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A SURVEY-BASED STUDY ON THE ATTITUDES OF FUTURE ENGLISH TEACHERS TOWARDS VIDEO CONFERENCING IN HYBRID LEARNING

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ABSTRACT

The aim of this study is to identify the future English teachers' attitude toward the use of video conferencing platforms in hybrid learning. This study uses the main concept of attitude from Garrett et al (2003, p.3) claimed that attitudes contain cognitive, affective, and behavioural components. This study uses quantitative research with survey design. The population in this study were the future English teachers of undergraduate program at a private university in Indonesia. There were 55 respondents who participated in this research from the fifth semester and the seventh semester. Online questionnaires were employed as the data collection method, and descriptive statistics were used for data analysis. Based on findings and discussion, the use of video conferencing tools like Google Meet and Zoom Meeting were quite beneficial in fostering learning activity. Through video conferencing, the cognitive and affective attitudes of future English teachers showed a positive impact on their learning process. Meanwhile, the behavioral attitudes of future English teachers depicted that most of them had different habits which can have positive and negative impacts on the online learning process. In conclusion, future English teachers can enhance their learning process by negotiating their attitudes to construct their identities as prospective teachers.

Keyword: Future English Teachers' Attitude, Video Conferencing, Hybrid Learning.

INTRODUCTION

The impact of the post-Covid-19 pandemic on the world of education is tremendous and felt by various parties in the education sector, especially teachers and students. At elementary school to high school levels, learning activities are carried out entirely face-to-face, unlike universities which still combine face-to-face and online learning. This learning system is called hybrid learning as a result of the shift to online learning during the Covid-19 pandemic. The students and the lecturers still use various types of online learning platforms to facilitate hybrid learning such as learning management systems (LMS), instant messaging platform (IMP), and video conferencing applications (VCA). At present, video conferencing for education is widely used at every educational level to provide easy access to learning material for the students, to expose students to technology used as a one of professional demand, to minimize the distance issues in attending an educational program, equity in assessment and learning, giving a motivational boost, to increase the cross interaction between educational institutions, and to improve communication skills (Candarli & Yuksel, 2012).

Based on early observation at one of the universities in Indonesia, students and lecturers of the English Department use video conferencing such as Google Meet and Zoom Meeting as virtual learning applications during hybrid learning. Video conferencing is more frequently used in online learning because it facilitates learning interactions between students and lecturers like face-to-face meetings in actual classes. Both Google Meet and Zoom meeting applications have online learning facility features as well as the ability to communicate information through text, voice, video, and animation. However, in the other case, some of the students were bored with the implementation of online classes and lack of motivation in learning. Moreover, lecturers also often complain that some

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students are late in joining the online learning process and there are also students who do not have adequate internet access so they suddenly disappear during the course.

Based on the students' attitude that describe above, video conferencing applications can support their participation in online learning. Nevertheless, there are several issues with the use of video conferencing applications and the students' attitudes that make online learning less effective. The above facts are supported by the results of research conducted by Hutauruk (2020), the obstacles that often occur in online learning using video conferencing applications include signal interference which makes it difficult for students without internet access to follow this online learning tool, some students lack focus in online learning, being late for joining the class, wasting internet data and many other problems that can occur during online learning. Therefore, this study aims to identify on how are the future English teachers' attitudes toward the using video conferencing platforms in hybrid learning.

LITERATURE REVIEW

Learning Attitudes

The students' attitude is one of the determinant parts in achieving good language learning. Certainly, the teacher needs the students to have a positive attitude so that the learning can run well. It is supported by Chamber in Saracaloglu, Inal & Evin (2013, p. 40) stated that learning occurs more easily, when the learner has a positive attitude towards the language learning. There are many definitions of attitude that are stated by expert. For instance, Montano & Kasprzyk in Abidin, Pour-Mohammadi & Alzwari (2012, p.120) states "Attitude is determined by the individual's beliefs about outcome or attributes of performing the behaviour. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude". Gardner, Ajzan and Baker in Tamimi & Shuib (2009, p.33) have same opinion about definition of attitude. They stated that "attitude is the manner of acting, feeling, and thinking that shows one's disposition, opinion, and judgment. It means, the students will react naturally with their process of feeling, thinking, and behave when they are put into learning situation". The definition of attitude in relation to language learning is covered in great detail in published literature. According to Crystal (2008, p.266) "language attitude is defined as the feelings people have about their own language or the other languages".

Language learning attitude relates to students' feelings, beliefs, and behaviour tendencies toward their effort in learning languages. Knowing about attitudes is very important when assessing the likelihood of success of an education program. Learning is much easier with an optimistic mindset. If a learner is unwilling to learn or has a negative attitude, he or she will not create any results. From some definitions of attitude above, the writer takes conclusion that every student has attitude. It does not matter whether the students have positive or negative attitude. It appears to influence the students' success or failure in language learning. It means that when the students have negative attitude in their learning, they will belittle to the lesson. On the contrary, when the students have positive attitude in their learning, they will pay attention to the lesson well and they will be happy to study hard so that they have self-confidence to solve the problems in learning process.

Attitudes, like personality traits, are a hypothetical construct that must be inferred from quantifiable responses because they are not available to direct observation. These responses must represent a favourable or negative appraisal of the attitude object, given the construct's nature (Ajzen, 2005). Garrett et al., (2003, p.3), widely claimed that attitudes contain cognitive, affective and behavioural components. The three components of attitudes can be explored as follows:

1. The affective components have to do with a person's feelings or emotions toward an attitude object. An individual's attitude towards an object cannot be determined only by recognizing their views about it because emotion and the cognitive process surrounding the attitude object work

together. This element might either be a complex of hatred or a show of appreciation for the target of the attitude. Seeing someone master multiple languages can be gratifying in the context of language learning.

2. The behavioural component then includes actions or behavioural responses to attitude objects. As said earlier, attitude is related to a person's tendency to react positively or negatively (Jain, 2014). In the context of learning in the use of zoom meetings, this component can be shown by the response of students who react poorly, are late for online classes or are not present to be in online classes.

3. Cognitive component refers to the beliefs and thoughts about the subject, the object, the person, the institution, the event, etc. It is about the perception and information of the person toward the subject, object or the person

Based on the experts' explanation above, the researchers concludes that attitude is the tendency to act with respect to a particular object. It involves the components such as affective, behaviour, and cognitive. The researchers takes all as indicators of this research.

Video Conferencing Application in Learning

Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. According to the Oxford Dictionary, a video conference is a conference where people talk and see each other virtually. Fatani (2020) claims video conferencing is an asynchronous way to share voice, video, and data between groups. Al-samarraie (2019) showed that teachers and students accept video conferencing as a learning tool that helps students and teachers or students and peers communicate effectively when face-to-face interactions are impossible. However, teachers must be trained and guided to use these platforms effectively in the classroom. In addition, the teacher is responsible for developing a learning system and assisting students with their studies through video conferencing. During online learning, students can access materials from their teachers and improve their motivation and interest through technology as a learning medium. In this study context, the researchers explored two kinds of video conferencing applications that are most used by Future English teachers during hybrid learning in university.

1. **Google Meet**

Google Meet is a video conferencing program designed and developed by Google for online meeting procedures. Google meet enables users to conduct mobile meetings, virtual teaching and learning activities, and training courses, as well as remote interviews. Google Meet has tools for making high-quality video calls with groups of up to 250 people (Lobe, Morgan, & Hoffman, 2020). According to Lobe, Morgan, & Hoffman (2020) some of the advantages of Google Meet are:

   a. Students who were previously less engaged in asking and responding questions in class increased their participation. This is because students in online-based learning feel more at ease sharing their thoughts and queries. They are less likely to encounter the psychological pressure from peers when they take courses from home. The teacher's absence, whether direct or indirect, also makes pupils feel uneasy about voicing their views. Due to the lack of space and time constraints, students feel more at ease speaking. In other words, online education removes clumsiness, which encourages students to ask and express questions openly.

   b. Teaching and learning activities become more adaptable, allowing them to take place anywhere and at any time. Teachers may provide materials and worksheets through chat apps such as WhatsApp or Gmail, which can be accessible from any location and at any time, regardless of time or space constraints.

   c. Increase the number of learning experiences available to students by using text, audio, video, and animation to communicate information.

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d. In the future, online teaching and learning activities may be utilized for student training and system updates.

Google Meet enhances the effectiveness of teaching and learning activities. Students felt Google meet was really helpful and beneficial in supporting learning activity because it is easy to use.

2. Zoom Meet

The use of the Zoom Meet application in learning could assist students and educators in developing and expanding their knowledge, resulting in a more engaging and successful learning experience. Encouraging students to use the Zoom Meet application will have a beneficial impact because it is a medium for collaboration that can include students, particularly in giving group assignments, regardless of location or time. In zoom meetings, it was considered productive and beneficial to the students; nevertheless, contrary to this study, a large number of students expressed a desire to stop teaching online in the post-lockdown era. The use of zoom meetings has the effect of increasing the creativity of teachers in their use of the online tool (Nastiti, 2021). Through this application, it is assumed that learning objectives will be easier to realize and full of meaning. Therefore, this Zoom meeting can make lecturers easier to deliver the materials and information accurately to students (Rahmatia, Syahira & Sajaril, 2020).

Hybrid Learning

The hybrid learning model is an innovative learning model that utilizes information and communication technology. The hybrid learning model has developed around 2000 and has been used in several countries: North America, England, Australia, universities, and training institutions. This learning model has several advantages: using learning technology such as computer media, iphone, TV, video conferencing, images and sound, multimedia presentations, weblogs, and social media (Thorne, 2003). According to Jamison, Kolmos & Holgaard (2014) hybrid learning is a process of acquiring knowledge and skills (learner-centered) that is developed with an instructional design that integrates digital (internet and mobile), printed, recorded, and traditional face-to-face class activities in a planned, practical pedagogical way. Hybrid learning also facilitates students to direct their own learning process by choosing methods with available learning materials that best suit their individual characteristics and needs-oriented towards achieving curriculum learning goals. Hybrid learning uses a technological approach and a combination of learning resources to start or continue face-to face learning (Van Velzen, 2016). With hybrid learning, students have the opportunity to learn independently, develop, and sustainably throughout their lives.

Learning with hybrid learning that integrates e-learning into learning also has many advantages such as: (1) students are more motivated to learn with the support of E-learning; (2) activity and involvement students are higher because using E-learning, learning is more interactive and challenging; (3) ICT provides a very broad potential source of information; (4) ICT can visualize complex models so that it makes understanding easier; (5) can perform repetitive tasks quickly and accurately (6) can display learning designs that are more creative, interactive and innovative; (7) the learning process can transcend time and space (Yoon et al., 2011).

There are some previous researches which are relevant to this study, as follows. The first research conducted by Sanpanich (2021). This study aimed at investigating factors affecting students' attitudes toward hybrid learning in Thailand. The study adopted a survey research methodology using a questionnaire and examined 879 students who had enrolled in hybrid English courses in a university. The finding revealed that all factors had an effect on students' attitudes toward hybrid learning. Gender had an effect on attitudes toward four learning aspects - study management, technology, online interaction, and online learning. Prior experience of hybrid learning had an effect on two learning aspects - technology and online learning; and computer literacy had an effect on attitudes toward every

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learning aspect and had the most effect on the use of technology. Based on the findings, this study provides guidelines and a useful information base for future course improvement.

The second research conducted by Riyath, Rijah and Rameez (2022). This paper explored the factors that affect students' attitudes, behavioral intentions and actual use of Zoom for online classes at higher educational institutions (HEIs) in Sri Lanka. This research uses the technology acceptance model (TAM) as a theoretical model. The data are collected from HEI students via an online survey form. The analysis shows that computer self-efficacy (CSE) affects perceived usefulness (PU) and perceived ease of use (PEU), which affects attitude (ATT) and behavioral intention (BI) and actual use (AU) of Zoom in a chain reaction. Further, PEU affects PU, which, in turn, affects BI. Furthermore, the effect size of PU to BI is larger than ATT to BI.

The third research conducted by Badiozaman, Ng and Ling (2023). This research reported the impact of hybrid teaching and learning on students' experiences post-pandemic, including satisfaction, engagement, and self-efficacy, and to identify areas for pedagogical improvement. This mixed-methods study of 246 students from six higher educations in Malaysia found that hybrid learning was associated with positive student experiences, high satisfaction, self-efficacy, and engagement, which was attributed to students' efficacy with online learning during the pandemic and the flexibility afforded by hybrid learning, highlighting the need for pedagogy that supports engagement and builds resilience in the post-pandemic setting in higher education. The study reveals the value of ongoing professional development in ensuring that teachers have the skills required for hybrid learning and offers insights into how hybrid learning can be optimized for efficient and interesting learning.

The forth study carried out by Pertiwi, Supryanto, Sukemi and Vebriyanti (2023). The purpose of this study is to examine student perceptions of the hybrid learning implementation at a multi-campus institution in Indonesia. Significantly, the study focuses on three areas of engagement in hybrid learning, including emotional, behavioural, and cognitive engagements, as these engagements contribute to learning achievements. This study uses surveys and interview to collect data and a multicase study framework as it proposes to depict a two campus phenomenon of a multi-campus institution implementing hybrid learning for the first time after almost two years of online learning. Due to the combination of face-to-face and online learning, students in hybrid learning receive teaching of the same quality in both settings. However, this equality is impeded by outdated equipment and an unstable internet connection. Therefore, hybrid learning practitioners must perform a needs analysis, build enough technology-enabled facilities, and provide teachers with training on course design and implementation.

The fifth study implemented by Roque-Hernández, López-Mendoza & Salazar-Hernandez (2024). This study investigated the relationship among interactive communication technology tools, perceived instructor presence, student satisfaction and engagement in hybrid courses post-COVID-19 lockdown. An electronic questionnaire was administered to 1086 students from a public university in Mexico that implemented a hybrid class model using Microsoft Teams after the lockdown. Jamovi and WarpPLS were used to perform confirmatory factor analysis and structural equation modeling. The findings revealed that interactive technological communication tools positively impact the instructor's perceived presence, student satisfaction and engagement.

From five previous studies above, the renewal study would be investigated on how are future English teachers' attitudes towards the use of video conferencing in hybrid learning. This study will investigate the use of Google Meet and Zoom Meeting as virtual learning application. This study uses the fifth and seventh-semester students of English Department, uses quantitative design by survey method, uses online questionnaires as data collection and analysing data by SPSS.

RESEARCH METHODOLOGY

Research Method

In this study, the researchers used quantitative research method with a survey research design. According to Creswell (2008, p. 388) survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviour, or characteristics of the population. In addition, Navarro-Rivera and Kosmin (2013) reveal several advantages of using survey design; 1) surveys have internal and external validity; 2) surveys are efficient; 3) can cover geographically dispersed populations; 4) surveys may have ethical benefits; 5) surveys are customized.

Research Context

The hybrid learning relevant to this research is a mandatory 7-week online course and a 7-week offline course offered to all undergraduate students in English Education study programs at a private university in Indonesia. In these courses, the instructors were responsible for using various types of online learning activities based on the curriculum while offline learning was carried out face-to-face in the real classes. 70% of instructors and students tend to choose to use the synchronous method with a video conferencing platform (Zoom or Google Meet). These courses were traditionally delivered once a week in a face-to-face classroom. However, since the COVID-19 outbreak required learning to be fully online two years ago, lectures have begun to be implemented in a hybrid learning as a new learning innovation to support maximum use of learning technology and efficiency of learning time.

Population & Sample

The target population in this study are future English teachers of undergraduate program at a private university in Indonesia. The total population in this study were 55 students. The determination of the sample refers to Arikunto (2006, p.134) that if the respondents are less than 100 people, the researcher must take the entire research population, but if the respondents are more than 100, the researcher must take 10-15% or 20- 25% or more from all the population as a sample. The writers used purposive sampling because all the population had the opportunity to contribute to data collection. At the end, there are 55 respondents who participate in this research from the fifth semester and the seventh semester. The participants' age ranged from 20 to 22 years old. For the ethical purpose, pseudonyms were employed in this research.

Instrument

Ponto (2015) certifies that the most frequent data gathering tools used in survey research are questionnaires and interviews. However, in this study only used questionnaires as a data instrument. The questionnaires administered and distributed using web-based surveys, in this case the platform is Google Form. Smith et al (2010) mentions the positive aspect using web-based surveys are, 1) There is little to no cost and only a few supplies are needed. 2) Allows the researchers to complete the study faster because the responses are automatically combined, and the results are generated automatically. 3) Respondent's convenience. Here, students' responses would be measured by items questionnaire as the research instrument which was adopted from Garrett et al., (2003, p.40) as a reference which included 15 questions; affective (5 questions), behaviour (5 questions), and cognitive (5 questions). The Likert scale was used as a rating for each respondent's answer, so that it is easy to calculate the statistics. The following is a questionnaire scoring technique using a Likert scale (see Table 1).

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Table 1. The Likert Scale (Ghozali, 2016, p.40)

Likert Scale	Score
Totally Agree	5
Agree	4
Neutral	3
Disagree	2
Totally Disagree	1

Data Analysis Technique

In quantitative research using survey design, to analyse the data the writers used descriptive statistics. According to Ghozali (2016, p.19), "descriptive statistics provide an overview or description of a data seen from the average value, standard deviation, variance, maximum, minimum, sum, range, kurtosis and skewness". In descriptive analysis, for each variable data will be presented in the form of frequency distribution tables and charts or bar charts. The descriptive statistical calculations in this study will be completed using SPSS 20.0 computer program. According to Arikunto (2010), the principle for categorizing the percentage of respondents' answer scores is as follows:

Table 2. Score Percentage

Score (%)	Criteria
< 20	Very Low
20 – 40	Low
41 – 60	Enough
61 – 80	Good
81 – 100	Very Good

FINDING AND DISCUSSION

Research Findings

Based on the results of a survey that was conducted on research respondents for about 2 weeks starting from 1 – 14 July 2023 through the Google Form, the following results can be obtained:

Future English Teachers' Attitudes toward the Use of Video Conferencing in Hybrid Learning

This section is a description of the data regarding the results of a survey conducted by the researchers on the attitude of future English teachers in using video conferencing in hybrid learning. As has been formulated in Garrett et al., (2003, p.3) theory. The attitudes measured in this research included cognitive, affective, and behavioural aspects. Based on the respondents' answers, it can be described as follows:

a. **Cognitive Aspects**

The results of 5 statements about the future English teachers' cognitive attitude of using video conferencing in hybrid learning were shown in table 3.

Table 3. The Recapitulation of Respondents' Responses About Cognitive Attitude

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	Learning to use video conferencing platforms makes it very easy for me to access English materials	12	23	15	3	2	55	205	74,5	Good

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No	Statement	TA 5	A 4	N 3	D 2	TD 1	N	TCR	IDK (%)	Criteria
2	Video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling	16	16	17	6	0	55	207	75,3	Good
3	The use of video conferencing promotes collaboration and teamwork by enabling real-time communication and the sharing of ideas and information	10	21	18	5	1	55	199	72,4	Good
4	I can understand learning English very well because the visual effects in the video conferencing platforms are very good.	12	21	18	4	0	55	206	74,9	Good
5	Presentation using video conferencing platforms is easier than presenting in the class directly	10	21	15	9	0	55	197	71,6	Good

(1) The percentage result for the first statement is 74,5% (good), indicating that most students agree that learning to use video conferencing platforms makes it very easy to receive English materials. (2) The percentage result for the second statement is 75,3% (good), indicating that most students agree that video conferencing can save time and resources by eliminating the need for physical meetings, allowing for more flexible scheduling. (3) The percentage result for the third statement is 72,4% (good), indicating that most students agree that the use of video conferencing promotes collaboration and teamwork by enabling real-time communication and the sharing of ideas and information. (4) The percentage result for the fourth statement is 74,9% (good), indicating that most students agree that they can understand learning English very well because the visual effects in the video conferencing platforms are very good. (5) The percentage result for the fifth statement is 71,6% (good), indicating that most students agree that presentation using video conferencing platforms is easier than presenting in the class directly. Thus, the data on students' cognitive attitude of using video conferencing in hybrid learning revealed that most of the students positively perceive implementing learning process using video conferencing and very helpful for their cognitive.

b. Affective

The results of 5 statements about the future English teachers' affective attitude of using video conferencing in hybrid learning are shown in table 4.

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Table 4. The Recapitulation of Respondents' Responses About Affective Attitude

No	Statement	TA 5	A 4	N 3	D 2	TD 1	N	TCR	IDK (%)	Criteria
1	I like learning with video conferencing platforms because it makes me more enthusiastic about learning	9	24	17	5	0	55	202	73,5	Good
2	I feel comfortable asking questions in English using video conferencing platforms	7	22	19	7	0	55	194	70,5	Good
3	Learning English using video conferencing platforms is very helpful in replacing conventional learning (face to face) during hybrid learning	9	24	15	5	2	55	198	72	Good
4	I am more motivated to learn English when using video conferencing platforms	7	17	23	7	1	55	187	68	Good
5	Using video conferencing platforms, I can easily express my opinion without any fear and anxiety	8	11	25	7	4	55	177	64,4	Good

(1) The percentage result for the first statement is 73,5% (good), indicating that most students agree that they like learning with video conferencing platforms because it makes them more enthusiastic about learning. (2) The percentage result for the second statement is 70,5% (good), indicating that most students agree that they feel comfortable asking questions in English using video conferencing platforms. (3) The percentage result for the third statement is 72% (good), indicating that most students agree that learning English using video conferencing platforms is very helpful in replacing conventional learning (face to face) during hybrid learning. (4) The percentage result for the fourth statement is 68% (good), indicating that most students agree that they more motivated to learn English when using video conferencing platforms. (5) The percentage result for the fifth statement is 64,4% (good), indicating that most students agree that with online learning, they can easily express their opinion.

Thus, the data on students' affective attitude of using video conferencing in hybrid learning revealed that most of students positively perceive implementing learning process using video conferencing. In the other hand, students consider using video conferencing in English learning is very helpful for their affective attitude.

c. Behavioral

The results of 5 statements about the future English teachers' affective attitude of using video conferencing in hybrid learning are shown in table 5.

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Table 5. The Recapitulation of Respondents' Responses About Behavioral Attitude

No	Statement	TA	A	N	D	TD	N	TCR	IDK (%)	Criteria
		5	4	3	2	1				
1	I disrespected the video conference time and schedule by joining late	8	11	24	8	4	55	176	64	Good
2	I actively participate in video conferences by sharing my thoughts and engaging in online discussions	4	14	28	5	4	55	174	63,3	Good
3	I actively ask questions when participating in English lessons using video conferencing platforms	4	15	25	10	1	55	176	64	Good
4	I'm often unfocused and easily distracted by other things when learning online using video conferencing platforms	14	17	18	4	2	55	202	73,5	Good
5	Online video conferencing learning makes me more disciplined in doing assignments	7	15	21	7	5	55	177	64,4	Good

Based on the survey results, nineteen students out of fifty-five respondents admitted that they were often late joining online classes, while the others tended to be neutral. Other survey results showed that thirty-one students often did not focus during online learning because they were easily distracted by other things such as phone calls and notifications even though they had used online learning in real time face to face with a video conferencing platform. Meanwhile, twenty-two students admitted that they became more diligent in doing assignments during online learning with video conferencing platforms, while twenty-one students tended to be neutral and twelve students disagreed. On the other hand, in terms of active participation during online learning with video conferencing platforms, survey results show positive results with an average score between 80-83% of students tended to agree that they were active in discussions and exchanging opinions.

If we look at each of the total aspects assessed in behavioral attitudes, it shows a positive percentage as follows: (1) The percentage result for the first statement is 64% (good), indicating that most students agree that they disrespected the video conference time and schedule by joining late. (2) The percentage result for the second statement is 63,3% (good), indicating that most students agree that they actively participate in video conferences by sharing their thoughts and engaging in online discussions. (3) The percentage result for the third statement is 64% (good), indicating that most students agree that they actively ask questions when participating in English lessons using video conferencing platforms. (4) The percentage result for the fourth statement is 73,5% (good), indicating that most students agree that they often unfocused and easily distracted by other things when learning online. (5) The percentage result for the fifth statement is 64,4%

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(good), indicating that most students agree that online learning makes them more disciplined in doing assignments.

Thus, the data on students' behavioral attitudes of using video conferencing in hybrid learning revealed that most of the students had different habits in the online learning process. Most students consider the use of video conferencing in learning English to be very helpful for their habits during the learning process, especially in the process of peer discussions and exchanging opinions.

Discussion

The hybrid learning model is an innovative learning model that utilizes information and communication technology. Kumar (2012, p. 347) defined that hybrid learning as the combination of online with face-to-face learning. The goal of hybrid learning is to provide the most efficient and effective instruction experience by combining delivery modalities. With hybrid learning, students have the opportunity to learn independently, develop, and sustainably throughout their lives. It is possible because learning with a hybrid learning model can facilitate and provide opportunities for students to seek, find and build their knowledge to solve various problems, create a flexible and conducive learning atmosphere, provide opportunities for students to extract various information from all sources optimally. Hybrid learning is logical and natural evolution of learning agenda (Thorne, 2003).

Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. Compared with asynchronous teaching modes, real-time/synchronous online language teaching has the advantage of enabling rapid negotiation of meaning and timely responses, enhancing interactivity between interlocutors, and better sustaining interpersonal communication (O'Rourke & Stickler, 2017). Video conferencing is a synchronous model for interactive voice, video and data transfer between two or more groups/people (Wiesemes & Wang, 2010).

Based on the finding of this research, future English teachers who use video conferencing in hybrid learning have a positive attitude and agree that using these platforms to learn makes it very simple to access English materials. Video conferencing can also save time and resources by removing the need for in-person meetings and allowing for more flexible scheduling. It also fosters collaboration and teamwork by enabling real-time communication. In addition, the students can comprehend studying English extremely well due to the excellent visual effects in video conferencing platforms, and they can present utilizing these platforms more easily than in front of the class. According to statistics in cognitive attitudes toward using video conferencing in hybrid learning, the majority of future English teachers presented an average of 74%. In the other hand, students consider using video conferencing in English learning is very helpful for their cognitive support.

Future English teachers agree that they enjoy learning with the video conferencing platform and make their affective attitude more enthusiastic about learning, they feel comfortable asking questions in English when using the video conferencing platform, and learning English while using the video conferencing platform is very helpful in replacing learning traditional (face to face) during hybrid learning. The statistics on future English teachers affective attitude in using video conferencing in hybrid learning showed that most students have an average presentation of 70%. On the other hand, future English teachers believe that using video conferencing while learning English is beneficial to their affective attitudes.

Meanwhile, future English teachers stated that they had different habits while participating in hybrid learning, especially during online learning. 80-83% of future English teachers find that using video conferencing while learning English has been very beneficial to their study habits, particularly when it comes to peer discussions and exchanging opinions. Others tend to admit that they agree with the habit of being late for online learning, being less diligent when there are assignments, and less focused when studying online using video conferencing. The results of this survey showed that there

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were positive impacts and negative habits that still often arise when learning online using video conferencing platforms.

Based on the survey results above, video conferencing tools such as Google Meet and Zoom Meeting are quite useful in encouraging online learning activities. Even though future English teachers basically believe that video conferencing has certain benefits, including increasing motivation, interaction, peer discussion, and improving communication skills, they still find it difficult to focus during the learning process because they were easily distracted by other things such as phone calls and notifications, and manage time to complete assignments and join in on time during online learning because lack of internet connection. It is in line with Gao and Zhang (2020), for example, interviewed three university EFL teachers and revealed that they often faced great psychological pressure while preparing for online English teaching due to the lack of proper information technology literacy, insufficient network conditions, and the invalid class management in remote teaching. Likewise, Qi Qi et al (2021) stated that in the online environment, students were less likely to maintain their focus, especially when hiding behind the screen. Teachers might give students reliable assignment instructions, ideally through multiple online learning platform such as WhatsApp, Moodle, Google Classroom, to better assist them in participating in interactive online learning activities (Wigham & Satar, 2021).

These online teaching and learning phenomenon can occur due to internal and external factors of the future English teachers who would need to have alternatives to liven up the online classroom environment once they are employed as English teachers. The future English teachers attempted to negotiate and construct their identities as prospective teachers. Thus, this confirms that future English teachers gain new insights into technological, pedagogical, and content knowledge and skills during their hybrid learning experience using video conferencing platforms.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, it can be concluded that the use of video conferencing tools like Google Meet and Zoom Meeting were quite beneficial in fostering learning activity. Although, future English teachers generally agree that video conferencing has advantages such as boosting motivation, interacting with others, fostering peer discussion, and improving communication skills, they still struggle to concentrate during the learning process because they are easily distracted by other things like phone calls and notifications. They also need a stable internet connection to organize time to complete assignments and participate on time during online learning. Thus, when teaching online, it is necessary for teachers to pay more attention to learners' cognitive, affective, and behavioral factors, and form a supporting and engaging learning community (Boettcher & Conrad, 2016). In order to accomplish these goals, teachers may need to prepare their students psychologically for hybrid classes, especially online classes, by outlining expectations and providing rationale at the very beginning of the courses. Teachers could, for instance, encourage student online presence by turning on cameras during class, discuss potential technical issues and possible solutions, making clear their expectations for students' active participation in an online course, and highlighting the collaborative nature of the relationships between teachers, students, and their peers. In order to provide better psychological and technical support for students, teachers could also be more present both within and outside of the classroom. For instance, teachers could maintain timely communication with the whole class via multiple platforms (e.g., email, What's App, and Google Classroom), and learn about students' learning needs and difficulties when adapting to the online environment by making students' reflection and evaluation at the end of the class.

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The task of proofreading and publishing the research work falls to the first author. The second author is in charge of gathering research data and compiling research documents, while the third author is in responsibility of computing and analyzing research data.

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