CHAPTER I

INTRODUCTION

1.1 The Background of Study

The theories put forth by linguists about language are inextricably linked to language learning. People who believe that language is a phenomenon that can be broken down into separate elements will focus more on how to comprehend how each is distributed. People who believe that language is a tool for social interaction and is tied to culture will employ a system for learning that is heavily reliant on sociolinguistic and communicative techniques. The topic of English language instruction will be covered. English is widely understood and utilized as well as the official language of several Commonwealth nations. More than any other language, English is spoken in the majority of the world's nations. Meanwhile, according to Kasihani (2001:43) in (Kasihani & Sukarnyana, 2006), English is the first foreign language seen as significant for the purposes of accessing information, absorption and development of science, technology, arts, and culture, as well as building contacts with other nations.

Speaking, reading, listening, and writing are all examples of language abilities. However, talking is the primary emphasis of the subject at hand. These language abilities are all interconnected and mutually supportive of one another. Speaking well will promote reading and writing, and vice versa, just as the capacity to listen will aid someone in their ability to talk. There are techniques for learning that can make learning English easier. The author selected blended learning techniques out of all the available learning strategies. The use of both

online and offline learning techniques is known as blended learning. The writer selected speaking skills to study from this blended learning methodology.

Blended learning is a versatile technique of learning English. The ability of students to learn English may be improved. In today's world, the blended learning technique is extremely beneficial to students' learning processes. Because this technique can be used both online and offline, it is critical to use it to assist students in developing their skills quickly and without regard for time or distance. Blended learning techniques are required for effective learning, where students can study in and out of class. Students can easily develop their skills when learning in a blended environment. As a result, blended learning should be used as a practical teaching technique to help students improve their English learning abilities. Students are encouraged to communicate and discuss course subjects online using online learning resources such as websites, online applications, and social networking sites as part of the blended learning paradigm.

Furthermore, by bringing learners into learning activities anywhere, media technology creates what is known as the ubiquitous learning environment. As a result, the education system must transform all systems from traditional to modern, including the learning process in the classroom. While meeting the demands of the Fourth Industrial Revolution, education must be able to produce graduates who are skilled, capable, and competitive globally in order to improve their quality. A good education will have a wide-ranging impact. Students studying English must have four language abilities. The four language skills are speaking, reading, and writing. Speaking is one of the skills that students must learn. These practical skills help students exchange information, experiences, and

other items. Furthermore, one of the primary goals of speech is communication. Effective communication is required for successful integration into society. Orally, they must organize their thoughts, defend their students' claims, and point listeners to relevant facts. Students must arm themselves with a large vocabulary in order to be successful in speaking and expressing themselves so that others can understand what information they are attempting to impart in the conversation.

Various learning resources can meet students' needs during the learning process. Students can create a study schedule and decide which skills they want to develop based on their needs. It means that blended learning makes it easier for students to learn. The most intriguing aspect is that blended learning can be accessed outside of the classroom via the internet based on their needs. As a result, blended learning is a versatile learning technique that can be used in the learning process. Blended learning can help students improve their public speaking skills as a teaching technique. Integrated learning is appropriate for use in English grammar courses, particularly speaking courses. According to research, students may benefit from online learning activities. Pre- and post-test results show that they have a firm grasp of the material. When the test speaking scores will compare before and after using blended learning, the test speaking scores improved. Blended learning allows you to teach material online and then practice it in a classroom setting. Text messages and YouTube videos are used to provide guidance to students while they are studying required readings and other materials. Even when the students are not in the classroom, the teacher maintains control over them. This can help students improve their abilities and get good quality learning in order to improve their skills.

A blended learning technique is being implemented by many educational agencies since language learning and technology are strongly associated in the period of the fourth industrial revolution, where Indonesia is still experiencing Covid-19 virus outbreaks. Blended learning is learning that makes sense in order to pique students' interest in learning. The learning system will previous entirely online for roughly two years, therefore this is implemented so that the learning system can be carried out in a number of ways. This system of mixed learning combines direct learning, which is done in conjunction with classroom instruction but still follows health regulations, with online learning, which is done at each other's homes or indirect learning. Students can learn more comprehensively and more effectively using online and in-person instruction, especially when it comes to vocabulary through the use of numerous apps that are already available. The online learning process supports students easily in learning a variety of vocabulary that is a requirement for speaking English with others and then switching to the learning system directly.Blended learning is social learning in which students and teachers collaborate as well as students and students, and learning materials that can be reused are used.As a result, this mixed learning technique is very closely related and can help each other in advancing the learning process. can aid students in putting what they learn from online learning into practice.

With online learning, students can quickly access many types of internet-connected knowledge by opening Google searches, Youtube, Google Play, and retailers. Students will therefore be able to participate in language-learning activities more readily, especially those that focus on speaking. English teachers

must be communicative and active while utilizing contemporary teaching and learning technique to engage students in a variety of language activities. Many English teachers feel more comfortable accessing the internet as online learning by using blended learning. Because increasingly complex technology affects learning processes, blended learning is becoming a prominent topic in the world of education. Blended learning combines traditional (face-to-face) instruction with online learning technique. In addition, it may be argued that online media can be used for half of the teaching and learning process. Students in SMA HKBP Sidorame class XI may benefit from this in terms of speaking abilities.

The fact that using active learning activities can boost students' desire and interest in learning is another factor supporting the improvement made by these students. As a result, individuals can actively participate in the learning process by speaking English. Activities in class are therefore necessary to help students improve their English. At SMA HKBP Sidorame, English teaching and learning are being observed by researcher. According to a number of earlier studies, the school's blended learning initiatives by a number of English teachers have not been used to their full potential. Teachers also impart integrative skills to their pupils. Speaking is one of the most challenging skills to teach, thus this study attempts to do so using a blended learning paradigm. Speaking abilities are another area where students struggle, particularly when it comes to fluency, vocabulary, pronunciation, and correctness in English.

Students get reluctant to talk in English as a result of this. English teachers employ a blended learning technique to lessen this difficulty. Students learn best when they have an engaging technique to follow during the teaching and learning

process when it comes to their English speaking abilities. Because shyness prevents people from expressing themselves in front of others, particularly when asked for personal information, students frequently lack the confidence to speak. However, speech can help us communicate with one another. Therefore, using a blended learning technique is an alternative to teach students how to talk in class. They utilize their smartphone as a study tool to access numerous videos of native speakers' facial expressions whenever and wherever they are. In the videos that address the issue, it is discussed how to provide something, make suggestions, and express opinions. Online and offline delivery technique used for teaching materials. In order to accomplish this, teachers in the blended learning technique employ computer technology with internet access to give knowledge, discussion topics, films, and teaching materials for students. In this study, researcher improved the teaching and learning process in the setting of blended learning by making it more communicative, contextual, appealing, and colorful. In this study, the researcher employs WhatsApp groups as a blended learning online platform. The uniqueness of this study is demonstrated by the use of blended learning with class XI students at SMA HKBP Sidorame to prevent speaking skills using a brief YouTube video. Students' difficulties speaking English accurately and properly will be resolved by using YouTube video instructions.

In order to make things even better in the future and make the learning process in the classroom more dynamic, efforts must be made to address these issues. This will have a positive impact on the learning outcomes of the students. One effort that may be done is to train as a teacher and use a cutting-edge, student-centered learning technique that inspires students to participate actively

6

and enthusiastically in classes and has a significant impact on their learning results. The blended learning learning technique is one of these models. The Blended Learning learning technique, which is based on WhatsApp groups, will chosen as one of the learning technique to be used in this study because it has the potential to improve student learning outcomes and because learning will be more effective and efficient whether it is done through face-to-face WhatsApp group video calls or not.

Therefore, the issue with this study is how much of an impact the blended learning technique has on high school students' English language proficiency, particularly in class XI at SMA HKBP Sidorame in Medan. Then, from the issues that can assist in altering the mindset of kids to utilize social media technology for purposes other than just playing games or other undesirable activities on social media. The use of numerous applications and websites to learn new vocabulary can help students enhance their speaking abilities. Blended learning can also encourage students' creative information-seeking tendencies.
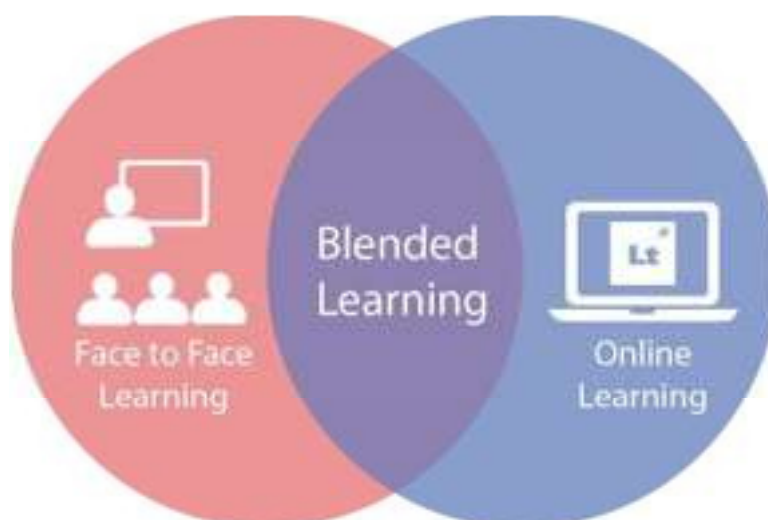
Based on the justifications given, the researcher is eager to investigate how blended learning affects students' English speaking abilities. Blended

learning will chosen by researcher because it will assist students in finding vocabulary information needed to practice speaking English, as well as because it can boost student learning satisfaction and encourage students to actively seek out information about learning to advance their language-speaking abilities English. The researcher chose class XI students from the private SMA HKBP Sidorame for this study because class XI students had begun learning using blended learning as a result of the Covid-19 virus outbreak in 2019 and subsequent recovery in 2021. As a result, the school implemented a blended learning policy while adhering to health protocols in order to keep students from becoming bored because they complete all of their coursework online.

Based on the reasons and explanations above, researcher is very interested in conducting a study entitled "THE EFFECT OF BLENDED LEARNING TECHNIQUE IN TEACHING ENGLISH TO STUDENTS SPEAKING AT CLASS XI STUDENTS OF SMA HKBP SIDORAME"

1.2 The Problem of Study

Based on the research background above, the researcher formulated the research problem as follows:

1. Does blended learning effect student's speaking skillls the XI grade speaking skills at SMA HKBP Sidorame?

2. Does the effect of using sending voice messages via the WhatsApp group application affect the speaking technique of class XI SMA HKBP Sidorame?

1.3 The Objective of Study

Based on the research problems above, the researcher formulated the research objectives as follows:

1. To determine the effect of blended learning on class XI students at SMA HKBP Sidorame English speaking abilities.

2. To determine how the blended learning technique has affected students' English speaking abilities using the voice note WhatsApp app, based on how the problem will formulate above.

1.4 The Scope of Study

Many learning techniques, such as blended learning techniques, have used technology to carry out teaching and learning processes in this era of increasingly advanced technology. Researcher will look at how blended learning affects students' ability to speak. For the speaking technique, the accuracy of students' English speaking will be compared between online and offline learning, also known as the blended learning technique. The researcher will look into the technique of speaking in English used by class XI students at SMA HKBP Sidorame.

1.5 The Significances of Study

The significance of the research is part of achieving the objectives of this research. The results of this study are expected to be useful for other people, especially among school children because it will make it easier to understand how to speak properly and correctly through blended learning. The significance of the study consists of two parts, namely scientific significance which leads to theoretical use; and the practical meaning is to

help in solving problems and can be an antidote to the problems that exist in the object of this research.

The theoretical significance and practical significance are further explained as follows:

1. Theoretically

The results of this study may lead to novel insights that help students use technology like social media, particularly Google and YouTube, wisely in order to find vocabulary and improve their speaking abilities. Additionally, this study may help pupils learn more creatively.

2. Practical

a. For students, it can serve as a guide for using the blended learning technique to improve their English-speaking abilities. It can also refer to speaking creatively with vocabulary that is simple to understand and that they have already learned from a variety of information sources, including social media, particularly Google and YouTube.

b. It can be incorporated into classes by teachers as an addition or input to avoid making the learning process boring for the students, particularly when teaching speaking skills as in the context of conversation lessons. Teachers can invite students to participate more actively in the learning process by using the blended learning technique, which helps students comprehend the course material.

c. For other researchers to use as a point of comparison when conducting more in-depth study on how blended learning affects students' English-speaking technique.

1.6 Hypotesis

As a result of his investigation into the subject, the author developed the following theory:

1. Another hypothesis (H1) :

   The integrated learning strategy works well for improving students' speech comprehension.

2. Null hypotesis (H0) :

   The integrated learning strategy does not improve students' speaking comprehension.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To support the validity of this investigation, numerous theories need. The author presents numerous possibilities in order to explain the link between the terms in this study (literature review). This chapter introduces a number of concepts and theories that underpin this study. These theories are connected to the use of blended learning to improve students' English speaking abilities. It is meant to support and give some of the theoretical ideas in this study. The topic will be outlined in the section that follows.

2.1.1 Language

Language is a way of expressing one's thoughts through the names of things and utterances, which reflect one's thoughts through air currents coming from the lips. Humans need ways to interact with other people in society since they are social beings. For the aim of social connection, language is a necessary communication tool. Since humans are social beings, they require means of interacting with other members of society. For the aim of social connection, language is a necessary communication tool. Language is a message transmitted in the form of expression as a means of communication in specific settings in a variety of activities, according to Devitt & Hanley (2006:1) and Noermanzah (2017:2) in (Noermanzah, 2019). In this situation, the expression is linked to oral and kinesic segmental and suprasegmental aspects, allowing a sentence to serve as a communication tool

with a different message if expressed differently.

2.1.2 English Language

The English language is a Germanic language that will first spoken in England in the early middle ages and is now the most widely spoken language on the planet. The English language is not only an academic prerequisite for limited proficiency in parts of language knowledge, but it is also the language of science and technology. This indicates that the English language is used to communicate and is extracted in science and technology. The current English language teaching practice may lead to students having a better understanding of foreign culture rather than their own culture, or it may even lead to them internalizing the norms as well as foreign cultural values in their daily lives. Some young kids may have a strong grasp of a foreign culture rather than mastering the language. The most significant impact of present English language education technique may be the loss of one's own culture, as future generations no longer have a strong knowledge of it.

Important cultural norms and values will be left behind by descendants who prefer to have and conduct in accordance with foreign cultural norms and values. Because, according to Nieto (2010) in (siti sudartini, 2012), culture is not only something inherited but can also be learned, it appears urgent to have an innovative way of improving the practice of English language teaching in this country for the sake of maintaining national identity and achieving the goals of national education stated in the Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, owing to the fact that this particular subject provides students with a diaspora experience.

2.2 Speaking

The fundamental talent they pass on is English, especially in terms of speaking. English is different from the precise sciences and social sciences in character since language serves as a tool of communication. This demonstrates that learning English needs more than just memorizing words and grammar; it also necessitates using it as a communication tool in everyday situations. Speaking ability is typically used in everyday life to assess someone's level of English proficiency. Brown (2003) in (Mitha et al., 2018) states speaking is one of the communication skills in English which has closely relationship with listening in pragmatic view of language performance. These incidents highlight a problem that prevents high school pupils from speaking and writing in English fluently (Asworo, 2019; Putri et al., 2020; Jaelani & Zabidi, 2020; Wahyuningsih & Afandi, 2020) in (Razaq & Asyurah, 2022) These incidents highlight a problem that prevents high school pupils from speaking and writing in English fluently (Asworo, 2019; Putri et al., 2020; Jaelani & Zabidi, 2020; Wahyuningsih & Afandi, 2020).

According to Harmer (2007) in (Parmawati Asep, 2019), there are three basic justifications for requiring students to talk in class. First, speaking exercises give students the chance to receive training, giving them a safe environment in which to practice speaking in public. Second, speaking exercises in which students attempt to use one or more of the languages give feedback to instructors and students. Everyone can see how well they are doing, including their success and any linguistic difficulties. And finally, the more opportunities children have to employ the many language components

14

they have stored in their brains, the more naturally they will use these components. Speaking can be divided into two basic production skills: accuracy and fluency. Fluency considers "the ability to keep going when speaking spontaneously," whereas accuracy focuses on the use of vocabulary, grammar, and pronunciation via a variety of tasks (Derakhshan, Khalili, & Beheshti, 2016) in (Parmawati Asep, 2019). According to Sidik (2013) in (Parmawati Asep, 2019), "it demonstrates that oral encounters can be typical in terms of routines, which are traditional technique of providing information that can focus on interaction or information." Speaking is an interactive process of creating meaning that involves both giving and receiving information, claim Kosar & Bedir (2014) in (Parmawati Asep, 2019).

Speaking ability is the most beneficial thing for pupils to have while trying to improve their English. Speaking is a useful tool for both communication and knowledge acquisition. As stated in "Speaking is a Form of Communication" by Rhodri (1989:4) in (Fay, 1967). Therefore, it is crucial that what you want to communicate can be expressed in the best way possible. Speaking is the primary means of connection and communication. In this age of globalization, people need to be able to speak English practically in all facets of their lives, according to Aye and Phyu (in Zuhriyah, 2017) in (Mega & Sugiarto, 2020). Speaking is how people verbally transmit and share their thoughts with others. According to Bahadorfar and Omidvar (2014) in (Mega & Sugiarto, 2020), a speaker is said to have outstanding speaking skills if the audience can understand what they are saying.

2.2.1 The Purpose Of Speaking

Speaking abilities are the capabilities that enable efficient communication. They enable us to communicate verbally and in a way that is understandable to the listener. Speaking can serve transactional or interactive purposes, it will assert. Learning to speak is undoubtedly more challenging than learning to understand spoken language, according to Gronbeck (2006:334) in (Junaid, 2018), because it involves a sequential arrangement of tasks that calls for effort from both the teacher and the students.It appears that the spoken language utilized in both transactional and interactional conversation has certain peculiarities. Language is mostly utilized in transactional dialogue to convey information. This kind of language is message-oriented rather than listener-oriented (Nunan, 1989: 27) in (Torky, 2014). Clearly, accurate and consistent conveyance of the information is essential in this type of contact, as is verification that the message has been understood. News broadcasts, descriptions, narrations, and directions are a few examples of language that is predominantly employed for transactional purposes (Torky, 2014). Kingen (2000: 218) in (Torky, 2014) integrates the transactional and interpersonal reasons of speaking into a comprehensive list of twelve categories in order to analyze speaking purposes more thoroughly.

1. Personal - conveying one's own thoughts, feelings, and opinions.

2. Descriptive-describing a real or hypothetical person or thing.

3. Telling stories or events in chronological order through narrative.

4. Instructional-offering instructions or giving guidance intended to have a certain result.

5. Questioning-asking inquiries to get data.

6. Comparative-comparing two or more things in order to draw conclusions about them.

7. Mental representations of persons, places, events, and objects that are expressive of imagination.

8. Making predictions about potential future events.

9. Exploring meanings, making speculative conclusions, and taking into account implications.

10. Influencing others' conduct in some way through changing their opinions, attitudes, or points of view.

11. Explanatory-explaining, defining, and defending concepts and viewpoints.

12. Educational - imparting knowledge to others

2.2.2 Process of Speaking

Students' perspectives can shift from moment to moment and week to week as they actively participate in speaking. The language people use to convey meaning evolves as they learn new facts. They change their understanding as a result of information communicated or received, adding to their schemas about language and the outside world.

Activities that take place before, during, before and after the speaking engagement are included in the speaking process. For instance, before speaking, the speaker might decide the message's real content, how it should be delivered, and the audience type that will hear it. The speaker must pay attention to a variety of factors while speaking, including conveying a clear

message, tone of voice, appropriate terminology, potential reactions, the setting, and nonverbal cues. After speaking, the speaker may take feedback, respond to inquiries, clarify unclear concepts, and/or evaluate their performance.

1. Organizing and planning before speaking

   Similar to how pre-writing happens before drafting, pre-speaking happens before pupils speak. What and how students say is influenced by their experiences, perceptions, and interactions both within and outside of the classroom. Pre-speaking exercises encourage thought and contemplation and provide pupils the chance to organize themselves before speaking. The following is a list of some pre-speaking goals.

2. Speaking: Taking the Stage

   Speaking encourages pupils to interact with others, including their peers and other audiences. Students are more likely to have the necessary confidence to "go public" with their ideas and knowledge if they are given the supportive, collaborative environments and opportunities to practice for their casual and formal speaking experiences.

3. Depending on their goal for speaking

   Students must participate in a variety of formal and casual speaking scenarios in order to interact with people and communicate.

4. After-speaking: A Moment for Introspection and Goal-Setting

   Students should reflect on their performance after speaking

engagements, both official and informal. The teacher should be included in their reflection, whether it is oral or written, so that they can set individual goals for enhancing their speaking skills. This style of goal-setting and reflective assessment promotes analytical cognition. The following is a list of some goals for post-speaking activities.

2.2.3 The Crucial Speaking Techniques to Master

One of the most crucial abilities we acquire is speaking since it enables us to interact with others and convey our emotions. We use both formal and informal speaking abilities in a variety of situations throughout our lives. Speaking skills can be divided into two categories: formal and informal. Conversations with friends and family help us build emotional ties, thus it's crucial to have informal speaking skills. On the other hand, formal speech is required in the workplace, in presentations, and in conversations with strangers. Formal language is crucial because it enables courteous communication and helps us make a good first impression.

Speaking abilities are seen to be the most crucial component of language learning for students. In fact, a lot of language students gauge their success based on how effectively they speak the target language. It's a skill that can be developed to truly develop a grasp of the language and culture of English-speaking countries because the majority of effective foreign language acquisition occurs through interaction.

2.2.4 Components of Speaking Abilities

a. Vocabulary

Knowing the appropriate words is the first step in improving our speaking abilities. As we learn to describe the world and express our wants as infants, our vocabulary development starts. When children are 2 or 3 years old, this moves from single words to phrases, and at that age, they typically have a vocabulary of 150–300 words.

Students' understanding of the pronunciations and meanings of words that are essential for communication occurs throughout vocabulary development. Language mastery includes vocabulary mastery acquisition. Language mastery entails a variety of skills, including hearing, speaking, reading, and writing abilities. (Novianti, 2020) in (Puryanto & Ngurah Japa, 2021). When they are aware of a word's meaning, they can determine whether the word or sentence is appropriate. This is crucial in order for them to maintain a dialogue. They are halfway to effective communication if they can understand what the other person is saying and know the terminology to use in response.

b. Grammar

Grammar is solely necessary for written language. But grammar also covers a wide range of crucial aspects of spoken language, including the proper use of tenses and sentence structure. Grammar enables us to communicate ideas in a style that the audience will recognize and comprehend. There are over 25 different kinds of

English grammar, all of which are related to formulas that must be learned. (Nurdiawati, 2020) in (Mijo, 2022). Grammar mastery is extremely essential in the world of education, particularly for high school students. They will encounter numerous tests, one of which will be English, with the majority of the questions focusing on grammar.

c. Pronunciation

Another crucial component of speaking abilities is knowing how to pronounce words correctly. This is mostly the result of phonemic awareness. Understanding the linguistic building blocks of spoken language is required for this. When compared to other languages, English can vary quite a bit. Since children are trained to categorize phonemes in their first language, it can be perplexing when some phonemes aren't in the students' original tongues. Playing language games and reiterating rhythm and repetition in songs and poems might help you develop this skill in English. Students learn about graphemes, the letters and spellings that represent sounds in written language, in phonics, when they first begin to understand the connection between spoken language sounds and these sounds. Speaking is "an interactive process of generating meaning that involves producing, receiving, and processing information," according to Bailey and Nunan (2005:2) in (Keguruan et al., 2019).

d. Fluency

As students progress through school and use and practice speaking skills every day, fluency in spoken language naturally increases. Reading frequently (and aloud) exposes kids to new vocabulary and strengthens their understanding of spoken language, which is a wonderful technique to increase fluency. Fluency is the capacity to instantly comprehend words after hearing them. They can read aloud and pronounce words correctly if they are written down. You may help your kids acquire this by encouraging them to read passages aloud. Additionally, you might ask your pupils to read aloud in front of the class. They become more self-assured as a result, which also improves their pronunciation. Conversations with your students will be more engaging, stimulating, and perceptive as their English proficiency increases.

2.3 Blended Learning

2.3.1 The Definition of Blended Learning

By creating blended learning, one learning technique, educators can currently generate service enhancements. The term "*blended learning*" is derived from the two-syllable English phrase "*blended learning.*" Learning that mixes in-person and online instruction is known as "blended learning" (Murtikusuma et al., 2019) in (Burhanuddin, 2021). Blended denotes a successful combination or blend. The benefits of both in-person and online learning are combined in blended learning. The blended learning paradigm can also be seen as a way to enhance the results of learning that is done online. By mixing different delivery technique,

instructional technique, and learning styles, the blended learning learning technique is also seen to be a better learning technique. In comparison to fully online learning, Dziuban, Hartman, and Moskal (Wasis 2018: 61) in (Sapti, 2019) discovered that blended learning has the potential to enhance student learning outcomes and also lower dropout rates. Similarly, it will discover that blended learning is superior than face-to-face instruction.

Blended learning, in its most basic form, combines online content creation with the best features of classroom interaction and lengthy instructions to personalize learning, enable insightful reflection, and adapt instruction from instructor to instructor across various learning communities. However, issues with blended learning will also shown. It is argued that the extensive literature on teacher expertise, which focused on how well teachers understood the content they taught and how students learned that content, would generally benefit professional development, but blended learning is not proven to be helpful in teachers' professional development (Bausmith and Barry, 2011) in (Zamzami & K, 2018)Blended learning incorporates both long-form and short-form instruction, collaborative learning, and individual computer-based learning. In Bonk and Graham (2006: 4), Graham, Allen, and Ure in (Istiningsih & Hasbullah, 2015) offer three definitions of blended learning: a mixture of learning techniques, a combination of learning modalities, and a combination of online and face-to-face learning. Combining mastery learning techniques (full learning) with blended learning itself is blended learning. Blended learning can be alternative learning to reduce problems in online learning (see Destika, 2022; Herlisya & Wiratno, 2022; Nurchurifiani & Zulianti, 2021; Sagita, 2021a, 2021b; Sitohang et al., 2021;

Sulastri et al., 2022) in (Umisaroh, 2022). A systematic learning process, such as comprehensive learning or mastery learning, is carried out in a planned and sequential way so that learning can be adapted to both student groups and individuals. The ability of students to actively learn is one of the principles of mastery learning. Not only do students need to adjust to blended learning; teachers also need to learn how to successfully employ technology to support student learning. The facilitator's attitude, level of preparation, and technological proficiency are crucial since they all have an impact on how well information technology-based products are used and developed. (Poon, 2013) in (Dewi et al., 2019).

This idea enables students to begin learning using various educational resources, particularly e-learning. Therefore, it is clear that blended learning is a style of instruction that combines face-to-face instruction with online instruction. It also has the potential to improve student learning outcomes and active learning. If necessary, buildings and infrastructure connected to current health regulations must be added to the existing infrastructure, together with a shift-based learning system and online instruction, in schools (Kemdikbud, 2021) in (Juwandani et al., 2022).

2.3.2 Basic Components of Blended Learning

The foundation for implementing blended learning-based learning, which can be used as a guideline, is known as the Basic Elements of Blended Learning. The fundamentals of blended learning are as follows:

1) Face-to-face learning: Blended learning opens up opportunities for traditional classroom instruction, where students have the chance to

engage with their instructors and are consequently influenced by their personalities, behaviors, and value systems. Face-to-face communication adds a personal touch to the process and is immensely motivating for both teachers and pupils.

2)   Student interaction with course content-Traditional teaching technique and campus settings give students time to engage directly with their course material through printed materials.

3)   Peer group interaction: On campus, students engage with their peer group and learn both formally and informally.

4)   Group discussion and idea exchange – classroom instruction offers students interaction with teachers as well as thoughtful discussions on various topics and idea exchange.

5)   Students have the flexibility to learn from anyone, anytime, and anywhere in a virtual classroom. Regardless of distance, a student can participate in a virtual classroom meeting with his or her classmates and teacher online.

6)   Online assessment, which provides rapid feedback and is based on readiness principles, is crucial to learning since it inspires learners. Online evaluation aids in improving the formative, transparent, and speed of the evaluation process. It is also more trustworthy and impartial.

7)   Viewing expert lectures on YouTube: As part of blended learning, students can watch lectures from well-known experts in various subjects that are available there. Additionally, the college can

post videos of its own teachers' lectures so that students who have missed classes can still use this service.

8)   There are a variety of recordings and animated movies that are available for online learning that explain different subjects in an engaging fashion.

2.3.3 The Purpose Of The Blended Learning

According to Garham (Husamah 2014: 21) in (Sapti, 2019) , the goal of developing blended learning is to mix the best features of in-person learning in the classroom with the best features of online learning in order to boost student engagement in learning and cut down on face-to-face time in the classroom. Teachers adapt their learning subjects using computer-based technology using a hybrid learning technique that includes online activities like case studies, tutorials, solo exercises, simulations, or group projects.

The following are the objectives of the blended learning technique:

1. Assisting students in better developing themselves through the process of learning in accordance with their learning preferences and styles.

2. Give teachers and students genuine, effective chances for independent, lifelong learning.

3. Students will have more scheduling flexibility because the best aspects of face-to-face and online learning will be combined. Face-to-face lessons can be used to engage students in interactive activities, while the online portion will give them access to multimedia content that is rich in knowledge whenever and

wherever they have internet access.

2.3.4 Blended Learning Technique

According to several scholars, the change should center on knowledge production, which will strengthen rather than replace the conventional information transfer paradigm. The knowledge production paradigm is greatly aided by social learning, which is assisted by the use of various collaboration tools and, in particular, enhanced presence. Human learning is a social process that involves sharing and carrying out actions to accomplish a common objective. In this situation, learning is not a solitary endeavor. According to Skinner (in Sagala, 2011, page 14) in (Nurfatimah, 2020), "learning is a process of adaptation or adjustment of behavior that occurs gradually." Learning is also regarded as a behavior; when individuals learn, their responses improve; conversely, if they do not learn, their responses deteriorate."

The instructional technique should be fundamentally redesigned with blended learning in mind and have the following features :

1. A switch from teachers to student-centered learning, where students take an active role in their education (even during face-to-face contact sessions)

2. Increasing student-instructor, student-student, student-content, and student-external resource engagement.

3. Integrated formative and summative evaluation processes for teachers and students.

2.3.5 Blended Learning Has Both Advantages and Disadvantages

When compared to traditional (face-to-face) learning and online, offline, or e-learning, blended learning has several advantages. Blended Learning-Based Learning, according to Dwiyogo (2018) in (Dwiyogo, 2018), is learning that combines various learning delivery techniques, such as face-to-face learning, computer-based learning (offline), and e-learning learning. (online). A number of studies have also demonstrated that blended learning is superior to in-person or online instruction.

The technique of blended learning offers the advantages listed below:

1. Learning happens both independently and traditionally, and both offer benefits that can be combined.

2. Education is more efficient and effective

3. Make access easier. Participants can learn how to access learning resources more easily via blended learning.

4. Students are permitted to research the subject independently using online resources.

5. Outside of scheduled face-to-face time, students can have conversations with instructors or their peers.

6. Teachers can effectively monitor and supervise the learning activities that students engage in outside of class time.

7. Through online resources, teachers can provide enrichment materials.

8. Before learning, pupils may be required to read certain materials or complete assessments.

9. Quizzes can be planned, comments given, and test results used well in

teaching.

10. Students can exchange documents or data with their peers.

The blended learning technique has the following disadvantages or deficiencies:

1. Because the required media are so varied, it is challenging to apply if the facilities and infrastructure cannot accommodate it.

2. Student-owned resources, like as computers and internet access, are not allocated equally. Blended learning actually needs good internet access, and if the network isn't good, it will be challenging for students to engage in autonomous online learning.

3. Lack of understanding of learning resources' usage of technology among parents, students, and instructors.

2.3.6 Characteristics of Blended Learning

There are various components to the blended learning characteristics, including:

1. Traditional and online learning options are accessible to students.

2. Teachers are knowledgeable about both technique.

3. Students can meet in person or virtually to complete the educational experience.

4. Students receive comprehensive training in the newest technology.

5. Students are taught life skills in a variety of ways.

6. To support individuals' personal development.

7. It is possible to develop physically both within and outside of the classroom.

8. Students get a deeper understanding of the course topic and new perspectives.

9. As a result, there is a touch of individuality.

10. A multicultural and multifaceted technique is taken to teaching and learning new material.

2.3.7 The Effect Of Blended Learning

According to Klimova et al. (2017) in (Quispe, 2023), blended learning is attractive because it has many benefits for the learning process, such as flexible teaching and learning (i.e., students can access their course materials at any time and from any location at their own pace, and teachers can easily adapt students to online content). Now publish comments online, post frequently and on time. Online learning resources are widely available. Because of the high expectations placed on them, students are more likely to be internally motivated to learn. Collaboration between students and between students and professors ought to be supported.

Innovative learning techniques supported by cutting-edge technology can improve student accomplishment more affordably than conventional face-to-face instruction. Blended learning offers a number of benefits. Blended learning is being implemented to make the learning process more efficient. Furthermore, blended learning is a technique that combines traditional classroom instruction with mobile learning and online activities to offer innovative educational solutions for students and teachers.

2.4 Previous Research

Researcher use a variety of studies connected to this topic as a resource for putting this suggestion into practice. Six is used by researcher as an example. In the first sample study by (Juwandani et al., 2022), titled *"Blended Learning Strategy in the New Normal Era (TPACK Competency Study)"* explores how to prepare blended learning in the new normal era by getting a general overview of instructor tactics at SDN Kapuk Muara 3. The study's findings demonstrate that the teacher did a good job of planning for blended learning in the new normal era. Previous study has contributed to my research in that I can see more clearly how to prepare blended learning in the new normal era by gaining a general overview.

The second sample study, titled *"The Effect Of Using Blended Learning Model On Enhancing Students' Speaking Skill In Senior High Schools"* will carrier out (Isda et al., 2021). It looks at the impact of blended learning on students' English speaking abilities at SMAN 2 Patra Nusa Aceh Tamiang. This study also explores the disparities between the English proficiency levels of Nusa pupils and Patra High School students. Previous study has helped me understand how to analyze the impact of blended learning on students' English speaking abilities.

The research title of the third sample study by (Ketaren et al., 2022) is *" The Effect Of Blended Learning Strategi On The Eighth Grade Students' Writing Skill Of SMP Negeri 41 Medan In The Academic Year Of 2020/2021."* and it looked at empirical data from student achievement in writing descriptive texts using blended learning. Previous research has

contributed to my understanding of how to evaluate The Effect Of Blended Learning Strategies.

In the fourth sample, (Mega & Sugiarto, 2020) examined the relationship between the habit of learning English and confidence in speaking English skills in promoting tourism and local culture of Bangka Belitung. The research will title *"Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students."* Previous research has contributed to my understanding of how to evaluate the relationship between the habit of learning English and confidence in speaking English skills in promoting tourism and local culture.
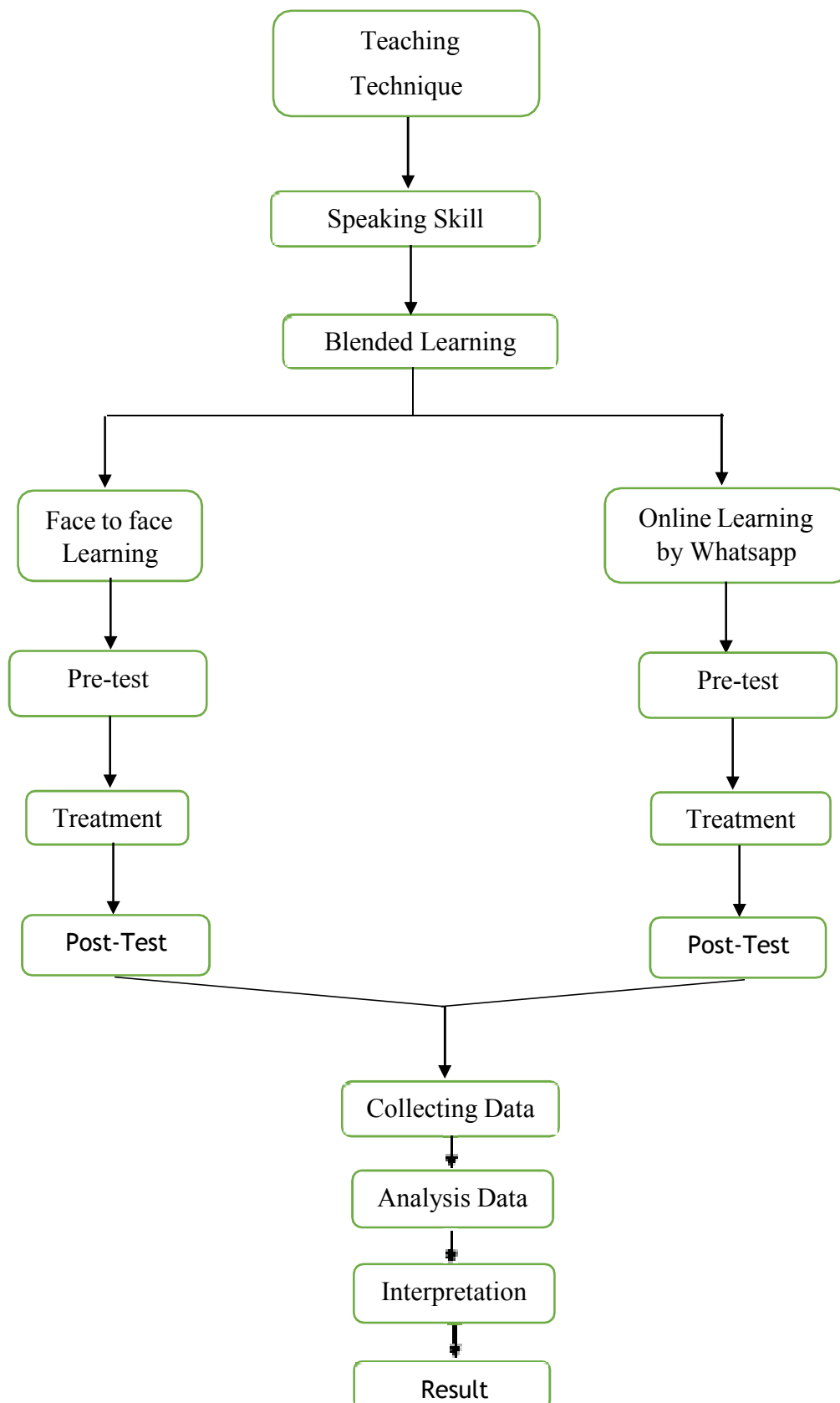
The research of (Sapti, 2019), whose study is titled *"Analisis Of Google Form-Based Blended Learning Models To Improve Student Learning Activeness",* analyzed student learning activeness utilizing the google form-based blended learning learning technique in the fifth sample. The contribution of previous research to my research is I can see more how to analyze Of Google Form-Based Blended Learning Models To Improve Student Learning Activeness.

In the last sample, conducted by (Torky, 2014) whose research title is *"The Effectiveness of a Task-Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students",* It explains how speaking skills for students in general can be improved. Previous research has helped me understand how to evaluate The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.

2.5 Conceptual Framework

Traditional presentational technique s are put to the test by blended learning, which by its very nature necessitates a fundamental rethinking of the educational process. The first difficulty is to create a conceptual order that goes beyond rigid recipes if we are to cope with the theoretical and practical challenges of reimagining the educational experience from a blended learning perspective. For practitioners who might not fully understand the opportunities that new and developing technologies bring for including students in cutting-edge educational experiences, such organization and coherence is especially crucial. To help practitioners negotiate the educational and technological levels of complexity, it seems to us that a conceptual framework may be of the biggest practical use.

```
                    ┌─────────────────┐
                    │    Teaching     │
                    │    Technique    │
                    └─────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │  Speaking Skill │
                    └─────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │ Blended Learning│
                    └─────────────────┘
```

Teaching Technique

Speaking Skill

Blended Learning

Face to face Learning   Online Learning by Whatsapp

Pre-test   Pre-test

Treatment   Treatment

Post-Test   Post-Test

Collecting Data

Analysis Data

Interpretation

Result

Figure 2.5 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

The author outlined the technique in this chapter that could be used to help fix the issue. "The Effect Of Blended Learning Technique In Teaching English To Students Speaking At Class XI Students Of SMA HKBP Sidorame" is the title of this study. To examine the data, this author employed experimental quantitative research. Similar to the preceding chapter, this chapter included several expert statements. This chapter included the research design and data collection techniques.

3.1 Research Design

This study will employ an experimental quantitative research design. This study aims to determine whether blended learning has an impact on students' capacity for inquiry and for collaborative opinion expression. The only relevant way for causal linking ideas to be tested in research is through laboratory experiments. To put it another way, the experimental approach is the best means to develop education as a scientific field and the best way to tackle educational problems, both practical and theoretical. Using an experimental strategy requires the most work but produces the most worthwhile results. The therapeutic component of this investigation ware present. Experimental studies can be used to examine how a treatment affects people in an uncontrolled environment.According to Sugiyono, experimental research is any study that is conducted in a non-control environment.

At least one hypothesis, which demonstrated a causal relationship between two variables, motivate the experimental inquiry. To evaluate the efficacy of the

treatment, the author will also carry out pretest and post-test evaluations as part of this study. In this study, a pre- and post-test for one group will be used. This study will use a single group pretest-posttest research design. In this design, a pretest will be conducted before treatment is administere. The researcher chose this study because she wanted to conduct multiple tests and see reliable findings, particularly with the pretest (before treatment) and posttest (after treatment).

Reseacrh Design

Table 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Speech	Blended learning	Speech
Control	Speech	-	Speech

According to the above description, it can be inferred that the quantitative experimental design is a learning strategy that will compare the treatment of students' scores after learning is carried out using the blended learning technique. This will allow the writer to observe the progress of students' ability to understand how to read speech after treatment. This study will be conducted to ascertain whether the treatment's effects have improved. Testing will be done to determine how blended learning has affected the pupils' speaking abilities.

3.2 Population and Sampel

3.2.1 Population

Handayani (2020) in (Pratama, 2019) defines population as the sum of all elements being investigated that share the same traits. These elements can be

individuals from a group, events, or something else else.. The term "population" refers to the entire set of people, things, or events that the researcher intends to examine. This study's population consisted of class XI students from SMA HKBP Sidorame for the 2022/2023 school year. The overall number of students in class XI IPA and XI IPS at SMA HKBP Sidorame is 28.

3.2.2 Sample

The sample is a subset of the population with the traits or situations that Riduwan will research (2015: 56) in (Sugiono 2016 dalam Fakhri, 2021). The researcher use purposeful sampling in this study. The purpose of sampling is to guarantee that the sample correctly represents the research cases. For this investigation, the researcher uses class XI as an experimental class, with a total of 28 students. The researcher, however, only use 10 survey participants.

3.3 Instrument of Collecting Data

Speaking test will the instrument utilized in this investigation. All tools used to collect, manage, and analyse data from respondents are considered research instruments. The author uses the provided language test, namely the speaking test, to gather the data. The author employed an oral language assessment rubric to gauge the pupils' speaking prowess. Grammar, pronunciation, comprehension, vocabulary, and fluency are all evaluated using this criteria whereby a rubric for evaluation will be used to evaluate in accordance with **(Brown,2004:172-173) in (siti sudartini, 2012)**.

3.4 Technique of Collecting Data

The data for this research came from students' ability to speak when reading educational-themed speech texts. This is done because the goal of this study is to gather comparative data on students' speaking abilities between blended learning techniques using blended learning techniques. The authors performed a pre-test, treatment, and post-test to ensure the accuracy of the findings of the assessment of students' speaking abilities. The speaking test will be videotaped in order to gather data both after the test.

3.4.1 The Procedure Of Collecting Data

The technique used in this study will a test. Pretest, treatment, and posttest will the tests employe in this study.

a. Pretest

The training or test that is given to pupils prior to the instructional material is called the pretest. Before beginning therapy, a pretest would be administered to gauge the students' speaking comprehension skills in order to compare their pre- and post-treatment blended learning results.

b. Treatment

Blended learning is the technique used. When instructing again after understanding through the pre-test, the author employs blended learning. Students are given written materials and instructional videos with examples and explanations of how to make a good and correct speech before

participating in face-to-face discussions in class. Students will be asked to read examples of educational themed speech texts aloud together.

The technique used in this study will a test. Pretest, treatment, and posttest will e the tests employe in this study.

Example of a Speech :

Ladies and Gentleman,

On this joyous occasion, I will discuss the significance of education for the future. You must understand that education is the most important and critical factor in attaining success. Because education not only makes you smarter, but it can also help to improve the economy and progress our country. You can improve your education by studying hard so that you can become a smart kid who can achieve your goals. Continue to study and gain as much knowledge as you can in order to eradicate poverty and advance Indonesia. This is all I have to say. Let us work together to provide the best education possible for the benefit of our nation. That's all. Thank you.

Students take rounds distinctly reading the speech text online and offline. This is where the offline research technique is used in person and witnessed by friends while reading the speech text. Then there's the online study technique of sending voice recordings via the WhatsApp app. The differences in students' speaking skills in public offline and with only voice recordings online will then be compared.

c. Post-test

Students took the post-test after the authors used blended learning techniques to solicit feedback from them. The test that will be administered is

the same as the pre-test to determine the difference in mean scores after treatment. The post-test results significantly influence whether blended learning has an effect on students' speaking ability.

4.Technique of Analyzing Data

After completing the pretest and post-test, the writer would calculate the data's average value. When the mean test results are compared to the pre- and post-test scores and the standard deviation, a substantial change has occurred. If a difference between test means will the effect of therapy, it would be determined using the T-test formula. The study's goal will to evaluate the effects of the students' treatment by contrasting the measuring data obtained after. The experimental data analysis will follow by a t-test using pre-test and post-test techniques in statistical analysis. Following are the steps involved in data analysis:

1. Finding the mean of difference :

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

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 :

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

$\sum D$: The number of differences between pretest scores and posttest scores.

N   : Number of Case (number of sample)

SEMD   : Standard error of mean of difference

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

3.5 Scoring of the Test

Each test requires the students to read the speech text aloud. H. D. Brown evaluated student achievement using a speaking rubric (2004:172-173) in (Masyi'ah, Nur, 2014). The five components of each student's speaking performance will add together to determine their overall speaking score (fluency, pronunciation, grammar, vocabulary and comprehension). The maximum total score is 20.

Table 3.6 Rubric of Assessing Speaking (Brown,2004:172-173) in (siti sudartini, 2012) :

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 students has limited vocabulary.
	1	The students has very limited vocabulary.
Fluency	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 strong 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 eldement 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.

3.6 Validity and Reliability

3.7.1 Validity

The "validity" of test or inventory data is determined by how they are interpreted and used for the intended purpose. How successfully test results were interpreted as a tool for evaluation will be used to measure the validity of the interpretation. This suggests that whether or not the measure is determined to be legitimate will determine if the assessment's primary goal is accomplished. In terms of authenticity, there are many options. The instrument's degree of data representation accuracy would be the determining factor.

Linking test findings to an external variable that is used to gauge the quality under evaluation would be another factor to take into account. The construct validity of a test, which is the third type of test validity, examines how effectively it measures a certain feature or concept. The author would consider the validity of the study in terms of its content. Given that speaking test performance characteristics including fluency, grammar, pronunciation, vocabulary, and understanding are dependent on the syllabus, Brown's hypothesis, this study's content validity was more accurate and valid than in other studies. The abilities and exam content would appropriately evaluate students' communication skills.

Tabel 3.7 Kind Of Test

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

3.7.2   Realiability

Fraenkel et al. (2012:154) in (Zerizghy et al., 2009) states that reliability refers to the consistency of the scores obtained; how consistent they are for each individual from one administration of an instrument to another and from one set of item to another. The researcher will be used by Inter-Later reliability to evaluate test reliability.

3.8 Hypothesis Testing

Hypothesis testing is a formal procedure that uses statistics to evaluate our worldviews. It is mostly used by scientists to test specific theories' resulting hypotheses. The pre-test and post-test results of the student were compared using the t-test procedure to determine whether they were statistically significant. To conduct a hypothesis test, the conditions listed below must be satisfied.

Table 3.8 Hypothesis Testing

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

There is no difference whether the t-test value is inside or outside of the t-table value.