CHAPTER I

INTRODUCTION

1.1 Background of the Study

Blended learning is a flexible method of learning English. It can improve students' ability to learn English. In today's era, blended learning methods are very supportive of the student learning process. This method is very important to be applied to improve students' abilities easily without being limited by space and time because it is done online and offline. Blended learning methods are necessary for an effective learning process, where students can study in class and outside the classroom. Blended learning makes it easy for students to improve their abilities. Therefore blended learning as a practical learning method should be applied to improve students' English learning skills. "Blended Learning," according to Jeong Hyo So (2008:318-336) said that Students are encouraged to communicate and discuss course topics online using online learning resources such as websites, online apps, and social networking sites as part of the blended learning paradigm.

Various learning resources can fulfill the needs of students in the learning process. Students can set a study schedule and determine the abilities they want to develop according to their needs. It means that blended learning helps students to learn more easily. The most interesting thing is that blended learning can be accessed via the internet while outside the classroom based on their needs.. Therefore, blended learning is a flexible learning method to be applied in the learning process.

As a teaching strategy, blended learning can help students improve their public speaking skills. Integrated learning is appropriate for use in courses about English grammar, particularly speaking. This shows the significance of huge grammar to EFL students in practice according to Isti'anah (2017:16-30). Students may benefit from online learning activities, according to research. Pre- and post-test results show that they have a solid grasp of the subject matter. Comparing the results acquired before and after utilizing blended learning, the test speaking scores have improved using blended learning. Blended learning makes it possible to teach material online and then put it into practice in a classroom setting. Text messages and YouTube videos are used to convey guidance to pupils studying the required readings and other materials. The teacher still controls the students even though they are outside the classroom. This can improve students' abilities and get good quality learning in improving their skills.

Together with prior studies on blended learning that largely focus on communication abilities. Using blended learning and video-based blogging, Shih (2010:883-897) teaches students in the fourth semester of the English department at the State University of Southern Taiwan how to improve their English speaking talents. The conventional method of instructing pupils one-on-one with an instructor lasts for four weeks. Then students make videos in English and upload them to blogs in the fifth week. This is done within a week. And after the sixth week, students were instructed to give their opinion and comment on their group members in videos that had been uploaded on the blog. After that, the guide comments on all the videos that

have been uploaded by students.   In the eighth week, all students must upload their revised video clips to the blog which have been commented on by peers and instructors.

According to Andi Sriwahyuni with entitled, "The Effectiveness of the Blended Learning Model on Students' Writing Competency (2019) pre-experiment in SMA Negeri 19 Gowa Class XI students. This study was proven to be able to significantly improve students' writing skills using the blended learning method, that's why the writer want to prove whether the blended learning method effect into students' speaking skills in junior high school.

Blended learning with interesting teaching methods will attract students to explore and develop their English skills. Blended learning needs to be done because many students understand when they read a book or listen to a native speaker speak, but they are not able to pronounce it. Based on previous research, research with blended learning uses WebQuest and Google Classroom applications. The learning method is carried out at the university level. Previous research has not used WhatsApp in learning to speak by asking and giving opinions in grade lX students in junior high school. Previous research did not specify a specific subject matter. Writer in this case, focuses on asking and giving our opinions as material that will teach to students.   Previous research focused on grammar and memorization. writer in this case focuses on the comprehension, fluency, pronunciation, vocabulary, and grammar of blended learning into students' speaking skills, especially using the topic of asking and giving an opinion.

The treatment of the blended learning method will use to observe the effectiveness of blended learning into students' speaking skills.The previous research conducted in college and senior high school in writing, in this researh will conduct in junior high school in speaking. Therefore, the writer is interested in conducting a study with the title " The Effect of Blended Learning (Daring and Face to Face) Method into Students Speaking Skill at Nine Grade Student's in SMP N 2 Percut Sei Tuan".

Most of the students get a score below the Minimal Completeness Criteria (KKM) of SMP. The KKM for nine Grade by School is 70.

KKM	Students
70	20

Table 1.1 Preliminary Research Observation at SMP N 2 Percut Sei Tuan

NO	Initial Name	Score
1	IT	40
2	KKI	40
3	NI	40
4	BI	70
5	AS	60
6	AV	50
7	JI	70
8	JU	50
9	HYG	60
10	CD	40
11	MH	40
12	FGT	50
13	GY	50
14	JJS	60
15	LS	40
16	LW	30
17	GT	40
18	GS	50
19	KA	30
20	SDE	70
Mean		**49,3**

To count the mean score, this research will use the formula:

$$M = \frac{Fx}{N}$$

Where,

Fx   = Sum of the total score

N   = Number of Sample

M   = Mean Score

1.2   The Problem of the Study

Based on the problem's historical backdrop, the writer comes up with this as a study challenge:

Does blended learning affect students' speaking skills in nine grade in SMP N 2 Percut Sei Tuan ?

1.3   The Objective of the Study

Based on the formulation of the problem above, the objective of this study is to find out the effect of the blended learning method into students' speaking skills in English using the WhatsApp application.

1.4   The Scope of the Study

The three teaching methods are face-to-face instruction, online instruction, and blended instruction. Blended learning was focused of the research. Blended learning strategies may be divided into four categories. In addition to the station rotation model, the lab rotation model, the individual rotation model, and the classroom flip model, there is a wide range of

rotation models. An examination of blended learning as an effective strategy for increasing students' English language speaking skill attainment, in particular their ability to understand and express their thoughts when speaking, was the main focus of this study.

The four abilities to speak, listening, reading, and writing make up the English language. Students' English communication abilities are the focus of this study, which uses blended learning. Speaking skills include things like vocabulary, grammar, comprehension, pronunciation, and fluency. First, be sure you understand what the speaker is saying. When seeking and reacting to views on a subject, the author will pay attention to understanding, grammar, pronunciation, and fluency. Students' ability to communicate, ask for opinions, and provide opinions will be examined in the context of blended learning, namely the flipped classroom type.

1.5   The Significance of the Study

The results of this study are expected to provide useful contributions to teachers regarding the effect of blended learning methods on speaking competence, to be a solution to students' speaking skills problems, to increase students' competence in English as well as to be a benefit and source of information for other writer related to the blended learning method in improving speaking skills.

1.   Practically

This study aims to determine the benefits of using blended learning methods for students to solve the problem of students' speaking ability using the blended learning method so that it can be used as a method of teaching

students speaking skills and expected to provide information and expertise to future researchers who want to do research on how to master speaking skill, better teaching and learning methods.

2.   Theoretical

This research will be used as a source of information and a reference for the other research related to blended learning methods.

1.6   Hypothesis

A theory was hatched by the writer as a consequence of his inquiry into the issue at hand:

1. Alternative hypothesis(H1) :

The blended learning method is effective to improve students speaking comprehension.

2. Null hypothesis(H0) :

The blended learning method is not effective to improve students speaking comprehension.

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

2.1.1   Defenition of Blended Learning Model

Traditional face-to-face training and computer-mediated or online education may be combined flexibly in the blended learning environment according to Fadde and Vu (2014:33–47). Face-to-face (traditional) and online (blended) learning are both used in blended learning. It's commonly referred to as a combination of face-to-face and online learning. Garrison, D. Randy (spelling) (2011:1-184). Students who have access to a steady internet connection can benefit from a hybrid approach to learning that combines classroom instruction with individual study. Online training does not replace face-to-face instruction; rather, it enhances and extends the reach of the educational process. Some of the difficulties students had in learning to teach speaking skills were a lack of fluency, vocabulary, pronunciation, comprehension, and correctness. With the use of a blended learning strategy, students' capacity to speak can be increased.

In Christensen et al. (2013:1-48)'s definition of a blended learning program, students in brick-and-mortar classrooms away from home learn in part through online content and instruction, with some element of student control over time, place, path, and/or pace; modalities along each student's learning path within a course or subject are a variety. Providing students with a model that appeals to their level of English language competency is

key to the teaching-learning process. At their own pace and convenience, students may learn. Interesting learning using cell phones or laptops adds to the passion for learning because it is not monotonous to see text in books, but students can see and hear firsthand how native speakers speak. So they can imitate the sound they hear directly. They can access the video or audio they get anytime and anywhere. So it will be very easy for students to learn to speak and see the previous material that they may have forgotten. With blended learning, students can repeat and listen to old videos or audio related to a topic anywhere and anytime.

Beckering (2003:16-18), encompasses the best elements of online learning, planned face-to-face activity, as well as real-world application. As a result of the blended learning method, students may learn from a wide range of sources easily and flexibly. The semester ends with a group project presentation. Using the internet as a learning tool is within the reach of any learner. Consequently, the blended learning method has the potential to enrich students' educational experiences while they are in school.

The writer concludes that blended learning is a type of teaching that incorporates both online and classroom approaches that aren't limited by time or place. As long as students are in charge, they are free to learn how they choose. As long as they have a computer and an internet connection, students may learn from wherever. They can set the duration of learning according to their grasp and seek various information that supports their learning needs. Thus, blended learning contributes to complementing students' learning needs.

2.1.2 Types of Blended Learning

Hrastinski (2019:564-569) there are four types of blended learning:

1. Rotation

This type of rotation model is the turnover of student learning from conventional or off-network switches to in-network learning. The rotation model has four types:

a. Station Rotation: Station rotation type is a type of rotation model that is done by students in class. In face-to-face learning, students first listen to the presentation of the material from the teacher, then work on the questions. But in the rotational station blended learning model, students first conduct group discussions on the topic of the lesson to be discussed, then get an explanation of the material from the teacher. The learning process collaborates with online learning.

b. Lab Rotation: The type of lab rotation is a learning model that is carried out by rotating between learning processes in the classroom in the school environment. And another location is the laboratory as a place to be able to access the online learning process.

c. Flipped Classroom: The flipped classroom is having students do some of their learning outside of the classroom, in their own time. Depending on their preferred learning styles, students use a mix of traditional classroom approaches including lectures and discussions and internet resources outside of the classroom. With this type, students can adjust the time and place where they want to learn to access

learning materials via video or text before carrying out the face-to-face learning process in class.

d. Individual Rotation: This is a free type of learning. This type provides several choices of courses that students can choose according to their convenience and needs that support their learning process. The rotations are class rotation, laboratory rotation, and flipped class. The Individual Rotation model allows students to rotate through stations, but on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled on their playlists.

2. Flex

This is a type of learning that is carried out through an internet network connection. The teacher only acts as a companion in the class. Students access learning materials via the internet and study independently or in groups online. This is a type of learning that is carried out through an internet network connection. The teacher only acts as a companion in the class. Students access learning materials via the internet and study independently or in groups online.

3. A La Carte

This is a type of learning where students take online courses outside of their face-to-face classes. Course activities carried out online are mentored by the same teacher as teachers in face-to-face classes in traditional learning.

4. Enriched Virtual Model

This is a type of learning that mostly uses online media to access learning. The student manages time to take online and offline learning. In this type, in

which the majority use the internet, students do not come to class to do face-to-face learning every day.

2.1.3 Flipped Classroom

In Embi and Anwar's (2017:109-115) definition, the term "flipped classroom" refers to a pedagogical approach in which students instead of listening to typical lectures in the classroom, are allowed to explore new topics and review previous information. This type of training combines both independent and traditional classroom learning. In line with Graham Brent Johnson (2015:1-104), the flipped classroom is a teacher strategy with minimizes the number of direct instructions in the learning process. This strategy takes advantage of teaching materials that have been provided by the teacher given to students to study at home before attending class on the next material. Bergmann and Sams (2019:230-246) describe the "reversed class" as a situation in which "what was previously done at home is now completed at school, and what was usually completed as homework is now done at school." Graham Brent Johnson agrees with this, as do many others (2015782-791) In the flipped classroom, students learn new material at home and then complete tasks in the classroom with the help of their instructors and their peers, rather than being lectured to in the classroom. In this part, the results of student effort are discussed and demonstrated. The flipped classroom, as described above, is a means of translating what is learned in the classroom to what is learned at home. Students are given teaching materials first to be studied at home before entering class and activities in class namely strengthening material that has not been understood and doing practice questions. This can optimize

student learning outcomes because they can view and access material repeatedly if they need it at any time. Steps for flipped classroom learning are:

1. Students study independently at home regarding the material for the next meeting.

2. In class, students are formed into groups randomly.

3. Cooperative learning methods and ongoing discussion are the teacher's responsibility during the lesson. Besides that, the teacher will several questions (questions) from the material also prepare.

4. The teacher gives quizzes/tests so that students are aware that the activities they do not only play but is a learning process.

5. The teacher serves as a facilitator, assisting pupils in their learning as well as resolving challenges linked to the subject matter.

In the flipped classroom, several tasks must be accomplished before, during, and after class to complete the learning process. Class begins with the expectation that students will be able to grasp and recollect the material they have studied before the start of class. When students are still in the learning stage, they should be able to apply, analyze, and evaluate what they've learned in the classroom. Students can reassess their understanding of what they've studied in the classroom as soon as the course is over. The flipped classroom, as described above, is a means of translating what is learned in the classroom to what is learned at home. Students are given teaching materials first to be studied at home before entering class and activities in class namely strengthening material that has not been understood and doing practice questions. This can

optimize student learning outcomes because they can view and access material repeatedly if they need it at any time.

2.1.4 Characteristics of Blended Learning

According to Lalima, Dangwal (2017:129-136) there are twelve main characteristics of blended learning as follows:

1. For pupils, there are two modes of education available: traditional and online.

2. Teachers are well-versed in both methods.

3. To round out the learning experience, students can meet either in person or electronically.

4. In-depth training in the latest technologies is provided to students.

5. Life skills are taught to students in several ways.

6. The purpose is to help people grow as individuals.

7. Physical development may be achieved both in and outside of the classroom.

8. A broader comprehension of the course material and fresh perspectives are gained by the students.

9. As a result, there is a personal touch.

10. Teaching and learning new content is approached from a multicultural and multi-dimensional perspective.

11. In the teaching-learning process, the student is the focus of attention.

12. A teacher is responsible for a wide range of tasks.

13. The learner acquires knowledge rather than merely ingesting it.

2.1.5 Advantages of Using Blended Learning Method

Over the last several years, blended learning has gained popularity as a teaching strategy in universities. (Means, Barbara; Toyama, Yukie; Murphy, Robert F.; Baki, 2013). The combination of offline and online learning provides

convenience for students. They can arrange study schedules anywhere and anytime. Likewise, teachers can focus on students who need special assistance because they can be monitored directly. In blended learning, all students can achieve learning goals because they can adjust their learning styles according to their abilities and grasp of learning. So that blended learning becomes a comfortable and fun learning method for students and teachers.

Saritepeci & Cakir (2015:203-216) argued that students' levels of achievement may be higher in blended learning techniques than in face-to-face learning. Students who employ a variety of learning methods are more likely to succeed because they can better match their learning preferences to their aptitudes. Only a tiny percentage of students will be able to benefit from the exceptional learning results that may be achieved through this alternative to traditional face-to-face instruction. The feedback that can be obtained quickly from students is very helpful for teachers in evaluating student learning outcomes online. The results of student work can be evaluated quickly by the teacher with the help of the internet which can make everything automatic. Automatic results allow students to immediately see the weaknesses and immediately fix them. So that this mixed method can improve student achievement results.

The writer concludes that the blended learning method involves the teacher and the internet as a source of information. Students can achieve high learning achievement by adjusting their learning style according to their needs. Plus, it can lighten the burden on teachers and students in using textbooks or assignment sheets and get feedback quickly. The learning process using blended learning is

more efficient and cost-effective. Thus, blended learning becomes a flexible learning method today that can solve student learning problems.

2.2 Concept of Speaking

2.2.1 Defenition of Speaking

Brown (2004:140-336) said that the capacity to talk may be seen experimentally and directly, but test-competence listeners' correctness and effectiveness impact the validity and reliability of an oral production test. There are several different types of speaking abilities, according to Asmianta et al. (2020:180-186). As well as linguistic knowledge, one must also be able to comprehend information and language on the fly. The use of words promptly and confidently with minimal unwanted pauses is characterized as fluency in speech production by Nunan in Sunardi (2013:1-14). Speech sounds are the principal instrument used by Brown in Parmawati (2018:21-25) to describe the interactive process of creating meaning through speaking. Speaking is the daily activity to delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. We agree with Scott Thornbury (2005:33) that speaking is an interactive activity that requires participants to contribute to the management of their speaking turn.

Decision-making on how to communicate with others is a necessary component of effective speaking. This is known as a "top-down" communication strategy. When it comes to the simple act of speaking, we tend to take it for granted. In today's worldwide world, people need to be able to communicate effectively in English in a variety of contexts, including business. Speaking is

people's way of transmitting and sharing thoughts verbally with others. Support with Bahadorfar and Omidvar in (Zuhriyah (2017:119-134) stated that if the listeners can comprehend what someone is saying, the speaker is considered as having an excellent speaking skills.

From the explanation above, the writer concludes that speaking is an interaction process by expressing ideas, feelings, something that is seen, and solving problems. In addition, speaking also has the meaning of two-sided interaction in everyday life. In speaking we get information and process it. Speaking is an interaction skill that is acquired by practice. Thus, speaking can explore ideas from within a person by practicing to be proficient in doing interaction.

2.2.2 Component of Speaking

Harmer in Arumsari et al. (2019:59-64) claims that speaking is a difficult skill to master because it involves so many different aspects, including grammar, vocabulary, pronunciation, fluency, and comprehension. In order to effectively communicate, it is necessary to master the following elements:

Grammar

According to Debra L. Cook Hirai, Irene Borrego, and Emilio Garza, grammatical structure is a means of arranging a sentence and constructing a grammatically correct language (2010:304). When it comes to mastering a language's written and spoken forms, understanding its grammar is critical. As a result, students need grammar to put together phrases that are both acceptable and suitable.

Vocabulary

Vocabulary is a diction used in communication, Sardi et al. (2017:1061-1066). With sufficient vocabulary, one can communicate effectively and give someone different ideas orally or in writing.

Pronunciation

According to Albert Sydney Hornby; Sally Wehmeier (2008:352) Pronunciation refers to the way a language or a specific word or sound is said. Pronunciation is a critical component of effective communication. Pronunciation as the process through which a person produces sound. Pronunciationis the act or result of producing the sounds of speech, including articulation, stress, and intonation.

Fluency

According to (Lennon (2000:25-42) In the context of online processing, fluency can be characterized as a rapid, smooth, accurate, clear, and efficient translation of thought or communicative goal into language, as well as other factors. Fluency in speaking is known as the natural ability to speak spontaneously, quickly comprehensibly speaking easily, reasonably quickly and without having to stop and pause a lot with few numbers of errors that may distract the listener from the speaker's message

Comprehension

Testing one's ability to comprehend is an important part of any comprehension practice. Comprehension is part of the speaking element. Comprehension is the ability to speak and listen meaningfully.

2.2.3 Teaching Speaking in Junior High School

According to Brown in Ratnaningsi Endah (2016:6465-6489), the term "education" refers to the act of guiding and encouraging students to learn, providing them with the resources to do so, and setting up the environment in which this may happen. Teachers must consider and know who the students will teach. Teachers need to know the age of the children being educated. Student categories are children, teenagers, and adults. Junior high school students are classified as teenagers because the average age is 12-16 years. The age limit for adolescents is 12-21 years. At the age of adolescence, students begin to be interested in something and begin to be able to use logical thinking in solving problems faced by them. Several factors that influence the development of English language acquisition are related to the factors internal: age, talent, assumptions, cognitive aspects, motivation, self-confidence, personality, and external factors, namely: language situation, learning strategies, teachers, and environment. So, in teaching teenagers, teachers must be able to provide speaking teaching that is relevant to the age of teenagers and adapts to their intellectual abilities.

By the time children enter junior high school, they should be able to communicate effectively in a variety of situations. Students must be able to express themselves verbally using a language that is uniquely their own. Studying English is an excellent way to improve your communication abilities. For the simple reason that a linguist is a person who can speak many languages. In today's world, students' primary goal in English classes is the ability to converse effectively in English. In order to help students learn, the teacher must first

comprehend the circumstances, characteristics, and abilities of the students being taught. All parts of public speaking must be mastered by the instructor before they begin teaching.

For this reason, the writer concludes that speaking is more difficult than other skills to learn because we need to practice. The material in junior high school began to provide new topics that were quite difficult for students to understand. Speaking is a skill that is believed to be the most difficult skill to master because it is consist of pronunciation,vocabulary,grammar, fluency and comprehensiom. Thus, teachers must be able to create interesting learning methods that are appropriate to the learning styles and abilities of junior high school students.

2.2.4 Asking and Giving Opinion

1. Definition of opinion

Iswandi (2018:3) stated that opinion is the result of the perspective, understanding, certain feelings, beliefs, and desires of someone who refers to information that is unfounded, different from knowledge and facts. Those are in the mind or ideas that are not necessarily based on proven facts. So giving an opinion is giving only thoughts on something based on a view of a problem. The idea can be from a personal point of view with an opinion of agreeing or disagreeing. The opinion is the result of the perspective, understanding, certain feelings, beliefs, and desires of someone who refers to information that is unfounded, different from knowledge and facts. A person's implicit vocal response or answer to a given stimuli situation in which an open-ended question is asked is defined as follows: To the writer, an opinion is an assessment of anything

or anything based on personal assumptions that are not backed by evidence, as defined by the description given above.

2.   Asking Opinion

People use the term "ask their opinion" to inquire about another person's thoughts and feelings. Nina Prastuti (2013:2-5). Asking an opinion is used to ask someone's opinion on something.   It is also used to ask someone's opinion of person, an ideas, about situation or condition, feeling, about the policy, decision, appearance, performance or ask the other opinion for things.   So, asking opinion is the process of asking other people's opinions on something.

3.   Giving Opinion

Nina Prastuti (2013:3) stated that The term "giving an opinion" is used when someone gives their opinions to others. There are a variety of ways to convey an opinion, such as agreeing or disagreeing with someone else's position, expressing one's own opinion, or just expressing one's views. A person is considered to be expressing an opinion when he or she conveys their opinions to others. Giving an opinion is the same as answering a question regarding a topic that has already been raised.   It also includes giving an opinion on something. Thus, giving an opinion is a response to asking an opinion.

2.2.5 Teaching Speaking in Asking and Giving Opinion Through Blended Learning Method

According to Mwamba in Gudu (2015:55-63) For example, because oral communication skills aren't assessed in national examinations, there isn't much focus on them in school curricula. Teachers may also be discouraged from participating in oral activities because of their inadequate English ability.

Speaking is one of the most challenging skills to master while learning a new language. In order to become fluent in English, regular practice of the language's pronunciation and grammar is a need. The reason is because of the limited time to study in class while there are so many competencies that must be mastered. Some schools still use their mother tongue in interacting during English lessons in the classroom. They rarely interact in English class, especially when learning speaking material. The role of the teacher who serves to improve students' speaking skills is less effective because it only teaches theory without practice. As a result, students feel nervous about speaking English in class for fear of making mistakes. It's difficult for students to speak in front of a large audience since they're too focused on memorizing the book's material. Students in class lX learn how to solicit and provide feedback on the opinions of others as part of their overall education. It's perfectly acceptable to ask for someone's thoughts and ideas, to supply those thoughts and ideas in the form of agreement or disagreement, and to communicate one's thoughts and ideas in the form of thoughts and ideas. Both vocal and written comments can be gathered and expressed.

Verbal is one of the ways used to ask and give opinions in the learning process in improving speaking skills. Thornbury (2005:184) gives an overview of materials that activities can be carried out in delivering material can be in the form of presentations, lectures, stories, jokes, anecdotes, drama, role plays, simulations, discussions, debates, conversations, chats, and outside classes. In this case, students learn communicative skills such as: expressing needs or attractiveness according to their views. It uses modal must, should, and express let's, why not.

Plus the expression agrees or disagrees. For example, it looks interesting, it doesn't seem to suit you, I don't think so, it's a suitable idea, and so on. Teacher-student interaction refers to a teacher's role in helping one or more students advance their knowledge or skills. In improving speaking skills through the blended learning method, the teacher instructs students to access the subject matter by asking and giving opinions and discussing it in groups or independently before entering the face-to-face class. By providing access to material before face-to-face learning, it will make the learning process more effective. Students can ask for the material they do not understand in the online discussion room. So that they already have thorough preparation and the teacher can directly guide students to practice asking and giving opinions during face-to-face learning.

According to Brown Douglas (2000:109-138), All of the above are instances of what the term "teaching" refers to, and they all fall under the umbrella of "instructional direction." Teaching is the act of passing on information from one person to another in the educational context. Students are taught science with the guidance of their instructor. Throughout their education, students acquire and assimilate new information. In order for students to be motivated to engage in the learning process and to guarantee that the knowledge provided by the teacher is properly assimilated, students require several supporting variables, similar to those required for learning to converse and ask for and express comments. A strategy that is fun and comfortable for each student must be employed to spark students' interest in studying. Blended learning is an alternative learning method for improving students' speaking skills. This is because students can manage study time, wherever and whenever, and can repeat the previous material. Thus,

blended learning becomes an interesting learning method in teaching because it makes students enthusiastic and comfortable learning.

2.3   Previous Study

Blended learning can help students improve their oral communication abilities, according to several relevant publications gathered by the writer to support this study. Since we don't know how other scholars have tackled this problem, we'll do a literature review. Numerous research articles and books have been written and published on the subject.

One place to start would be an investigation done by Andi Sriwahyuni with entitled, "The Effectiveness of the Blended Learning Model on Students' Writing Competency (2019) pre-experiment in SMA Negeri 19 Gowa Class XI students. This study was proven to be able to significantly improve students' writing skills using the blended learning method, that's why the writer wanted to prove whether the blended learning method could improve students' speaking skills. The test results showed a statistically significant increase in the score from 6.68 to 8.28 at the post-test. Students' writing skills were shown to have a significant impact on the content and structure of their narrative texts between the two examinations, according to this writer's results

Desvita Sari (2019) released the second prior study that the writer chose, titled The Effectiveness of Blended Learning in English Speaking Skills for Undergraduate Students in the Industrial Revolution Era 4.0. This study found that students' performance in the areas of speaking, vocabulary, and grammar improved as a consequence of the use of a blended learning approach, with 90% of those who took part reporting a positive reaction. This study showed significant

results on the speaking ability of students in college after using blended learning, therefore the researcher in this case wanted to prove whether the blended learning method had an effect on junior high school students.

The third, there is the work of Ginaya (2018), who released in the spring of 2018 a paper titled The Effects of Blended Learning on Students' Speaking Ability: A Study of Using Technology to Strengthen Conventional Learning. The results of this study found a statistically significant increase. Qualitative data revealed that the experience boosted the motivation of pupils to study. This study showed significant results on the speaking ability of students in college after using blended learning, therefore the researcher in this case wanted to prove whether the blended learning method had an effect on junior high school students.
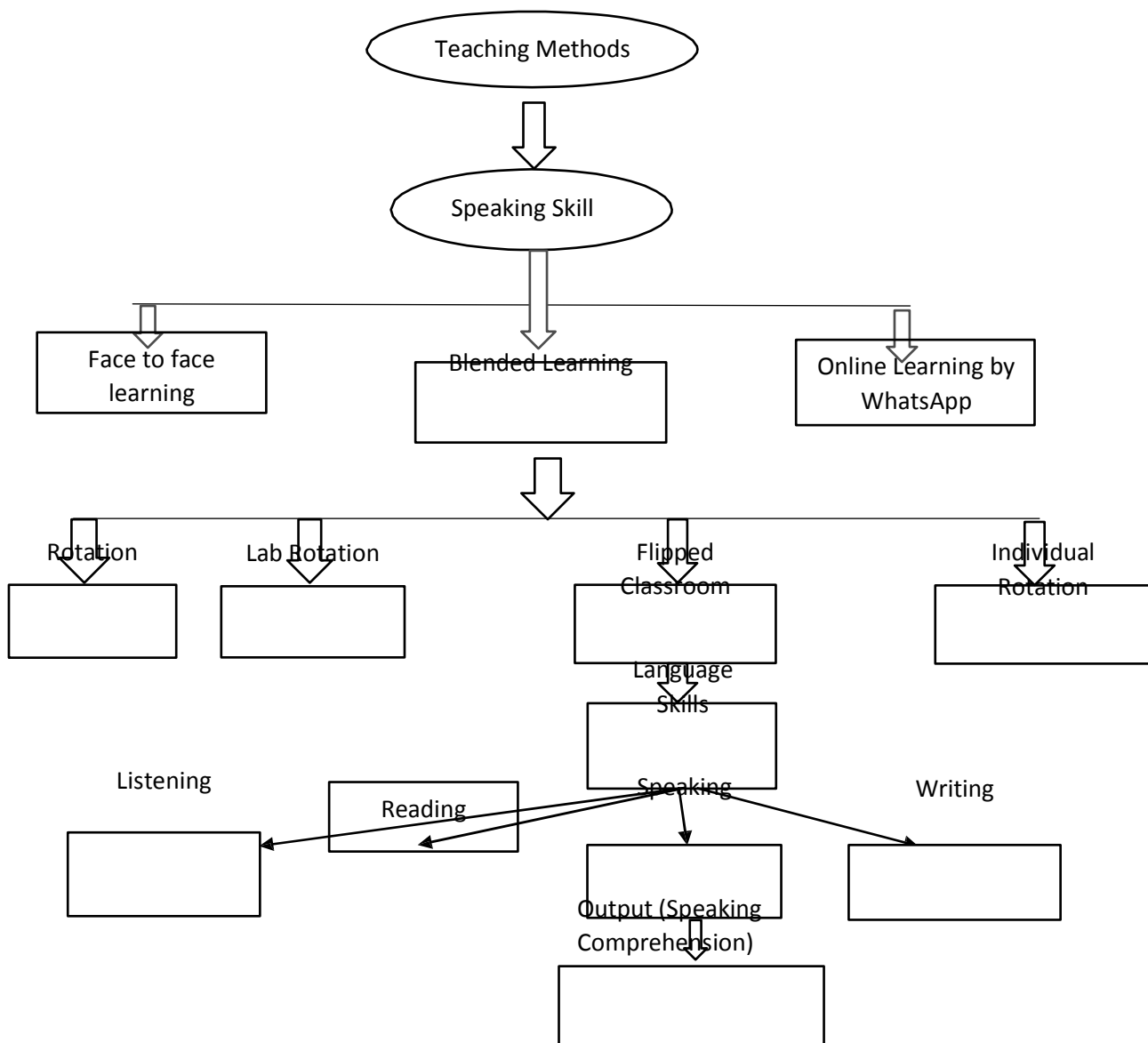
2.4 Conceptual Framework

In the research that will be carried out, we need to pay attention to the conceptual framework because it is the way the writer builds theory and relates the factors that are considered important to the problem. As we know that asking and giving an opinion is to explain ideas and personal points of view on objects. To carry out the learning process, we must have learning media. To optimize the efficiency of the learning, the writer used both face-to-face and online methods. In this lesson, students will learn about the importance of asking for and expressing one's opinion. After that, the teacher will go through how to ask for and provide views in person and online via the WhatsApp app, which is used to communicate. The instructor will give the students a speaking exam, and then the students will answer the speaking exam that the teacher gives them. The writer's evaluation will begin once the blended-learning test has been completed and

assessed (face-to-face and online learning). When it comes to asking for and offering comments, the author will study whether or not blended learning affects oral communication abilities.

The following diagram explains the conceptual framework!

Teaching Methods

Speaking Skill

Face to face learning

Blended Learning

Online Learning by WhatsApp

Rotation

Lab Rotation

Flipped Classroom

Individual Rotation

Language Skills

Listening

Reading

Speaking

Writing

Output (Speaking Comprehension)

Figure 1.1 Conceptual Framework. The Effect of Blended Learning (Daring and Face to Face) Method into Students Speaking Skill at Nine Grade Student's in SMP Negeri 2 Percut Sei Tuan

CHAPTER III RESEARCH
METHODOLOGY

In this chapter, the writer explained the methods that could helped to solved the problem. The title of this research is "The Effect of Blended Learning (Daring and Face to Face) Method into Students' Speaking Skills at Nine Grade Student's in SMP N 2 Percut Sei Tuan. This writer used experimental quantitative research to analyzed the data. As in the previous chapter, in this chapter, there were some statements from experts. The research design and data collection procedures was present in this chapter.

3.1   Research Design

Research design used in this study was experimental quantitative. The goal of this research was to see if students' ability to inquire and collaboratively express opinions impacted by blended learning. Only through laboratory experiments can causal linking theories meaningfully tested in research. To put it another way, the experimental method was the best way to solved educational

problems, both practical and theoretical, and it is also the best way to build education as a scientific subject. It takes the greatest effort and yields the most valuable results to use an experimental strategy. This study's therapeutic component included. As defined by Sugiyono (2014:72), experimental research can be used to test the effects of treatment on others in an uncontrol setting. It is Sugiyono's definition of experimental research that the research was undertaken in an uncontrol setting. The experimental investigation   driven by at least one hypothesis, with the hypothesis demonstrating a causal relationship between two variables. As part of this study, the writer also was conducted pretest and post-test assessments to gauge the effectiveness of the treatment. One group pre-test and post-test was applied in this researh. The research design used in this study was a one group pretest-posttest design. In this design, a pretest was carried out before being given treatment. The reason the researcher took this study was because the researcher wanted to see accurate results through several tests carried out, namely with the pretest (before treatment) and posttest (after treatment).The following is a breakdown of the study's methodology:

Pre-Test	Treatment	Post-Test

Based on the description above, it can concluded that the experimental quantitative design as a learning design that would compare the treatment of students' scores before and after learning was conducted using the blended learning method so that the writer was able to see students' achievements in the ability to understand asking questions and giving opinions before and after treatment. This study was conducted to determine the increase or the results of

the treatment given. Treatment was carried out to see the effect of blended learning on students' speaking skill.

3.2   Population and Sample

Population

For the most part, people were considered part of the population when it comes to gathering data on them, Creswell (2013:). The population refers to the total group of individuals, events, or objects that the researcher is interested in studying.   In this study, the writer determined the population of all students in class IX at SMP N 2 Percut Sei Tuan. There were ten classes of grade IX students at SMP N 2 Percut Sei Tuan, namely grades IX-1 to IX-10 and each class consisted of 20 students.

Sample

To conduct out sampling, a representative sample from the relevant research population was selected. According to Creswell, this study necessitated the use of purposeful sampling to approximate the population's characteristics (2013:100-109). The writer selected volunteers based on the study's objectives and the characteristics of the population. Responden choosen   based on their expertise and experience of the research topic if the data they offer were valuable. Those who were knowledgeable and experienced in the subject matter of the study were cited as responders. Purposive sampling was used in this investigation. The sample in this study were IX-8 class consist of 20 students.

3.3   Instrument

The intrument used in this study was speaking test. Research instruments are all equipment used in obtaining, managing, and interpreting all information from respondents. The writer collects the data with the language test given, namely the speaking test. An oral language assessment rubric was used by the writer to measure students' speaking abilities. This rubric look at grammar, pronunciation, comprehension,vocabulary, and fluency.

3.4 Technique and Procedures of Collecting Data

The data in this study was the result of students' speaking comprehension tests related to asking and giving opinions. It was because this study wanted to know student achievement by asking and giving opinions used the blended learning method. The writer used a pre-test, treatment, and post-test to determine the results of students' speaking tests. Pre-test and post-test was collected by recorded the speaking test.

3.4.1 The Procedure for Collecting Data

The procedure in this research was a test. The test used in this research were pretest, treatment, and posttest.

Pretest

The pretest was training or test that given to students before teaching material. A pretest would conducted to know the ability of students'

comprehension in speaking before conducted treatment to foundt the difference scores before and after treatment blended learning.

Treatment

The treatment used by conducted blended learning. When treatment, the writer reteached using blended learning. Students get material and learning video

examples and explanations of asking and giving opinions through the WhatsApp application before the face-to-face process in class. Students would asked to practiced asking and giving opinions in pairs in asking and giving opinions about whatever in their mind.

Example conversation

A: What do you think about my new hair?

B: I think your new hair suits your face shape very well.

A: What do you think if I cut my hair even shorter?

B: Sorry but I don't think short hair suits you

A: Ok fine then, thanks for your suggestion.

B: My pleasure.

Students taken turned asking their partner's opinion about their friend's appearance or whatever in their mind so they can make asking and giving opinion conversations from their ideas.

Table 3.1 Treatment

NO	Writer Activities	Student Activities
1.	The writer greeted the students.	The students responded to the writer.
2.	The writer would explained the material by asking and giving opinions.	The students would listened to the writer.
3.	The writer given a pretest.	The students answered the pretest by answered the question.
4.	The writer asked the students to make a group consisted of two people in each group, then ask them to practiced asking and giving opinions in front of the class in pairs.	Students make groups in pairs Students to the front of the class in pairs to practiced asking and giving an opinion.
5.	The writer asked students to make asking and given opinion conversations such as materials and videos that have been given by the writer before the face-to-face class begins.	Students retained the material that has been given by the writer. Students make a conversation by asking and giving opinions in front of the class.
6.	The writer would given the	The students listened to the writer.

	direction related to the post-test, then given the post-test to the students.	The students answered the post-test.

Post-test

After applied the blended learning method by asking and giving opinions, the writer given a post-test to students. The test that given was same with the test in the pre-test to find out the difference in the average value before and after treatment. The results of the post-test play an important role in knowing whether there was an effect of blended learning on students' speaking skill.

3.5 Technique of Analyzing Data

The average value of the data would calculated when the writer finished the pretest and post-test. The mean test compares to the pretest and post-test scores, as well as the standard deviation, there was a significant change. Using the T-test formula would determined if there difference between the test means was the result of treatment. The purpose of the study was to compare the measurement results before and after the treatment that had been given to students. Statistical analysis used t-test by following the experimental data analysis with pre-test and post-test models. The steps in analyzing the data are as follows:

1. Finding the mean of difference

$$M_D = \frac{\sum D}{N}$$

2. Finding the standard deviation of the difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

3. Finding the standard error of the mean of difference

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - (\Sigma \frac{D}{N})^2}$$

4. Calculating the difference in the mean of the t-test with the formula:

$$t_0 = \frac{M_D}{SD_{MD}}$$

5. df = N-1

Where :

M_D : Mean of difference (the average value of the difference between the pretest score and the posttest score)

ΣD : The number of differences between pretest scores and posttest scores.

N   : Number of Case (number of sample)

SE_{MD} : Standard error of mean of difference

SD_D : The standard deviation of the difference between the pretest score and the posttest score

3. 6   Scoring of the Test

In each test, students were asked to make a verbal asking and give an opinion. Student perform was analyzed using the speaking rubric assessment by H. D. Brown (2004:172-173). The total speaking score for each students calculated by adding up the five aspects of speaking (fluency, pronunciation, grammar, vocabulary and comprehension). The highest score was 20.

The speaking score would be based on the following table:

Table 3.2 Rubric of Assessing speaking (Brown, 2004:172-173)

Criteria	Score	Component in Scoring Test

Pronounciation	5	The students able the words very well.
	4	The students able pronounce the words well.
	3	The students able pronounce the words adequate enough.
	2	The students able pronounce the words frequently unintelligble.
	1	The students able pronounce the word poorly.
Grammar	5	The students has very good in grammar
	4	The students error in grammar are quite rate.
	3	The students grammar is good enough, able to aspect the language with sufficient structure.
	2	The students construction of grammar is quite accurately but not have through or confidence control.
	1	The students error is frequent but the content still understood.
Vocabulary	5	The students has board vocabulary.
	4	The students has adequate vocabulary.
	3	The students has good enough vocabulary.
	2	The student has limited vocabulary.
	1	The student has very limited vocabulary.
Fluenncy	5	Speech is following style, mostly easy to understand.
	4	Speech of speech seems to be slightly affected by language problem.
	3	Speech and fluency is father strongl affected by language limitation.
	2	Usually resistant: often force to silence by language limititation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Ideas highly organized, covers all of the elements of speaking,
	4	Ideas well organized, cover almost all of the element of speaking.
	3	Ideas less organized, some missing parts of the element of speaking in practicing conversation.
	2	Ideas less organized cover only the main element of the speaking problem in practicing conversation.
	1	Unorganized ideas, a lot of missing parts of the elements.

3.7 Validity

Test or inventory results must interpreted and applied to their intended purpose, and this to know as their "validity." As an evaluation tool, the adequacy of the interpretation of test results was utilized to measure the validity of the interpretation. This means that the validity determination of whether or not the

measured appropriated for determined whether or not the primary aim to assessed would achieved.

In terms of authenticity, there was a slew of different options. It wiould be the degree to which the instrument correctly portrays the information . Additional consideration would be a link between the results of a test and an outside variable used to measured the quality under consideration. The third sort of test validity, known as construct validity, investigates how well a test measuresd a certain feature or concept.

The writer would look at the study's validity in terms of its substance. Because of this, the content validity of this study was more precise and valid than in prior studies because of Brown's premise that speaking test performance variables including fluency, grammar, pronunciation,vocabulary and comprehension are reliant on the syllabus. Students' communication skills would be accurately assess by the test's content and competencies.

Aspects	Test Item	Kind of Test	Score
Fluency	1	Oral test	20
Grammar	1	Oral test	20
Pronunciation	1	Oral test	20
Comprehension	1	Oral test	20
Vocabulary	1	Oral test	20
Total	5		100

3.8   Testing Hypothesis

Hypothesis testing is a formal procedure for investigating our ideas about the world using statistics. It is most often used by scientists to test specific predictions, called hypotheses, that arise from theories.In order to evaluated if the student's pre-test and post-test scores were statistically significant, the t-test

formula was used by the writer. Hypothesis testing requires the following
conditions:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis H0	Hypothesis H1
t-test < t-table	Accepted	Rejeced
t-test > t-table	Rejected	Accepted

As long as the t-test value falls inside or outside of the t-table value, there
was no difference between the alternative hypothesis and the null hypothesis.
Regardless of the t-test results, the alternative hypothesis would accepted.

CHAPTER IV
DATA AND DATA ANALYSIS

4.1   Data Analysis

4.1.1 The Result of Pre-Test and Post Test

At this point, the writer explains the value of pre-test and post-test. The
value in this study was taken from the scores of students. The scores were
obtained from the result of the pre-test and post-test. In this study, the writer used
speaking test by asking and giving opinion. The result of the pre-test and post-test
by blended learning we can see the following table :

Table 4.1 The Result of Pre-Test and Post-Test

No.	Name	Pre-test	Post-test
1.	IT	30	80
2.	KKI	36	70
3.	NI	36	72