



# THE EFFECT OF BLENDED LEARNING MODEL ON STUDENTS SPEAKING ABILITY

Aish Handayani<sup>1</sup>, Sulistyani<sup>2</sup>

<sup>1</sup> English Education Department University of Nusantara PGRI Kediri,  
Kediri Indonesia.  
[aishhandayani2@gmail.com](mailto:aishhandayani2@gmail.com)

<sup>2</sup> English Education Department University of Nusantara PGRI Kediri,  
Kediri Indonesia.  
[sulistyani@unpkediri.ac.id](mailto:sulistyani@unpkediri.ac.id)

## ABSTRACT

*This research aims to know the effect of using blended learning model to the students' speaking ability. To have a good communication with other people, students must be able to express ideas, say and convey thought and feeling through voice using good language. Unfortunately, they have low confidence to speak and do not have enough practice. Moreover, with covid 19 pandemic, there has an impact on changing the learning process, because the learning process was only done through online learning. Blended learning has proven to be a learning solution that can be adapted to the current situation. The researcher used quantitative approach. Then, the population was the first-grade students of SMKN 1 Kediri while the sample was 35 participants. Data were collected through pre-test and post-test. The students were given pre-test, treatment, and post-test. The treatment was conducted in order to know whether there is a significant effect of using blended learning model in teaching speaking skill. The result got from students' score of pre-test and post-test was analyzed using t-test formula. To analyze the data, the researcher used SPSS version 25.0. Then data result shows that t-score is higher than t-table in the level significant of 5% (1,691). The mean score of pre-tests is 36,85 with the total score 1290 and mean score of post-tests is 80,85 with the total score 2930. The result of the research shows that there is a significant effect of using blended learning model on the student's speaking ability at the first grade of SMKN 1 Kediri.*

**KEYWORDS:** *speaking, speaking skill, blended learning*

## 1.0 INTRODUCTION

Nowadays, the world has been changed a lot by technology developments. From the developments of technology, it has effects to all aspects of life, such as in education. Technology in education is also helpful and make students easy to understand in millennial life as an innovation learning medium. That makes it easier for them to find various sources of knowledge and can be done anytime and anywhere. Speaking is one of important skills in English because speaking is a communication activity and skill that has been gained. Speaking is active and interactive action. According to Cameron (2001: 40), speaking is an activity that uses a language to express meaning so that other people to transfer their ideas, thoughts, feeling, or opinions. It can be stated that speaking is the process of delivering information and message to another people in oral way.

Harmer (2007:17) states, speaking happens when the peoples are engaging in talking



each other, we can be fairly sure that they are doing so for good reason. Therefore, Thornbury (2005: 1) explains that Speaking is a big part of our daily life that we take it for granted.

Thus, the students will be able to master how to have good communicate in speaking English. But, in fact many students have difficulties to practice their speaking ability especially in covid 19 pandemic. To overcome the difficulties, the teacher should find solutions to help them speak English well. In addition, based on the observation during teaching practice in SMKN 1 Kediri, the researcher found some problems of the students in there, especially from the first grade students in speaking ability. Most of the students got less self-confidence to speak English. They also have minim practice to speak English because the learning just done by online in covid 19 pandemic. Sometimes, the students were bored in online learning, so they were become passive in the class.

## **2.0 LITERATURE REVIEW**

Speaking is a process interact, the way to express our ideas, we generally use speaking as a means of communication in daily life. According to Brown (2001), is an interactive process of constructing meaning that involves producing and receiving and processing information. Communication is the way individual show feelings, ideas, tell the thought, ask question, ask for help, argue and give order each other. It is a simple process naturally without editing the word or sound of articulations to express the ideas, opinion, or the feeling between the speaker and listener in oral communication. Webster cited in Hasibuan (2007) stated, to speak is to give oral expression to taught, opinions and fillings engaged in talk or conversation. Speaking is a verbal use of language that important for communication.

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teaches the students to produce the English speech sound and sound pattern, use word and sentence, stress intonation pattern and the rhythm of the second language and use the language quickly and confidently with few unnatural pauses which is called as fluency. Based on explanations about teaching speaking, namely learning English that produce English sounds using word and sentence stress, intonation and language rhythms as well confidence and fluency.

Speaking skill is the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings (Tarigan, 1983). Speaking skills are the key to success in a career or work and social interaction. Speaking skills will facilitate the delivery of messages verbally or verbally. In general, speaking skills include the following 4 things: Fluency, Vocabulary, Grammar, Pronunciation. All these skills can be best practiced through online and offline class. Thus, teacher and students do not have to meet face-to-face in a classroom like the one they used to do. In this technological development era, every teacher must be able to take advantage of any tools to drive their teaching and learning process becomes much effective. One of the suggested models which promotes more flexible use of classroom practices is blended learning model.

Blended learning is learning model that combine offline and online learning. According to Watson (2012:4), blended learning includes the integration of face to face and online learning to enhance the classroom experience and extend learning through the innovative use information and communications technology.

Marsh (2012) identified several advantages of blended learning: providing a more individualized learning experience, providing a place to practice target language outside the classroom, flexible learning anytime or anywhere and help students develop their language skills. He also emphasizes that blended learning makes learning more effective and efficient.

### 3.0 METHOD

In this research, the researcher used quantitative approach with pre-experimental technique. The aim of research was to know the effect of using blended learning model on students speaking ability. Then, the population was the first-grade students of SMKN 1 Kediri while the sample was 35 participants.

The instruments of this research are Speaking Test, there are two tests of them, those are pre-test and post-test. Data collection was conducted through pre-test and post-test. Pre-test are given to the students before treatment begin. This test shows about the basic students speaking ability. The researcher gave treatment to the students after finishing pre-test. The researcher was giving the treatment twice. After that, the researcher gives the post-test. Posttest are given in the last meeting by the researcher, so the researcher was comparing the score between pre-test and post-test. The topic of test focused on descriptive text.

The data analysis method that used in this research is SPSS version 25. Analyze the results of the students' score of the speaking post-test. Kinds of the software, it was used dependent sample T-test to know whether or not there was an effect or impact in using Blended learning model and the significance differences between pre-test and post-test.

### 4.0 FINDINGS AND DISCUSSION

#### 3.1 The description of students' speaking ability before being taught using blended learning model

Before the researcher did the research, researcher identified the student's ability first by giving them pre-test. The purpose of the pre-test is to measure how far students speaking ability. In addition, to make it detail the researcher also analyzed the frequency of students score in order to make easy the reader understanding the result. It will be presented below:

**Table 1: Frequency of Pre-test  
Frequency of Pretest**

#### Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	3	8.6	8.6	8.6
	30.00	9	25.7	25.7	34.3
	35.00	5	14.3	14.3	48.6
	40.00	10	28.6	28.6	77.1

	45.00	7	20.0	20.0	97.1
	55.00	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the data explained above, it can be described that three students (8,6%) got 25, nine students (25,7%) got 30, five students (14,3%) got 35, ten students (28,6%) got 40, seven students (20,0%) got 45 and one students (2,9%) got 55. It means that most of the students got poor score in the pretest.

### 3.2 The Description of Student's Speaking Ability After Being Taught Using Blended Learning

After giving the pre-test, the researcher scheduled two meetings for the treatments. In treatment the researcher using blended learning model to teaching speaking at first grade students. After the treatment finished the researcher given students post-test. The test was about descriptive text also as like in pre-test before. The test was given to know the increasing of students' speaking ability. Then, the score frequency as follows:

**Table 2: Frequency of post-test  
Frequency of Posttest**

		Post-test			
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	70.00	3	8.6	8.6	8.6
	75.00	5	14.3	14.3	22.9
	80.00	11	31.4	31.4	54.3
	85.00	15	42.9	42.9	97.1
	90.00	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

It can be described that three students (8,6%) got 70, five students (14,3%) got 75, eleventh students (31,4%) got 80, fifteens students (42,9%) got 85, and one student (2,9%) got 90. It means students got better score in the post-test. The effect of blended learning model on the students speaking ability can be seen in the following table.

**Table 3: Paired Sample Test**

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-44.00000	8.47141	1.43193	-46.91003	-41.08997	-30.728	34	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS by pretest mins post-test. It showed the t-test is -30.728 with the degree of freedom 34 is 1,691 and the significant is 5%. It means that t-test is higher than t-table (-30,728 > 1,696). It can be concluded that t-test is higher than t-table, so  $H_a$  is accepted.

## 5.0 CONCLUSION

In conclusion, there is an effect of using blended learning in teaching speaking ability at first grade students of SMKN 1 Kediri in which  $H_a$  is accepted. It means that there is an effect of using blended learning model in teaching speaking ability at SMKN 1 Kediri. The result of this research is also similar with the result of Elis Susanti (2017) entitled "Boosting Students' Motivation in Speaking Through Blended Learning". The research focused on finding out the effect of blended learning on students' motivation in speaking. The research finding reveal the fact that the use of blended learning is effective to boost students' motivation in speaking class. And another also found by Desvita Sari (2019), entitled investigating the effectiveness of Blended Learning in English speaking skill for undergraduate students in the era of industrial revolution 4.0. The result show that actually, blended learning improves the English speaking skill achievement.

## REFERENCES

- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New-York: Longman.
- Cameron, Deborah. 2001. *Working with Spoken Discourse*. Oxford: SAGE Publications, Ltd.
- Harmer, J. (2007). *How to Teach Speaking*. Edinburgh: Pearson Education Lim United Kingdom: Person Education, Ltd.
- Hasibuan, Novita. (2007). *Improving students' speaking ability by using Jigsaw Technique (A*



*Classroom Action Research on The Second Year Students of SMA Negeri 4 Pontianak.* In Academic Year 2006/2007). Thesis. Unpublished. Pontianak FKIP Untan.

Isda, D., Lecturer, E., & Faculty, S. (2021). *The Effect of Using Blended Learning Model on Enhancing Students' Speaking Skill in Senior High School.* 9(1), 92–98.

Kayi, Hayriye. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language.* The Internet TESL Journal, Vol. XII, No. 11, November 2006. [online]. Retrieved on [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching_Speaking.html) [September 10th, 2016]

Marsh, D. (2012). *Blended Learning Creating Learning Opportunities for Language Learners.* New York: Cambridge University Press.

Sari, D. (2019). *the Effectiveness of Blended Learning in English Speaking Skill for Undergraduate Students in the Era of Industrial Revolution 4.0.* 150705032, 4–16.

Thornbury, S. (2005). *How to Teach Speaking.* New York: Pearson Education.

Watson, J. (2012). *Human caring science: a theory of nursing. 2nd ed.* Sudbury, MA, Jones & Bartlett Learning.