure to have around, and for the teacher, participating is frequently more fun right away than serving as a resource. Acting as a participant is beneficial for both the EFL teacher and their students because it is entertaining and allows them to participate in the discussion. Because the teacher participates in classroom activities just like them, this is crucial for EFL students.

f.) Resource

While preparing for a presentation or participating in other tasks assigned by their teacher, EFL students still require guidance and step-by-step instructions. As a result, the EFL instructor is more knowledgeable about everything since the EFL students expect their teacher to be a resource for them. However, the EFL teacher should encourage the students to use the available resources and develop more independence in their learning. Harmer says, "When we are acting as a resource we will want to be helpful and available."

g.) Tutor

The responsibilities of resource and prompter are merged to form the role of tutor. When working with individuals or small groups, the EFL teacher directs and guides the students as they complete their projects. When they need it, the teachers assist them. Harmer asserts that, despite its challenges, we must serve as tutors occasionally. The general classroom mood is substantially improved due to the students' opportunity to feel encouraged and helped in this more intimate setting. EFL students require their teacher's encouragement and assistance to improve their foreign language.

h.) Observer

When watching their students engage in oral communication tasks and approaching them to provide comments, EFL teachers should use caution. "Teachers do not merely observe students to provide feedback," asserts Harmer. They observe as well to evaluate the effectiveness of the many resources and activities they use in lessons so they can make changes in the future. We often underestimate the value of observation since it enables us to determine the students' proficiency level and their areas of strength and weakness. The EFL teacher manages the behavior of the students and provides feedback when required.

In conclusion, Chemmar (2012) states, that EFL teachers have eight roles: controller, organizer, assessor, prompter, participant, resource, tutor, and observer, which have the relation to one role and another.

2. EFL Teachers' Characteristics

As we know, EFL teachers play a crucial role in the teaching process. That is why they have an enormous impact on learners. According to Brown, cited in Putri Rahima Sari (2020) mentions there are some EFL Teachers' characteristics that need to be had by EFL Teachers. There are :

a.) Technical knowledge

Understanding how teaching and learning change when particular technologies are employed is known as technological pedagogical knowledge. According to Arif Nugroho in 2020, "EFL professionals have lately started to focus attention on how EFL teachers and students learn and practice English by using a variety of digital devices and technology resources" (Sundqvist & Sylvén, 2016). With a focus on the autonomy of the learner, Lee and Drajadi (2019) identify this phenomena as digital English learning, which is defined as EFL students' use of a variety of digital devices, such as computers, tablets, smart phones, and web applications. EFL teachers' perspectives, beliefs, and actions about technical proficiency are examined in order to methodically develop the use of technology for language learning in the twenty-first century.

b.) Pedagogical skills

Mastering pedagogical content is one of several prerequisites for becoming an English teacher, and it is crucial for building teacher expertise. Cooper argued that "pedagogical competence refers to performance, knowledge and skill in teaching and learning, thus it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stage (Syahrudin, Ernawati, & Ede, 2013)." In addition, government policies and regulations in Indonesia classified teachers' pedagogical competence as knowledge of fundamental education, students, curriculum development, lesson planning, design teaching and learning process, learning evaluation, and students' potential developments. Every teacher should be proficient in pedagogical knowledge to direct and control classroom learning interactions. Pedagogical competence consists of understanding students, basic principles in teaching, curriculum development, lesson plan, ICT mastery, students' potential development, teachers' talk, evaluation, and reflective action

(Permendiknas No.16 Tahun 2007). Therefore, pedagogical competency should be developed through practice in where genuine problems and students with different characteristics are present. Teachers with pedagogical skills can recognize the challenges that students face when learning a subject so that these challenges can be recognized and avoided.

c.) Interpersonal skills

Interpersonal skills are becoming a crucial trait of EFL teachers in the context of teaching and learning because they have the power to influence others and facilitate effective communication. It is because when teachers instruct, communication strategies can take control and shape how the students interact with them. Krishna Reddy (2016) states that “the communication can take place in any form like verbally, non verbally, through gestures, through eye moments, different postures and so on.”

d.) Personal qualities

Personal characteristics distinguish one person from another, enabling them to deal with unfamiliar circumstances, develop new acquaintances and connections, or resolve conflicts or tensions. In addition to hearing and being a good listener, thoughtfulness, friendliness, timeliness, and adaptability are essential personal traits for English teachers. Teachers’ good qualities in teaching English will lead to successful EFL teaching and learning. A successful EFL teacher allegedly has a broader knowledge base because they will teach a foreign language.

Overall, technical knowledge, pedagogical abilities, interpersonal skills, and personal skills are the four characteristics of EFL teachers which need to be had.

3. EFL Teachers’ Challenges in Teaching English

According to Sulistiyo (2009), there are several challenges to teach EFL in Indonesia, and those explained below.

- a.) EFL teachers must teach students in large classes, often with more than 50 students. This number is not ideal for a language classroom.
- b.) Not all English students are motivated to learn. Since learning English is required for exams, all students are required to take the course. However, they spend about two hours every week trying to learn English. The time spent learning English in school presents difficulties for the teacher and the students.
- c.) At both school and university, the English teaching focus is mainly on reading skills (Sawir, 2005) with less emphasis on English grammar and vocabulary. This emphasis on teaching is based on the idea that students will grasp an English text correctly if they are familiar with the language's structure and have a sufficient vocabulary. As a result, other skills like speaking, writing, and listening are often neglected in classroom instruction. In Indonesia, junior and senior high school students are required to take English. Reading English texts, studying grammar, and memorization are the primary teaching and learning activities in these schools. Instead of emphasizing using English for conversation, this frequently concentrates on mastering the rules of the English language (Sawir, 2005).

Three issues, in particular, could impact on how well EFL is taught in Indonesia. These are class size, student motivation, and teacher's focus. These three criteria supported by Bradford's (2007) who claimed that smaller class sizes and lower student motivation frequently contribute to less effective English learning and teaching in Indonesia.

B. Information and Communication Technology (ICT)

Ratheswari (2018) mentions that ICT stands for Information and Communication Technology. It refers to a technology that provides many tools for giving information through telecommunication. It includes the internet, wireless networks, cell phones, and other media of communication, but it focuses more on communication. Additionally, ICT is a management technique,

scientific, technological, and engineering discipline employed in handling information. ICT can be understood as all hardware, software, networking elements, and systems by a person or organization puts together. Since the technology has been developed, educators should consider this a value for educational purposes. The delivery of content by teachers and trainers utilizing IT and necessary tools has revolutionized traditional teaching and learning, enabling students to become creative creators and users.

ICT plays a critical role in the learning process since it can boost the efficacy and efficiency of instruction, drawing students' interest and attention. Accessible education is one of ICT's most important contributions to the area. It is consistent with research Inderawati, Sofendi, Purnomo, Vianty, and Suhendi (2019) on preservice EFL teachers' use of ICT for learning support. It demonstrated numerous factors to consider while planning learning activities, including the setting, class management, student equipment, applications, instructional materials, support staff, and instructor relationships. In light of this, UNESCO (2016) identified five skills for teachers in the 21st century, one of which is the use of ICT in the classroom to assist and prepare for student learning. As a result, teachers are required to be proficient in ICT.

ICT also has some benefits in English language teaching. According to Lee (2000) and Ibrahim (2010), ICT has positive impacts in second language instruction. First, the accessibility of ICT resources enhances learning through graphics, animation, music, and video clips, which can encourage students to practice their language skills. Second, when used in connection with computer-based instruction, ICT can aid students in boosting their self-esteem and confidence. Thirdly, ICT offers a real-world setting for instruction and learning. Teachers and students in rural locations, who have little opportunity to interact with native speakers, can notably benefit from this feature. Fourth, ICT can facilitate many chores like exams, homework completion, and playing other educational games or tasks. Last but not least, ICT offers a variety of in-depth materials, subjects, tests, and exercises that can free up teachers' time so they can spend more time with students.

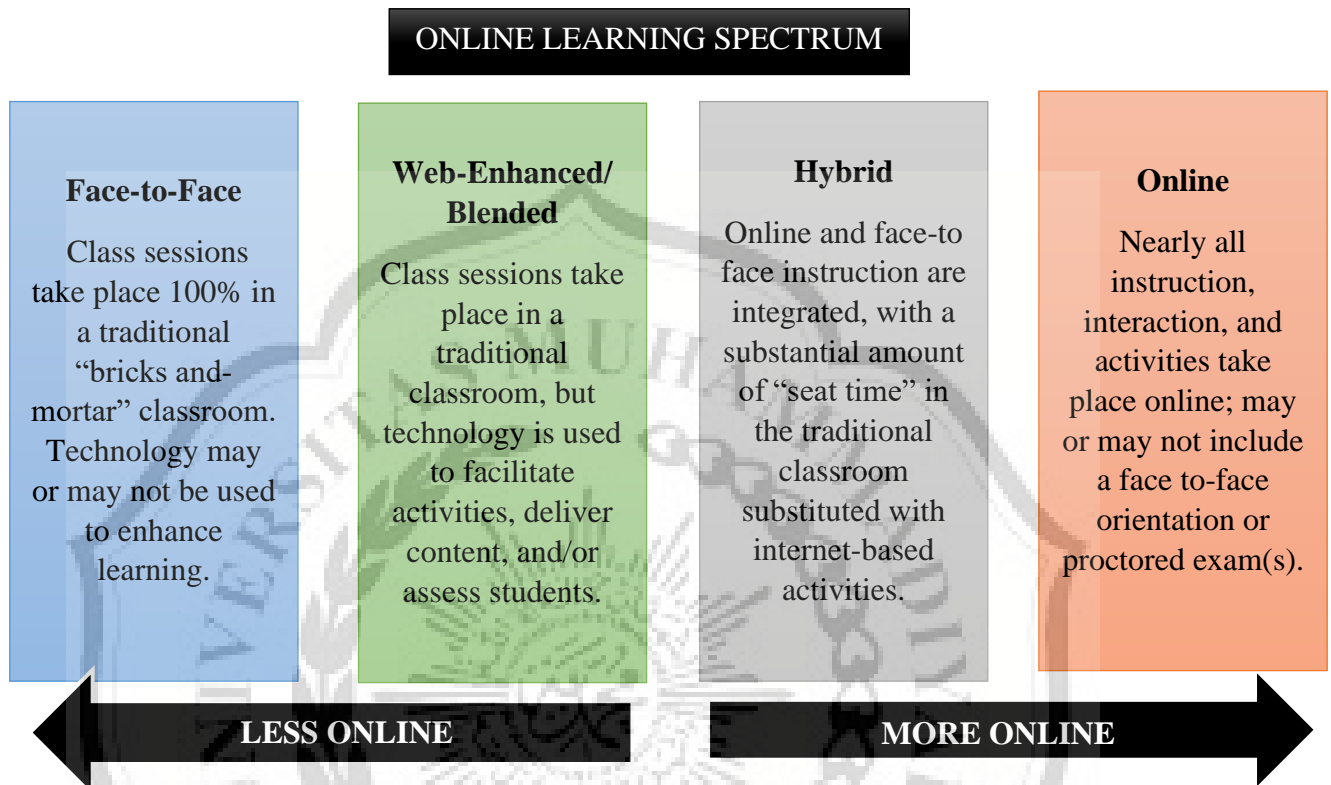
The widespread use of ICT across many facets of life has altered how open access to all information is now possible. Since then, ICT has transformed traditional teaching and learning into a modern IT-based learning process utilizing a new methodological approach altering teachers' attitudes toward adapting to new methodological approaches, educational concepts, and management factors. The hybrid learning context is one of the modern learning which uses ICT.

C. Hybrid Learning Context

According to College DuPege (2020), Hybrid Learning is a learning which combines face-to-face and online teaching into one cohesive experience, while Vaughan and Garishon, cited in Naecklan Simbolon et al. (2019) state that hybrid learning is a term for lecture models that integrate face-to-face learning with the advantages of e-learning learning using internet media, hybrid learning environment, around half of the class sessions take place on campus or at the school, with the remaining students learning online. Though frequently used synonymously, the terms "hybrid" and "blended," have different meanings. That variation is mainly depends on the split between in-person and online sessions, as well as the course materials themselves (College DuPege, 2020). While blended refers to a primarily traditional face-to-face course that includes a few class sessions' worths of online education, hybrid refers relatively evenly distributed teaching between its two modalities (think 50/50). Blended learning and hybrid learning are just two concepts within what we may refer to as a "online learning spectrum" (see chart 2.1).

Chart 2.1

(source : “An Introduction to Hybrid Teaching by College Dupage)



From the chart 2.1, the differences between blended learning and hybrid learning are significant. Blended learning occurs in the class session in which the teachers use the technology or learning management system to give the instruction, activities, and content to the student, while the hybrid learning, the class session in which the teachers do face-to-face activities and activities that take place online, hence half of students learn directly in the class while the rest learn online. Although hybrid learning context is complicated learning to implement, it has some benefits.

1. The benefits of hybrid learning context

There are some benefits of hybrid learning context (College of DuPage, 2020), such as :

a.) Flexibility

Not just in terms of how time is allocated but also how courses are delivered, how students can interact with the subject matter and show that

they have learned it, and how they engage with one another and the teacher. In contrast, only one format is chosen and used for face-to-face or online learning. The finest of both sessions may have through hybrid learning in one seamless experience. On the one hand, face-to-face instruction enables a type of immediate, real-time interaction that might be challenging to capture online. Furthermore, the students can complete projects at a time and location that best suit their particular needs, view videos and reread articles to help them remember concepts, and take their time debating assignments with their classmates. Instead of the more face-to-face classroom interaction, online discussion forums provide opportunities to develop a more sustained and more prosperous exploration of the material, and students who might not feel comfortable speaking in front of a large group of people are frequently involved in the online activities.

b.) Better use of teaching resources

The potential of hybrid learning to utilize instructional resources better is another significant benefit, and this may be done in various ways. For starters, combining in-person instruction with online learning can enable smaller classrooms to accommodate more students while reserving the most significant spaces for sessions that truly demand them. Usually, two separate classes or even two independent courses are required if an academic institution wants to offer both in-person and online learning possibilities. However, one of the main advantages of hybrid learning is its capacity to combine the demand for both learning styles, allowing for both style in a single course. In addition, hybrid learning may persuade some reluctant teachers to adopt digital whiteboarding ultimately.

c.) Reduced Students Absenteeism

The potential to decrease absences from a course is one of the most underappreciated advantages of hybrid learning. It can happen because even if a person is too physically ill to participate in a classroom setting, they could still be able to do so through remote learning, allowing them to participate without completely missing out. Additionally, a lot of hybrid

lessons are recorded, uploaded, and then can be downloaded or streamed at a later time. It implies that even if students have to miss class due to illness, a death in the family, or schedule issues, they will be able to make up the missed material later on quickly. When coping with extended student absences, this can be extremely helpful.

d.) Preparation for the future

Many people can get benefit from hybrid learning's practical skills, which are also readily transferable to life skills. Research abilities, self-learning, self-engagement, which helps students become more responsible and self-driven, decision-making, and technology literacy, which improves students' computer skills, are all included in this list of abilities.

In short, there are four benefits of a hybrid learning context according to College Dupage such as flexibility, better use of teaching resources, reduced student absenteeism, and preparation for the future. However, the hybrid learning context also has some weaknesses.

2. The weaknesses of hybrid learning context

Dean College (2021) divides some weaknesses in a hybrid learning context, such as :

a.) Need good time management skills

A student who struggles outside the classroom may lack good time management skills of self-motivation capacity. They must watch the teaching and learning process and follow the activity during hybrid learning, so some students could lag if they could not manage their time well.

b.) Limited internet access

Students must have reliable internet access in order to finish hybrid learning. Otherwise, the embedded materials could take a while to download, and the learning video might freeze in the middle of the presentation. Those without access to Wi-Fi might not be able to participate in the class entirely.

c.) Less Participation online

For some students, interaction with classmates is the best way to learn. Those who join in a hybrid learning could see that some students do not post as frequently or contribute as much as they would want, doing what is necessary to complete the class. This lack of engagement might be problematic since it forces students to modify their learning preferences, which not all of them can do.

Clearly, both benefits and weaknesses of hybrid learning context need to be paid attention by the English teachers.

3. Procedures in Hybrid Learning

Nowadays, the phrase "hybrid learning" is frequently used, especially in business and higher education settings. Since it is used in various ways by different people, the term itself is rather challenging to define. The integration of traditional learning with web-based online approaches; the combination of media and tools (such as textbooks) used in e-learning environments; and the combination of several teaching and learning approaches regardless of the technology used are the three definitions of hybrid learning that are most frequently used (cf. Whitelock & Jelfs, 2003). (Driscoll, 2002). According to Eric Hudson (2020), there are some procedures to perform the hybrid learning context that are beneficial, including:

- a.) Asynchronous "backup plans" should be present. In case the conferencing tools distant learners use to join the class do not work, posting information, directions, and activities online (in your learning management system (LMS), class website, or other platforms) ensures that students know what to do.
- b.) To get the most of synchronous learning, use asynchronous learning. In hybrid learning, if time spent together is limited, students should use asynchronous learning to acquire material and perform tasks that will make them ready for synchronous classes that are very engaging, such as debates, presentations, or design printed text.

- c.) Make clear, comprehensive directions. Make sure teachers post clear instructions regarding what students should do for asynchronous projects. This could be written or recorded by use of a screen recording program.
- d.) Ensure that students can hear and see. Set up equipment and microphones in the classroom to engage distant students. Make an effort to become knowledgeable about these devices so they can troubleshoot as necessary.
- e.) Learn how to share the screen and project. Teachers highlighted two critical competencies for effective device use: the ability to share the screen with both in-person and remote students, and the ability to project remote students on a screen in the classroom.
- f.) Invite each student to join a video call. Have all of your students log in using a technology like a Zoom to bring remote students into the lesson. Because of this, students can work together in small groups both locally and remotely.
- g.) To collaborate in real-time, use chat tools. Having every student participate in the same video is not always feasible. However, real-time communication and collaboration are made possible by applications like Slack, Google Chat, Microsoft Teams, and others without needing a video or audio setup.
- h.) Set up the classroom for connection. The remote students should be able to see and hear in-person students.
- i.) Make the thinking clear and organized. Teachers have leaned into structured interactions that stay together over time. Small groups should use technology to record and share their work so that all students may see what they are thinking.
- j.) As class begins, present a daily schedule. Make sure to start class with a clear explanation of the plan so that online and in-person students may see it and ask questions by using a chat tool or sharing the screen.
- k.) Set up one-on-one or small-group conferences with remote students. Regular check-ins to know the remote students, provide individualized support, and receive their feedback can keep them interested..

- 1.) Make time to concentrate on remote students. To ensure the group of remote students' questions is addressed and they feel cared for, set aside some time at the end of class or right after.

D. Productive Skills

Goodwyn and Bronson (2005) state, “Teaching English from a linguistic perspective is an exciting and complex challenge.” It suggests that all English teachers would do well to take linguistics at an advanced level, perhaps even as a complete degree. Goodwyn and Bronson (2005) also state that “English is more than any other subject, requires teachers who have a genuine perspective on the current definition of the subject and a sense of how that definition has been derived.” From the explanation above, it can be inferred that teaching English is a challenging endeavor that calls for teachers to comprehend and master the subject because they are required to possess four English language skills, speaking and writing being two of them. Students who receive speaking and writing instruction can communicate verbally or in writing.

Teaching speaking and writing are the obligations of the English teacher. The teacher should make the students more active in speaking and writing, although it needs a problematic process. Bueno et al. in Rocio (2013) stated that “speaking is one of the most difficult skills language learners have to face.” Meanwhile, Knapp and Watkins (2005) state, “Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning”. It means that speaking and writing are difficult skills to be mastered by the students. To face this problem, the teacher must be able to develop his or her material, find the appropriate strategy, and manage the classroom well.

Writing and speaking skills are referred to as productive skills. They are essential because they allow students to practice real-world skills in the classroom. A strong command of speaking skills gives students a genuine sense of progress and increases their confidence. On the other hand, teaching writing is also essential because written communication is an essential life skill that

encourages the students to write letters, reports, stories, reports, and other types of writing that may be required of the students. Many people must to complete in-depth questions about their health, education, and work. Writing well enough demonstrates one's proficiency in a particular language and boosts confidence. Writing is a terrific way to reinforce what they have already learned, and they gain a lot from seeing new or strange words written down. In short, productive language skills are essential because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate, and coherent language, the more we have proof of the progress in the learner's language used.

1. Writing skills

a.) Definition of Writing skills

Writing is a productive skill in language learning. Writing skills is crucial for college students' academic achievement (Silva cited in Tisno et al., 2020). Writing skills instruction in higher education must teach students to collaborate, identify their mistakes, and edit their work. Destri and Renaldi (2017) claim that English teachers may employ various of tactics, including integrating students in assessment and using new technologies, to evaluate their students' written work, even though that writing is generally thought to be the most complex and challenging one. Students in junior high school should develop writing skills that may be used in many text kinds, such as producing narrative texts. In fact, in writing activity, Junior High School student have at least three problems. First of all, they lack creative motivation for writing. Writing in English becomes challenging for students who learns English as a foreign language. Many students struggle to come up with and develop original ideas. Sometimes they have, but they are unable to articulate it verbally. Second, the environment in the classroom does not encourage students to express their ideas in writing. They feel bored in the classroom environment, which prevents them from coming up with the idea for a text. Third, employing media to instruct the students in writing does not

constitute innovation. Due to these issues, the students become passive learners. As a result, when producing a text, students often use sentences that are not coherent.

Furthermore, according to Winterrowd and Murphy, as cited in Kurniawan and Fitrawati (2014), writing skills is defined as the stage of transforming an idea into words on paper. Some experts variously state that the definition of writing. While Brown (2001) asserts that writing is a cognitive activity, Rivers defines writing as the sequential expression of creative ideas or the transmission of information in a new language. He also says that before it is published, writing can be planned and presented with a limitless number of changes. According to Elbow in Brown (2001), writing is a two-step process. Finding the meaning comes first, and then the meaning is translated into language, which comes second. What we think is represented in writing. It is because writing reflects ideas that remain in mind. When they begin to write and hunt for topics to write about, the students face problems. In general, the capacity to evaluate words and ideas to choose which ones to employ can also be referred to as a writing skills.

b.) Types of Writing skills

Writing skills can be categorized into four primary categories: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. Ghulam Mustofa (2018) defines four types of writing, there are :

1.) Expository

One of the most popular styles of writing is expository writing. When a writer uses an expository writing style, she or he is attempting to transfer knowledge to many of students by explaining an idea. Expository writing focuses on facts about a subject, such as statistics or other proof, rather than the author's opinions. Articles, instructions, and scientific writing are examples of expository writing.

2.) Descriptive

Although descriptive writing can also appear in non-fiction, it is most frequently used in fiction. An author who uses a descriptive writing style gives readers a verbal picture of a person, place, or thing. They use their five senses: hearing, seeing, smelling, tasting, and touching. The author may use metaphor or other literary strategies to express their experiences. However, the author only describes things as they are, with no attempt to persuade the listener of anything or to interpret the scene. Poetry, journals, novels are a few examples.

3.) Persuasive

The primary writing style that needs utilizing in academic assignments is persuasive writing. An author who writes persuasively attempts to persuade the reader of a viewpoint or conviction. In addition to the author's prejudices and viewpoints, persuasive writing also includes the author's arguments and reasons for believing their stance true. Any "argumentative" essays written for class should be written compellingly. For instance, resumes, product reviews, and advertisements.

4.) Narrative

Almost every longer piece of writing, whether fiction or non-fiction, uses narrative writing. For instance, novels, short stories, poetry, and oral narratives. When an author writes in narratively, they are attempting to tell a story with people, conflict, and places, rather than simply conveying facts.

c.) **Writing skills process**

Writing's process model consists of five processes of writing skills: Pre-writing, planning, drafting, pausing, reading, revising, editing, and publishing (Langan cited in Ruminingsih, 2007). The description of each can be seen from table 2.1.

Table 2.1
Writing Process by Langan

Process	Definition	Description
Prewriting	Freewriting, questioning, mapping, and brainstorming.	In freewriting, the writer expresses whatever thoughts about a particular subject come to mind. After considering the subject matter, the writer poses questions by writing down their answers. The writers will plan out their thoughts in order to refine them later. The writer creates a list of information that could be included in the composition as the final step in the brainstorming process.
Outlining	A brief plan of paragraph	The outline contains vital concepts. Some auxiliary information backs up the ideas.
Drafting	Writing the first draft	Focusing on content rather than mechanics. It needs to be written swiftly; if the author is having trouble with the first draft, they may return to the pre-writing stage.
Revising	Checking at the writing	Reviewing the writing once again and developing them To provide a better order of events, the students might modify the language, the order, and the flow.

Proofreading	Checking the composition carefully	Checking the punctuation, grammar, and spelling. Dictionary used is possible. The content of the writer's compositions is also checked.
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Each process comprises various activities that are associated to effective writing.

d.) Writing skills Assessment

It is crucial to evaluate writing instruction to measure students' writing skills. The success of a writing skill-learning process can be assessed through an evaluation. The categories listed by Brown (2001) for judging writing include:

1). Content

It contains a thesis statement, linked ideas, idea development, and idea development using examples from one's own life, examples from the literature, facts, and views.

2). Organization

It considers the efficacy of the introduction, the coherence of the ideas, the conclusion, and the right length.

3). Discourse

Topic sentences, paragraph coherence, transitions, discourse markers, cohesiveness, rhetorical devices, references, fluency, economy, and variety are all included.

4). Syntax

The way words are placed together to make phrases and sentences is known as syntax. The syntax is the study of sentence structure, to put it another way.

5). Vocabulary

It is a list or collection of words or words and phrases.

6). Mechanics

It includes spelling, punctuation, citation of references, neatness, and appearance.

The score of each criteria can be seen from table 2.2.

Table 2.2
Criteria of writing score

Criteria	Score
Content	30
Organization	20
Syntax	25
Vocabulary	20
Mechanics	5
Total	100

As a result, the researcher uses the rubric or composition to score the students' writing.

2. Speaking skills

a.) Definition of speaking skills

According to some experts, speaking has numerous definitions. Speaking, according to Brown cited in Dini Eka (2019), is an activity involving one or more people in which the participants are both the listeners and the speakers and have to act what they hear and make their contribution at high speed. According to Harmer (2007), speaking skills is the ability to speak fluently and presupposes not only knowledge of language features. According to Kayi (2006), speaking is a productive skill in the oral form. Like the other skills, it entails more than merely pronouncing words. According to Richard, is referenced in Dini Eka (2019), speaking has three communication purposes, including acting as a bridge for interaction, a bridge to transact, and a bridge to perform.

Regarding the above statements, the researcher attempts to conclude that speaking is a crucial aspect of language because speaking is speech. Speaking demands some level of student exposure in real-time, unlike reading, writing, and listening. The ability to communicate, transmit meaning, and engage in meaningful conversation in English is known as English speaking skills. In other terms, speaking is an activity that requires speakers and listeners to explain ideas, thoughts, and opinions in social interactions. Speaking is also a procedure for delivering meaning effectively and understandably.

b.) Types of speaking skills

People who communicate well tend to talk a lot, participate equally, are highly motivated, and have one the acceptable level of language. There are five fundamental types of speaking, according to Brown (2004), as follows:

1.) Imitative

A small percentage of speaking time in the classroom may legitimately be devoted to producing "human tape recorder" speech, for instance, students practice an intonation contour or attempt to isolate a specific vowel sound. Imitation is done to highlight a particular linguistic feature rather than to engage in meaningful conversation.

2.) Intensive

Besides imitation, intensive speaking encompasses any speaking performance intended to develop a specific phonological or grammatical component of language. Speaking intensively can be self-initiated or even included in a pair work exercise.

3.) Responsive

Interaction and test comprehension are included in the responsive performance, but only to the degree confined to brief exchanges of greetings, small talk, requests, and remarks. It is a type of brief response that provides indirect instructions in response to queries or

comments raised by the teacher or a student. Those responses are typically adequate and insightful.

4.) Transactional (dialogue)

Extended responsive language is transactional, which is used to transmit or exchange specialized information. For instance, a conversation might easily be incorporated into a collective project.

5.) Interpersonal (dialogue)

Interpersonal dialogue is used more for sustaining social connections than for disseminating of knowledge. Due to the possibility of involving any following aspects, these talks can be a little difficult for students. Students need to understand how linguistic coding affects aspects of this dialogue, such as the interlocutor's relationship, informal attitude, and sarcasm.

c.) Speaking skills process

According to Goh and Burns (2012), there are seven stages of speaking skills process in the classroom. It can be seen from table 2.3.

Table 2.3
Speaking Process by Goh and Burns (2012)

NO	Process	Description
1.	Focusing learners' attention on speaking	Raise person, task, and strategic knowledge.
2.	Providing input	The teacher provides input on the vocabulary and/or content and guides learners in preparing for speaking.
3.	Conducting speaking task	The purpose of this stage is to allow learners the opportunity to practice speaking with fluency as the main objective.
4.	Focusing on language skills	The teacher then directs learners to specific aspects of

		the task just completed and identifies areas in need.
5.	Repeating speaking task	The activity is performed a second time.
6.	Reflecting	Students evaluate and consider the lessons they have learned and the challenges they have faced.
7.	Giving feedback	Teacher provides feedback on their performance.

From the table 2.3, the speaking process will be started from focusing on learners' attention, providing input, conducting speaking task, focusing on language skills, repeating speaking task, reflecting, and giving feedback to the learners.

d.) Speaking skills assessment

A good speaking skill will be evaluated in some ways. According to Brown (2001), there are some categories need to be assessed in speaking assessment, such as:

1.) Pronunciation

According to Longman Dictionary (2000), pronunciation refers to how a specific sound or sounds are made. It explains how speakers should develop clear words when speaking. The speakers must be able to convey their message clearly to the audience in order for communication to be successful. Teaching pronunciation in speaking, including stress, rhythm, and intonation, are crucial.

2.) Fluency

Harris and Hodges (2018), proposes that fluency is an ability to speak quickly and automatically. It means that a fluent speaker should be able to speak quickly and automatically.

3.) Vocabulary

According to Longman Dictionary (2002), a vocabulary is a group of lexemes that includes common single words, compound words, and

idioms. A speaker of a foreign language needs to know the adequate vocabulary and be able to utilize it correctly in order to communicate clearly and fluently.

4.) Accuracy

Accuracy is the ability to produce sentences or utterances with correct grammar, as stated in Longman Dictionary (2000). The speakers must follow the rules of the language, such as grammar and structure to be able to speak accurately.

E. Challenges

Finding a solution to this issue is one of scientists' biggest challenging. The definition of "challenges" in the English dictionary is (the situation of being faced with) something that requires mental or physical effort in order to be done successfully and thus tests a person's ability (Cambridge Dictionary). In order to establish an effective learning environment, a teacher must consider many factors during the learning process. Teachers typically convey material to students in various ways, including question-and-answer sessions, group discussions and small-group assignments, that the students must do. A teacher's capacity to design instructional strategies is essential to supporting professionalism. However, when the teachers implemented some instructional strategies, there are some challenges that faced by the teachers.

a.) Challenges in teaching Productive Skills

In general, teaching productive skills could appear some challenges. These challenges come in a variety of shapes, and there are:

1.) Crowded class

One of the most prevalent issues faced by English teachers, according to Emery (2012), is "overcrowded classes and the impact such a condition might have on teaching and learning." The classroom size is another difficulty in teaching English mentioned by Nurkamto (2003). Similarly, Baker and Westrup (2000), list several issues with teaching large classes, including "fixed or difficult-to-move desks and chairs; students sit close to

one another in rows; little room for the teacher and students to move in the classroom; thin walls between classrooms; and noise will disturb other classes." As a result, a welcoming and engaging environment is essential for the teaching and learning process.

2.) Lack of vocabulary

Vocabulary plays an important role in language. Vocabulary is also essential for learning to read, speak, write, and listen. Without sufficient vocabulary, the students cannot communicate and express their feeling both in the form of spoken and written effectively. According to Hasan (2016), learning vocabulary is one of students' most difficult problem. As stated by Maruyama, who is cited by Hoa and Mai (2016), students have lack vocabulary because they believe that they do not need to know terms because they are not widespread, even rarely used in their daily lives. Consequently, they have no drive to acquire the words. As a result, students felt challenging to speak and write.

3.) Lack of English exposure

Teaching English as a foreign language can be difficult in areas where English is not widely spoken. Less exposure to English also means fewer opportunities for students to practice their English. According to Khan (2011), students' inadequate knowledge of English demotivates them from practicing and understanding the language. Additionally, because of the lack of English exposure, it is harder for teachers to inspire children to be excited about using English. (Khan, 2011).

4.) Limited resource ability

Limited resources are one further challenge in teaching productive skills. According to Garton et al. (2014), "suitable books are either unavailable in many countries or are not used in the classroom. Some nations, such as South Korea and Malaysia, have established textbooks, while in Singapore and China, teachers can choose from government-approved literature. Furthermore, according to Ajibola (2010), "the lack of resources also presents a challenge to English instruction". Thus, the availability of teaching

aids is essential and must be made available as quickly as feasible, or else teachers will not be able to instruct students successfully.

5.) Linguistic problem

According to Mukattash (2017), teaching speaking presents two distinct challenges: the majority of students fail to express themselves in English, and the majority of pronunciation, morphology, syntax, and spelling problems. The first worry is strengthened by Khan (2011), who claims that specific pronunciation, stress, and intonation problems pose challenges for students while teaching writing, according to Irma (2020), the students fail in grammatical and pour ideas.

6.) Psychological problems

According to Pande (2013), that English is the most challenging subject. Similarly, Fatiloro (2015) claims that dealing with students' terrible attitudes against using English is the most difficult challenge in teaching productive skills. Lack of motivation can obstruct students' desire to speak and write, which make the teachers have to give students motivation to be active in learning.

b.) Challenges in a hybrid learning context

Although in a hybrid learning students can attend class in person or from home, there are several challenges could arise while using a mixed learning environment.

1. Raes et al. (2019) explain some difficulties that teachers and students in a mixed learning environment may encounter. One of the challenges was that teachers had to alter their teaching strategy drastically. They must be able to offer both in-person and remote students a comparable high-quality educational experience. Students' educational experiences are heavily reliant on the teacher's technical proficiency. Raes et al. (2019) highlight that the educational experiences of students are highly dependent on the technological competence of the teacher.
2. Raes et al. (2019) also discovered that students struggle to maintain their interest in remote learning environments. Students that participated virtually

were said to be acting as though they were watching TV (Raes et al.). Other issues include academic performance, a sense of separation from their place of education, and a lack of self-discipline.

3. Insufficient computer laboratories, a lack of computers and laptops, poor internet connections, and general technological issues are some of the issues that frequently plague hybrid learning, according to Doghonadze et al. (2021).
4. According to Skulmowski and Rey (2020), many colleges lack the resources necessary to transition to an online learning environment. Additionally, they discovered that online learning was less successful when students did not communicate with one another.

F. Teaching Strategies

A successful approach to teaching English will provide the student with various benefits. Because there are so many different teaching strategies that may be utilized, one could argue that mastering them is the first step in teaching English. Every tactic yields a different outcome. For instance, the teacher can use a variety of tactics in the English class to attract students' interests and keep their attention throughout the learning process. Therefore, if English teacher wants to succeed in the learning process, they must adapt interesting strategies. Teaching strategies are comprehensive plans for lessons that explain the structure of expected student behaviour in terms of the teacher's goal and the planned strategy that will be used to carry it out. According to Sarode (2018), teaching strategies are techniques used to help students learn the material in the intended course and can create goals that can be attained in the future.

Teaching strategies are comprehensive plans for lessons that include the organization of anticipated learner behaviour in terms of the instructional goal and the outlining of planned methods required to carry out the strategy. Teaching strategies, according to Sarode (2018), it is an approach taken to ensure that students understand the course material and may set future-oriented goals.

On the other hand, teaching English strategies are crucial for teachers of English learners to notice, Herrell and Jordan (2018) argued that important ways in which they must alter their classes and evaluations to match the specific needs of these students. The teacher needs to be aware of the virtual assistance that must be given so students can master English in a classroom setting. If they are provided appropriated and graded scaffolding that allows them to show their understanding and expertise, English students can fully master the language and subject.

In summary, the researcher concludes from the definition given above that teaching strategies are comprehensive plans for doing the lessons and it helps students in learning the contents of the desired course, and can develop goals that can be achieved from the English language skill, one of the skills called by productive skill.

1. Strategies in teaching productive skills

The responsibility of the English teacher is to teach speaking and writing, so the teacher should encourage students to talk and write more. Speaking was listed as one of the most challenging abilities for language learners by Bueno et al. in Rocio (2013). Furthermore, writing is a challenging and complex series of activities that call for a variety of explicit teaching strategies at every step of learning (Knapp and Watkins, 2005). Hence, the teacher should implement the teaching strategies since speaking and writing are crucial skills which students must learn.

a. Writing strategy

1.) Using picture

Raimes (2018) stated that using images in all EFL writing by the teachers can discover valuable resources in illustrations, photos, posters, sliders, cartoons, magazine articles, advertisements, diagrams, graphs, tables, charts, and maps. When presented with an image, all students will attempt to find the right words, idioms, and sentence structures to describe what they observe. Additionally, the children are trying harder to respond to the teachers' inquiries.

According to the expert, every student should be able to get a better knowledge of the topic being covered. According to Styati (2016), students understand better while using photos. Using images improves students' writing abilities (Styati, 2016). Student's interest, motivation, and attitudes can be improved through pictures (Ali, 2014; Asrifan, 2015; Kaur et al., 2017; Sesrica & Jismulatif, 2017; Styati, 2016). Students who hardly ever used the language lacked confidence in their ability to write in it. They were discouraged from writing in English before using of pictures because they lacked the confidence to do so (Kaur et al., 2017). In addition to inspiring students to write, visuals also boost their confidence (Kaur et al., 2017; Sesrica & Jismulatif, 2017). In order to ensure a successful teaching and learning process, teachers must exercise creativity when selecting the medium to utilize (Wening, 2016). Yanuari Hapsari (2017) claims that the process of teaching writing skills to students involves showing them some pictures of various activities and asking them to list various verbs based on the given picture.

2.) Grouping strategy

In writing exercises, the teacher employed the grouping strategy. The teacher instructed students to collaborate and organize writing, for example, a descriptive paragraph. Student partners were observed. After that, students produced descriptive prose describing what they had seen. The teacher controlled and corrected the students' writing using the grouping strategy. In accordance with Raimes, controlled writing is a valuable teaching strategy at all composition instruction levels, not just at the start when students are still developing their fluency. When students are creating descriptive texts, teachers check for proper grammar usage, develop their ideas into paragraph structure, and assist students with vocabulary challenges. Classroom activities can

teach writing and language skills effectively in small groups. Small group work provides an opportunity for learners. To focus on learning a language as well as learning how to write. Small-group activities also emphasize the importance of learning to communicate through the interaction (Nunan, 2018).

Effective writing teaching also results from working in small groups. Strong (2019) discovered that students produced more comprehensive responses when they concentrated on each other's writing in small groups. According to Onnery and Vohs (2006), the small group writing strategy is as follows: 1) Brainstorming, 2) Information gathering, 3) Organizing, 4) Drafting, 5) Revising, and 6) Editing.

Brainstorm. The group should start brainstorming the paper using the issue-solving techniques described above after determining the general features of the writing problem (audience, purpose, message, and persona).

Information gathering: Groups have a lot of generally convenient time may set up shop in the library simultaneously. If one participant has problems finding a particular piece of information, he or she can turn to some of the others for assistance.

Drafting and revision: After each member has collected their information, but before they begin writing, the group should meet once. Each member should provide the material they have discovered to the group at this meeting since what one person discovers may influence what another member writes. The group should collectively assess the information's dependability, objectivity, applicability, and other qualities. Additionally, the group can determine whether more details are required.

Editing: Each member should switch off once more with at least one other, who should complete at least one reading and one

revision. The students can finally turn in their work to the teacher or display it on a wall magazine.

3.) Using the infographic tool

Writing creatively is crucial. Student's imaginations can be used to enhance their writing originality. The things we do are referred to as creative writing (Graeme Harper, 2010). It would necessitate the creation of engaging and challenging exercises to foster students' creativity, particularly in their writing. In terms of technology, info graphic tools can be used to foster writing creativity. Canva is one of the infographic tools. It is a twenty-first-century Learning Management System which is customizable, reliable, customizable, easy to use, and designed to help teachers and administrators reduce the time they spend in their classrooms and institutions. Christiana & Anwar (2021) claim that canva is a website graphic design tool that offers access to more than one million images, graphics, and fonts in a drag-and-drop style. Numerous sources, millions of images, photo filters, icons, and an accessible format are all included. According to Sinta Rosanda (2022), canva, may enable students to have fun while doing their writing. Canva is a helpful tool for helping students enhance their writing abilities. Making use of Canva is simple. Students need to download Canva to their smartphones or conduct a Google search. After that, the students can select the writing template.

4.) Pre-writing strategy

Jurianto (2014) stated that pre-writing is essentially a strategy of teaching writing that involves getting students involved in exercises meant to inspire them to write. The pre-writing exercises aims to get students mentally prepared for and comfortable with the content or assignment they will be working with. Pre-writing typically takes the shape of teacher led or student led to question and answer sessions about the subject matter or genre of the text they will be discussing.

Furthermore, as some teachers noted, pre-writing is accomplished by providing the students with a theme or topic and encouraging them to brainstorm ideas for their writing in groups or pairs. Outlining, listing, conversation writing, and free-writing are employed as pre-writing strategies. The students carried on with the preparation phases and strategies like drawing the reader's attention to their worries. Then came the drafting stage, during which the students began to organize their thoughts into paragraphs and used other strategies, including connecting the subject to prior knowledge.

5.) Using game

Evidently, the students find that writing is tedious and challenging. So a game is a good tool for students to practice writing. According to Davis (2012), there are several games that can be used to teach writing, including:

a.) Sound stories

The goal of sound stories is to improve vocabulary and writing abilities. Equipment to play the sounds as well as sound-producing materials like cassettes, CDs, or digital files, can be used in this game. The teacher in this activity records sounds like the wind, a car engine, a storm, a cat meowing, steps, and other. The kids then listen to sounds, label them, and compose a story based on what they hear. Students may play alone, in pairs, or groups.

b.) Something about me

The purpose of this game is to practice speaking and writing, mainly speaking and writing about oneself. Materials that can be used include coloured paper, photos of cuisine, sporting events, hobbies, employment, and brief audio or video clips of people talking about themselves. The students will participate individually, in pairs, in groups, and as a class. The students prepare a book to serve as a stimulus to tell the class "something about me" in this activity, which

teaches them how to introduce themselves by using the recorded discussion as a model.

c.) Guessing game

The purpose of the guessing game is to improve writing and questioning skills. Flashcards or items can be used as materials. The purpose of this game is to have the students guess the identity of an object by asking questions. Guessing games are enjoyable and helpful activities if one student does not know facts that the class does. Many different games can be used to instruct writing. One of the games that would be utilized to teach writing is the guessing game, which is beneficial for students so that they do not feel bored or find writing difficult.

d.) Quizziz game

Quizziz Game is a game-based educational application, which brings multi-play activities to the classroom and makes the classroom practice interactive and fun (Ancient 2019). By using Quizziz Game students can do exercises in class on their electronic devices especially for writing and reading skills. It is super simple to learn and completely free to use. After providing students with a unique access code, a quiz can be recorded live as a timed competition or used as homework with a specific deadline. After the quizzes have been completed, students can review their answers. Furthermore, the resulting data is compiled into a spreadsheet to give the teacher a clear visual of the students' performance in order to analyze the score. There are some steps on using quizziz game, such as : go to the www.quizziz.com , login with the google account, then the teachers can conduct the own quiz or adapt the provided quiz.

b. Speaking strategy

In teaching speaking skills, the teachers need the appropriate strategy. According to Hussain S. (2018), a variety of speaking strategy are:

1.) Doing dialogue

Dialogue is "the conversation written for and delivered by actor on a stage" or "a discussion carried between two or more person" in the Oxford English Dictionary. It is a spoken discussion between individuals, which conforms to the typical idea of how a conversation would proceed in a classroom. Once a basic vocabulary set is understood, dialogues are a very effective teaching method. Dialogue stimulates a real-world scenario so that students can practice speaking in a secure setting before being faced with the real thing. By using role-playing dialogues, the students come to own the language to internalize the phrases used, so they become a part of their repertoire of English. Furthermore, dialogue is a classroom strategy for practicing language functions like greeting, agreeing, disagreeing, apologizing, suggesting, and asking for information.

Rivers and Temperley cited in Adi Nugraha 2018 added that setting the scene helps students understand the dialogue's subject matter and makes it easier for them to understand the language employed. For instance, playing out the conversation with the necessary props or miming it; discussing the dialogue's subject while using pictures, slides, flashcards, maps, and airplanes.

2.) Roleplay

According to Harmer (2001), role plays are exercises where students are asked to act out various social circumstances and roles. Students act out parts that they would not typically perform in real-life. Based on the needs of the students, the social roles in various fields were chosen, and these learning strategies gave the students social experience in how to play the roles in particular communication contexts. Students act out a situation by pretending to be someone else. One of the ways we can provide our students the chance to practice honing a variety of real-life spoken language in the classroom is through role play. Two types of role-play can be distinguished: highly structured role play and free role play. Highly structured role-playing, often known as scripted role-playing,

involves interpreting either the dialogue from a textbook or speaking material that the teacher instructs the students on how to say. After all, the text's primary goal is to communicate the meaning of language components effectively. "Free role play" or "improvisation" refers to the less scripted or unstructured role performance. The students must decide the terminology to use and the direction the conversation should take. Good preparation from the teacher and students is essential in order to complete this assignment. Role-playing is a common strategy used in classes to improve speaking abilities. According to Barrows and Zorn, who elaborates on a role-playing technique that allows for the inclusion of the entire class, motivates students to speak up without concern for predetermined patterns, encourages them to use their imaginations, and creates an enjoyable environment that would make them forget that they are in a classroom, the technique also motivates students to apply the grammar they have already learned informally.

3.) Language Games

Most of how language games are created and leveled depend on the student's need. Games can be constructed or designed on the goal that needs to be achieved in speaking. Before choosing which games to use in the courses, teachers should be familiar with the many types of language games. Language games can be categorized based on their language focus, resources, classroom management, and organizational requirements. In addition, Chen (2002) pointed out some benefits of games in language learning, especially for speaking skills. In the beginning, games make learning more student-centred. Because each student gets the opportunity to speak and demonstrate their proficiency in the target language, increased student involvement will make the classroom teaching process more effective. Second, playing games encourages communicative competence, which is frequently thought of as the end objective of communication in language instruction. Thirdly, language use in games is

meaningfully contextualized. Numerous gaming activities intended to address particular aspects of the target language.

4.) Drilling

Eliciting is the procedure behind drilling. It is intended to motivate the students to mention a word or phrase from a previous lesson's structure. Teachers sometimes employ prompts, visuals, mimes, and other strategies to speed up the learning process. It is primarily the teacher's role to model the word, phrase, or structure for the class to copy during drills. Thornbury (2002) asserted that mimicking and repeating words, phrases, and even whole sentences is a tactic for improving pronunciation. Students learn the action of repeating something that has already been uttered or written through repetition. The features of classroom practice in the audio-lingual approach are pattern practices and drills (Richard & Renandya, 2002). The teachers' task is to introduce new vocabulary inside the same sentence structure and keep the students repeating and rehearsing to develop a language learning habit. Students pay close attention to the recording on the tape or the teacher reading aloud from a conversation or exercise.

5.) Picture describing

For the students, studying English at the first level, describing a picture is an easy technique to teach speaking skills. The student should have no trouble recalling the pictures by simply looking at the image. The students' brain growth is at its peak at this time. Therefore, it needs to be used as much as possible when learning a foreign language, especially when honing speaking skills. According to Brandon (2012), a teacher can teach vocabulary with concrete meaning by employing a visual strategy. Additionally, an image serves as a description that helps students visualize an object. It indicates that using a picture-description technique helps students learn and recall new language more quickly. On the other hand, the teacher must be careful while introducing a new picture as a new

vocabulary, particularly in pronunciation. Using pictures to describe text will help students understand the text's meaning clearer.

6.) Group discussion

Group projects are effective ways to get students to talk and grasp the issue. According to Biehler and Snowman, referenced in Dini Eka (2019), group discussions are a form of collaborative learning in which the teacher encourages students to practice their English conversation in class or pushes them to go beyond their comfort zones.

7.) Using songs

Songs are enjoyable for the students and can be utilized to improve their EFL speaking abilities. It could be used, for example, to practice simple question formats. It can be entertaining and educational to include songs in EFL lessons, especially speaking songs. Songs typically give listeners a calm, joyful feeling. Songs can be a helpful learning tool for vocabulary, pronunciation, sentence structures, and pattern recognition. According to Abdul Haris (2018), music was employed as a teaching tool when teaching speech. Because kids who are used to listening to English songs will be able to recognize the singer's words and the message they are trying to convey.

There are several reasons why English teacher could incorporate music into their lesson plans. Songs entertain students while teaching vocabulary, grammar, and cultural concepts. They can offer helpful speaking, listening, and language practice both inside and outside of the classroom, but what is intriguing is how to encourage the growth of abilities to gradually improve English usage.

Mustakim Sagita (2020) argued, that there are many advantages of applying songs in class:

- a.) They provide enjoyable repetition practice
- b.) They offer a variety
- c.) They promote class identity
- d.) They reinforce rhythm and pronunciation

e.) They integrate with other class activities

According to Adam Simpson (2015) that the procedure for using the song in the classroom is:

1. Listen to the song
2. Ask some questions about the title
3. Listen to the song again, this time with the lyrics
4. Focus on pronunciation, particular verb tense, or aspect of grammar
5. Focus on vocabulary, idioms and expression.

G. Previous Research

Teachers' challenges and strategies in teaching productive skills in a hybrid learning are interested topics to conduct as research. The researcher has their style of writing their ideas, collecting the data, generating their findings, and drawing conclusion. The researcher found some research that relate to the topic. It is derived from an education journal.

1. Entis Sutisna and Lungguh Halira Vonti (2020) entitled *Innovation Development Strategy for Hybrid Learning Based English Teaching and Learning* (2020). This study discussed the importance of modernization of the implementation of learning in the education system within the university. The objective of the study is to obtain an overview of the hybrid learning model to improve the digital literacy of students in the learning process. The instrument that the researcher used were observation, interview, and questionnaire. The result of this research showed that the students' digital literacy was improved through the hybrid learning.

2. Sameer M (2021) entitled *Hybrid Learning in Higher Education* (2021). This study discussed hybrid learning refers to the blending and mixing of the learning environments. His objective of research is to identify the constructs of Hybrid Learning and pragmatic principles supporting these constructs and to identify the challenges faced by Hybrid Learning in the area of distance learning. The data analysis reveals that hybrid Learning allows a flexible approach to the learning process performed collaboratively by the

student, the teacher, and the participating experts or institution. Based on the four constructs identified, the critical feature of hybrid learning is that it can be adjusted according to the learners' need, the course, and the other significant indicators, such as pace, time, and space.

3. Guzel F and Raisa D (2021) entitled *Advantages and Disadvantages of Hybrid Learning for International Students* (2021), is a study about the advantages and disadvantages of hybrid learning. The instrument was a questionnaire divided into 144 students of preparatory school for international students of Kazan. The results showed positively assess the quality of knowledge gained during learning in a hybrid format. Of course, the use of distance learning elements can diversify the learning process of foreign citizens, however, personal communication and direct interaction with teachers and classmates, immersion in the language environment, individual and teamwork in the classroom, as well as an objective and high-quality assessment of their activities by teachers, are very essential for international students.

4. Sarka Hubackova (2015) entitled "*Productive Skill in Second Language Learning*." She used observation as her instrument. The results of her research show that productive skills do not exist independently from receptive skills. Receptive skills represent an essential part of language skills and the basics of some categories of productive skills. Both types of productive skills, speaking and writing, share some types of activities, and some belong merely to one of them. Nowadays, in the age of the Internet there are more innovative and lively ways to practice active skills. However, some are accepted only by foreign language users and not by their language instructors.

5. Sintia Fransisca (2017) entitled "*The Implementation of Teaching Productive Skills in Seventh Class of SMP Negeri 3 Kediri*". This research aims at describing teacher's material development, teachers' methods, and teachers' classroom management in teaching productive skills (speaking and writing) in the seventh H class of SMP Negeri 3 Kediri in the academic year 2016/2017. In this research, the researcher used a qualitative research design with a descriptive case study to attain the data. The subjects of this research are the English teacher

and the students of VII-H. The researcher used some techniques for collecting data, such as video, interviews, and field notes. Based on the findings, it can be reported that: (1) The teacher adapted student's book entitled "When English Rings the Bells" by Wachidah et al. (2) The teacher used the direct method and grammar translation method. (3) The teacher had good skills in classroom management.

From the explanation above about some previous research, it contributes much to this study since they provided about how the productive skill and hybrid learning context differently. This research will also dig into the case of hybrid learning and productive skills in different ways which this research used a case study method and observation, interview, and documentation as the instruments. The previous research also already given the eligible sources which giving the information and the result which can make the researcher see more comprehensive in this research.

