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CHAPTER 1

INTRODUCTION

² In this chapter, the researcher explains about the introduction those are:

³ a) Background of the study, b) Identification of the problem, c) Limitation of the problem, d) Formulation of the problem, e) Purpose of the study, f) Significance of the study

A. Background of the Study

Today, the world has been changed a lot by technological developments. From the development of technology, we get various conveniences in carrying out daily activities. For example, everyone uses long-distance direct communication tools such as cell phones to connect with other people who are far away. In addition, technology in education is also very helpful and easy to understand in millennial life as an innovation learning medium that makes it easier for them to find various sources of knowledge easily and can be done anytime and anywhere.

This makes educational technology have a very beneficial impact in improving the independent learning process and creating an open mind towards education which currently only exists through face-to-face or offline learning. Those are some of the impacts of technology in education. As growing, the use of online resources is preferred because of their efficiency, effectiveness, and practicality (Sofyan & Tarigan, 2017). This shows ³ that currently, in the teaching and learning process that remains integrated with

technological advances, teachers and students are required to can take advantage of these technological advances. For example, using different teaching methods and approaches that are more developed with technological advances needed. This can make students more active in participating. They will have strong motivation and involvement in their own learning process.

Speaking has been the subject of extensive research up to this point because it is one of the key English language abilities. There are so many researchers who choose speaking to be studied because there are still many things that can be explored in speaking research. Additionally, the current globalization era necessitates that everyone prepare trustworthy human resources, particularly in the fields of science and technology (IPTEK).² Tarigan (1990:3- 4) defines that speaking is a linguistic skill that develops in a child's life and is taught at that time. Speaking is produced by listening. As globalization expands, the skills, speaking English becomes very important and crucial to master because remembering English which is an international language.

Speaking ability is the capacity to say and transmit ideas, thoughts, and feelings through articulation sounds or words (Tarigan, 1983). It can be stated that speaking is the process of delivering information and message to another people in oral way. According to Harmer (2007:17) Speaking occurs when people are conversing with one another, and we can assume that they are doing so for good reason when this happens. It can be clear that³

speaking occurs when to people are talking each other and there is feedback from what they are talking about.

According to the vocational high school curriculum (SMK), the instructor must emphasize core competence (KI) and fundamental competence when teaching speaking (KD). There are some texts that must be taught in basic competence in vocational high schools, and teaching ¹⁷ descriptive text is one of them. Text that describes an object in more detail and specificity is described text. Focus on one specific object. These objects are then discussed in detail. Object in descriptive text: Person, Place, Animal & Things. 1) Identification, setting the scene by stating the whereabouts or nature of the subject being described. 2). Describes the object's characteristics, pieces, and qualities.

But in reality, there are issues with the learning process among the kids as well. Speaking, correctness, fluency, coherence, pronunciation, and spelling are the issues. Some students have problems in their self-confidence. The researcher discovered that the pupils in SMKN 1 Kediri have various speaking issues based on observation.

First, students are confused with pronunciation. The wrong pronunciation can make a different meaning. Second, they are having low self-confidence, especially in speaking English. In actuality, most pupils struggle when speaking even when they have a large vocabulary and can write it fluently. The issues are afraid of blunders made by kids. Third, the

students' problems get when the learning process only doing by online learning because of the covid pandemic. In the researcher observation, learning just online by Google classroom and Google meet in SMKN 1 Kediri. Learning process become bored, they need interaction and practice in speaking English.

The COVID-19 pandemic has changed how lessons are taught, which in turn has had an effect on the deterioration in kids' speaking ability. Because of this pandemic learning can only be done online and one of the drawbacks of online learning only makes students lazy to study because they only depend on the internet. Students become very lazy to study and only rely on the internet. To overcome this, students and teachers must work together in adapting to existing situations and finding solutions so that learning remains meaningful and students get learning experiences in acquiring English, especially in speaking skills method. The researcher suggests using the blended learning model because with blended learning there is a combined learning between online and offline learning. That way students can learn independently without relying on the internet network.

According to Garrison & Vaughan (2008, p. 3), blended learning is a paradigm of education that mixes in-person and online learning. Blended learning has proven to be a learning solution that can adapt to the current situation during the COVID-19 pandemic and still makes the learning process meaningful for students. There are many advantages of blended learning including, blended learning is more efficient and effective, blended

learning is more time and cost efficient, blended learning is not limited by space and time, in blended learning students can easily access materials online.

In addition, blended learning can help students who are less confident in conveying ideas or opinions in learning in the classroom. Blended learning can help students discuss more actively. Because there are so many students who actually have a lot of good ideas and opinions and even questions but are reluctant to convey them directly in class because of several factors. When there is an engaging paradigm for the teaching-learning process when it comes to English-speaking abilities, students learn most effectively (Maryam, 2020). Blended learning is utilized as an alternative to having students practice speaking in class.

Several previous researches revealed the fact that the use of blended learning is effective to increase students' achievement. Desvita Sari (2019) exploring the impact of blended learning on undergraduate students' English speaking abilities throughout the industrial revolution 4.0. The Individual Rotation Model (IRM) of blended learning, which makes use of the Learn Social platform, was studied to see how it affects students' progress in English speaking skills during the second semester of study at the University of Sumatera Utara. This research was also to find out the students' perceptions after blended learning implementation. The results show that actually, the IRM of blended learning improves the English-speaking skill achievement especially in the components of speaking skill

namely, vocabulary, grammar, and comprehension and effective to be implemented for undergraduate students in the era of industrial revolution 4.0.

Another previous research by Elis Susanti (2017) who investigated ⁹ Boosting students' motivation in speaking through blended learning". 34 students from the STKIP Muhammadiyah Kotabumi English Education Study Program's fourth semester made up the sample in this descriptive quantitative study. The study's main goal was to determine how blended learning affected students' desire for speaking. The study's conclusions show that blended learning can effectively increase students' motivation in speaking classes.

Syaifudin (2017) in his research implementing blended learning (online learning and classroom) to improve students' speaking abilities. This study aims to determine whether the blended learning model may enhance students' speaking abilities and what the students think of its use in speaking classes. Students' speaking abilities were enhanced by blended learning, which was demonstrated by an increase in the average score of the four speaking components over all cycles. The students responded well to the deployment of blended learning, saying that it made their education more enjoyable and engaged.

Another previous research by ³³ Irma Dewi Isda, Purwati, & Imran (2021) in their research "The effect of using blended learning model on

enhancing students' speaking skills in senior high school". This study aimed at investigating the effect of blended learning on the English students' speaking skill and the result is blended learning positively affects students speaking skills used in the media google classroom at SMAN 2 Patra Nusa Aceh Tamiang. According to the aforementioned statement, researchers are interested in studying the blended learning approach. The blended learning model is successful, especially in the current pandemic conditions, according to the findings of earlier studies, so the researchers concentrated on vocational high schools (SMK).

Based on a number of prior studies that were successful in using blended learning to enhance speaking ability, the researcher hopes that this study will likewise show that blended learning may enhance student speaking ability. The researcher's focus in this study is on pupils' speaking abilities. Thus, if students are able to have good speaking skills, it will make it easier for them in many ways, especially in the world of work in the future. Speaking is a language skill that aims to express ideas, ideas, and feelings verbally as a process communication to others. In the process of speaking someone will experience the thought process to express ideas and ideas broadly. So, it should be improved from now on.

There are similarities and variations between this research and earlier studies. The usage of mixed learning is where earlier research and this one are similar. In addition, this research is quite different from the limitations of the study namely sample, time and place. In this study, the

focus of the researcher was on impact, while the previous research focused on student motivation. The research sample is class X KI (Industrial Chemistry) 1 class. The researcher conducted this research at SMKN 1 Kediri. The reason for this research is to benefit everyone. For example, for other researchers, it can be used as a reference for conducting further research. When there is a pandemic, as there is right now, blended learning can be utilized as a solution for learning to keep it going effectively and efficiently. After realizing how blended learning affects spoken learning, teachers can include it into their teaching and learning processes.

Therefore, the researcher intends to conduct research to analyse “¹⁶The Effect of Blended Learning Model to The Tenth Grade Student’s Speaking Ability at SMKN 1 Kediri Academic Year 2021-2022”

³**B. Identification of the Problem**

The researcher recognized certain issues in light of the previously mentioned background. The first issues arise from how the pupils perform on the components of speaking, accuracy, fluency, coherency, pronunciation, spelling which are still low. Second, some students have problems in their self- confidence. The last problem is that the learning process was only done through online learning because of the covid pandemic. One of the teaching speaking models that produces great outcomes is blended learning. The ⁷⁰purpose of this study is to test students' speaking abilities using a blended learning methodology.

14 C. Limitation of Problem

Based on the statement above, the researcher limits the problems and focus on the teaching speaking using blended learning in SMKN 1 Kediri. This research is also limited only to be conducted in the 53 grade students of SMKN 1 Kediri in academic year 2021/2022. The researcher wants to know is there any significant effect if the students are being taught using blended learning.

3 D. Formulation of the Problem

Research problem of the study formulate in the following question:

- 10 1. How is the students' speaking ability before being taught using blended learning on the Tenth Grade at SMKN 1 Kediri in academic year 2021/2022? 16
- 10 2. How is the students' speaking ability after being taught using blended learning on the Tenth Grade at SMKN 1 Kediri in academic year 2021/2022? 16
- 16 3. Is there any effect of blended learning to the students' speaking ability on the Tenth Grade at SMKN 1 Kediri in academic year 2021/2022?

E. Purpose of the Study

61 Based on the formulation above, the research has three aims:

1. To know the result of speaking ability before using blended learning in SMKN 1 Kediri.

2. To know the result of speaking ability after using blended learning in SMKN 1 Kediri.
3. To know whether there is any effect of blended learning to students' speaking ability in SMKN 1 Kediri.

F. Significance of the Study

This study is conducted in order to give theoretical and practical significance, they are:

1. Theoretical significance

The outcome of this research should serve as motivation for additional study. This study provides readers with additional information; they will learn about the influence of blended learning strategy on students' speaking ability.

2. Practical significance

This study's findings should be beneficial to educators, students, and other researchers.

1. Teachers

The teachers can apply the blended learning in their teaching learning process after knowing the effectiveness of using blended learning in teaching speaking.

2. Readers

The readers can comprehend that in this day and age, blended learning might be useful for imparting speaking abilities.

3. Writer

Along with being aware of its advantages and disadvantages, the author will understand the significance of blended learning in the teaching of speaking.

4. Researchers

Motivate the other to do research about blended learning in another skill.

G. Definition of Key Term

1. Blended Learning

Blended Learning according to Garrison & Vaughan (2008, p. 3) is a type of education that combines face-to-face and online instruction. Blended learning is a suitable input for the learning process that takes into account both learning styles and the desire to learn (Thorne, 2003, p.16).

2. Speaking

Speaking is the capacity to express oneself verbally or in writing and to communicate ideas. Speaking requires organizing vocal assertions to communicate meaning, which is an important aural and oral skill (Nunan, 2003, p.48).”

3. Speaking Skill

Speaking ability is the ability to articulate ideas, thoughts, and feelings through sounds or words (Tarigan, 1983). Speaking skills are the key to success in a career or work and social

interaction. Speaking skills will facilitate the delivery of messages verbally or verbally. In general, speaking skills include the following 4 things: Fluency, Vocabulary, Grammar, Pronunciation.

11 CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about : a). Literature review, b). Relevant studies, c). Conceptual framework, d). Rationale and e). Hypothesis.

A. Literature Review

1. Speaking

a. Concept of speaking

The creation, reception, and processing of information are all collaborative aspects of speaking, according to Brown (2001:267). Speaking is a social engagement activity, a means of expressing our ideas, and a communication tool in everyday interactions. Nawshin (2009:5-6) claims that being able to communicate well is a useful skill. Speaking involves two key components: accuracy and fluidity. The degree to which the speaker's speech corresponds to what speakers of the target language actually say is referred to as accuracy. Fluency is also the degree to which speakers talk aloud rapidly and with assurance.

¹⁷ According to Nunan (1989: 32) oral success communication involves:

- 1) The ability to comprehensively articulate the phonological features of language

- 2) Mastery of pressure, rhythm, intonation patterns
- 3) Acceptable level of fluency
- 4) Transactional and interpersonal skills
- 5) Skills in taking short and long speaking turns
- 6) Skills in managing interactions
- 7) Skills in negotiating meaning
- 8) Conversation listening skills (successful conversation requires a good listener as well as a good speaker)
- 9) Skills in knowing and negotiating conversation goals
- 10) Use appropriate formulas and conversation fillers

Quianthy (1990:7) Speaking is the process of verbally expressing thoughts and information in a number of contexts. In addition, (Chaney, 1998:13) Using verbal and nonverbal symbols, speaking is the process of generating and exchanging meaning in a variety of contexts. While Nunan (in Kayi, 2006:1) defines speaking as the quick, confident use of vocabulary interspersed with fake pauses.

Based on the statements above, Speaking is conveying ideas or thoughts through voice and using good language.

b. Types of Speaking Performances

Speaking classes can make use of a variety of speaking performances. There are six different groups of speaking skill domains, according to Brown (2004: 271). These are the six categories:

1) Imitative

This group comprises the capacity to work on tone and pay attention to particular linguistic constructions. It merely mimics a word, phrase, or set of sentences. Here, accentuating pronunciation is crucial. So, by imitating, learners can interpret phrases or sentences correctly so that they can speak correctly from fluently and accidentally.

2) Intensive

Students practice some phonological and grammatical concepts through intensive speaking performances. Learners as speakers must be aware of being able to demonstrate and display what they want to say in the correct intonation and expression.

3) Responsive

Response time involves involvement and understanding during testing, but only on a restricted level. It also contains very brief conversations, courteous small talk, straightforward requests, and remarks. This sort of succinct response offers guidance and instruction to queries or comments raised by the teacher or a student. Typically, their responses are adequate and insightful.

4) Interactive

What separates responsive speaking from interactive speaking is the length and complexity of the dialogue, which may involve a lot of back and forth or several participants. According to Brown, (2004: 142).” There are two ways that interaction can occur internationally and still retain social ties”.

5) Extensive

According to the aforementioned idea, it can be inferred that there are a number of factors that must be taken into account when speaking rates. Students should be familiar with their intended language functions as well as pronunciation and vocabulary. Students can use the language effectively when they are prepared and ready for the activity. So, speaking does not only produce speech in a dialogue, but also produce speech individually.

These kinds of speaking performances assist teachers in planning speaking lessons and in determining the speaking levels of their pupils so that the lessons can be tailored to their needs.

c. The Elements of Speaking

The ability of using language communicatively, there are two aspect that are considered to the success speaking. The understanding of linguistic features and the capacity for processing informational language are the aspects.

According to Harmer (2004: 269), Foreign language students should be able to master two ideas in order to become proficient speakers.

The first is language future and the second is social processing.

1. Language speech

a) Connected speech

According to Harmer (2004: 269), Effective speakers of English need to be able not only to produce the individual

phonemes of English but also to use fluent connected speech, in connected speech sounds modified, omitted, added or weakened.

So, the function of understanding individual phonemes is an important in producing effective communication.

b) Expressive devices

Harmer (2004: 269) Students should be able to use at least some of these supra segmental features and devices in the same way if they want to be effective communicators. The purpose is to add to the meanings of the abilities; they permit the extra expression of intensity and emotion.

c) Lexis and grammar

Harmer (2004: 269) claims that we may prepare students similarly by providing them with specific useful phrases that they can use at different points in a conversation while they are taking part in particular speaking situations, like a job interview.

d) Negotiation language

Effectively using our negotiator's language, we ask for clarification and pay attention to our sentence structure.

That are the element of speaking to have success speaking and this component are important to process in learn English.

d. Components of Speaking Ability

There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a. Pronunciation

Harmer (1998:11) claimed that a language user must be able to pronounce words as well as say them. This implies that speakers of a language must have a solid command of its pronunciation. Three fields are involved in this instance: sound, stress, and intonation.

b. Grammar

Students require grammar to construct appropriate sentences in a conversation. According to Jiil (2008:24), grammar is a description of the way that words are used to express meaning through combination, sentence structure, and form changes.

c. Vocabulary

When the speaker has a large vocabulary, they can speak clearly. Additionally, when a speaker uses a large vocabulary to make the dialogue understandable to the listener, the speaker is easier to comprehend. If the speaker can grow their vocabulary and make it understandable, the listener will appreciate them as well. According to Jill (2008:53) stated that discussion and reading passages can be used to introduce the use of new words in context and in combination with prior ones.

d. Fluency

²⁴ According to Jill (2008:27) declared that fluency conveys a message. Speaking clearly and continuously can allow the speaker to ensure that the listener can understand them without any problem.

e. Comprehension

Understanding is an important component in speaking so that it doesn't happen misunderstanding between speaker and listener.

¹ **e. Micro and Macro-skills of Speaking**

According to Brown, ¹ these are the micro- and macro-skills of speaking (2004:142 143)

1. Micro-skills

- a. Produce differences among English phones and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, and backtracking-to enhance the clarity of the message.

- h. Use grammatical word clauses (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech in natural constituent: in appropriate phrases, pause groups, breathe groups and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro skill

- a. Appropriately accomplish communicative functions according to situations, participants and goals.
- b. Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, and conversation rules, floor-keeping and-yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification.
- d. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the

meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

¹³ 2. Teaching Speaking

a. Definition Teaching Speaking

According Brown (2000) teaching is an activity in which the instructor sets up the environment for learning, guides and supports learning, and provides the students with the opportunity to learn. Tardif (in Adrian, 2004) every activity a person (teacher) takes with the purpose of promoting learning in other people is referred to as teaching (students), which means teaching is an act done by someone (in this case the educator) with the aim of helping or make it easier for other people (in this case students) to carry out learning activities. In the teaching process, ¹¹ the teacher plays an important role as a facilitator who directs and guides students; therefore, teachers must be creative and have innovative teaching methods.

In addition to learning how to ¹⁵ use words and sentences, intonation patterns, and rhythm in the second language, children are also taught how to make ² English speech sounds and sound patterns, according to Nunan (quoted in Astuti, 2013). They are also taught how to communicate quickly and confidently, ²² organize their thoughts in a meaningful and logical way, and use language to express their views and judgments.

⁴ According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to:

- (1) produce the English speech sound and sound pattern,
- (2) use word and sentence, stress intonation pattern and the rhythm of

the second language,

- (3) select appropriate words and sentences according to the propersocial setting, audience, situation and subject matter,
- (4) organize their thoughts in a meaningful and logical sequence,
- (5) use language as a means of expressing, values and judgments,
- (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

From the previous definition, it can be inferred that teaching is an activity in which the teacher imparts knowledge while also providing the pupils with fresh approaches to help them comprehend the lesson. Additionally, speaking lessons focus on teaching students how to make English sounds and sound patterns. Utilizing intonation patterns, language rhythms, word and phrase stress, confidence, and fluency. And the researcher agrees with Nunan in Kayi (2006:1) about the definition of teaching speaking which has been described above.

b. Teaching Speaking Strategies

Brown (2001: 14) cited in Silvia (2013: 18) defines a teaching approach as a generic set of classroom guidelines with step-by-step instructions for achieving language goals. According to ³⁶ Stevick (cited in Dornyei and Mazderez, 1997, p 67) asserts that classroom dynamics and interactions between students have a greater impact on the success of language instruction than do resources, tactics, and linguistic analyses do. Furthermore Aswan (2010), a teaching strategy, according to this definition, is ¹⁹ a teacher's plan for the teaching and learning process to achieve a specific objective.

To put it another way, a teaching strategy is a way to instruct students. To ensure that pupils can readily absorb the subject in this situation, the instructor must be able to strike a balance between the approaches they will employ and the way they implement the material. It can be argued that teachers' speaking instruction tactics are very beneficial for their students in learning to talk, and that strategies are crucial to pique students' interest in learning to hone their speaking abilities. Students have many opportunities ³⁶ to practice speak and have an active involvement in speaking.

In order to increase language production and provide the ideal environment for independent language usage, the teacher employed a variety of teaching techniques that support and encourage pupils to speak English (Brown, 2001; Thornbury, 2005).

¹⁰ It can be concluded that teaching speaking strategies are needed by teachers to achieve their goals and also, they must prepare materials according to the strategies applied. According to Wehrli and Nyquist (2003), speaking skill can be taught through a variety of techniques, including brainstorming, problem-solving techniques, simulations, demonstrations, games, large-group discussions, role plays, lectures, direct contact, and one-on-one strategies.

c. Teaching Speaking at Vocational High School

The practice is more important than the theory at vocational high schools. Since vocational schools place a greater emphasis on educating students for the workforce, they have a distinct vision and mission than senior high schools. This means that students in vocational schools must possess strong skills. The expansion of vocational high schools (SMK) is centered on developing a human resource (employer) who is well-trained and ready to compete in the age of globalization, ¹⁸ according to the Development for Vocational High School (2002) guidelines.

In order to prepare pupils for employment in the Indonesian labor market, vocational high schools provide them with a variety of skills and competences. In addition to good skills, they must also have good speaking to support their plus points, or these English skills can be useful when they work later when they meet foreigners and are required to communicate using English. They are no longer difficult if they already ¹⁸ have speaking skills. According to French (in susilowati, 2003) speaking

ability is regarded as the most important skill in language learning because the objective of learning a foreign language is to use the target language in real communication.

In short, teaching speaking skills in Vocational High Schools should support the specific skills of students. To make it simpler for students to learn to speak, the teacher must match the content they are given with their needs when teaching speaking. In addition, it is hoped that vocational students will focus more on mastering vocabulary so that it is easier to convey what they want to convey when communicating with foreigners at work, if one day they work abroad or work and communicate with foreigners.

3. Blended Learning

a. Definition of Blended Learning

An alternate style of training called blended learning mixes ¹² traditional face-to-face instruction with internet learning (Taylor, 2007). In addition, for students to get teaching both within and outside of the classroom, blended learning blends combining traditional classroom education with online learning, with the latter serving as a logical extension of the former. (Falconer & Littlejohn, 2007). A flexible approach to program design, blended learning enables a range of learning opportunities at multiple times and places. The blended learning approach, in accordance with Rovai and Jordan, is fundamentally a synthesis of excellent face-to-face (direct learning) and online (e-learning) learning [13]. When used in conjunction with direct learning, online learning, or e-learning, becomes a logical extension of traditional classroom instruction.

³⁴ Watson (2012:4) Blended learning is the blending of in-person and ³⁴ online learning, and it aims to enhance the classroom experience and extend learning via the inventive application of information and communication technology. The pupils won't have a great opportunity to gain additional experience with the materials if just face-to-face instruction is used. On the other hand, supplementing face-to-face instruction with online instruction will provide students with a novel learning experience that can encourage them to explore since they feel connected to the subject matter each time, and this circumstance will result in student-centered learning.

⁷ According to Marsh (2012), the advantages of blended learning include: a more individualized learning experience; more individualized learning support; encouragement and support for independent and collaborative learning; increased student involvement in learning; accommodation of different learning styles; a place for target language practice outside of the classroom; reduced stress associated with target language practice; and flexible learning, anytime or anywhere.

Related to the statements above, Blended Learning is learning strategy by combining offline and online learning ² so that learning

becomes more effective and efficient. In this research, the researchers combined offline learning with face-to-face meetings in class and online using Google Classroom.

b. Teaching Speaking Using Blended Learning

Blended Learning teaches students how to study in combine offline learning between online learning. Blended learning makes it easier for students to learn individually by utilizing technological developments when learning online, while offline learning is needed so that learning is more effective because if learning is only done online students do not know the material that can be covered during offline learning. research was conducted by Elis Susanti (2017) with the title “Boosting Students’ Motivation in Speaking through Blended Learning”, to find out the effect of blended learning on students’ motivation in speaking.

The study's conclusions show that blended learning can effectively increase students' motivation in speaking classes. Therefore, it is hoped that the lecturers leading this class would be able to implement a similar technique that combines online learning with classroom instruction to encourage students to learn more effectively.

Some of the advantages of students when studying with blended learning include: Saving time and money, learning is not limited by

space and time, students have easier access to materials and are very efficient and effective. The researcher draws the conclusion that blended learning can effectively organize the instruction of speaking based on the aforesaid justification.

B. Relevant Studies

Several previous researches revealed the fact that the use of blended learning is effective to increase students' achievement. Desvita Sari (2019) investigating the effectiveness of Blended Learning in English speaking skill for undergraduate students in the era of industrial revolution 4.0. The research was conducted at the University of Sumatera Utara to the 2nd-semester students of English Department, to find out how the Individual Rotation Model (IRM) of blended learning improves the students' English speaking skill achievement it used the Learn Social platform. This research was also to find out the students' perceptions after blended learning implementation. The findings demonstrate that, in fact, the IRM of blended learning enhances the attainment of English-speaking skill, particularly in the components of speaking skill, namely, vocabulary, grammar, and comprehension, and that it is effective to be implemented for undergraduate students in the era of Industrial Revolution 4.0.

Another previous research by Elis Susanti (2017) who investigated Boosting students' motivation in speaking through blended learning". This is a descriptive quantitative study in which the sample consisted of 34

students of the fourth semester in English Education Study Program STKIP Muhammadiyah Kotabumi. The research focused on finding out the effect of blended learning on students' motivation in speaking. The research findings reveal the fact that the use of blended learning is effective to boost students' motivation in speaking class.

There are similarities and variations between this research and earlier studies. The usage of mixed learning is where earlier research and this one are similar. In addition, this research is quite different from the limitations of the study namely sample, time and place. In this study, the focus of the researcher was on impact, while the previous research focused on student motivation. The research sample is class X KI (Industrial Chemistry) 1 class. The researcher conducted this research at SMKN 1 Kediri. The reason for this research is to benefit everyone. For example, for other researchers, it can be used as a reference for conducting further research. For teachers, they can apply blended learning in their teaching and learning process after knowing the effect of blended learning in learning speaking, especially when there is a pandemic like now blended learning can be used as a solution for learning to keep it running effectively and efficiently.

C. Conceptual Framework

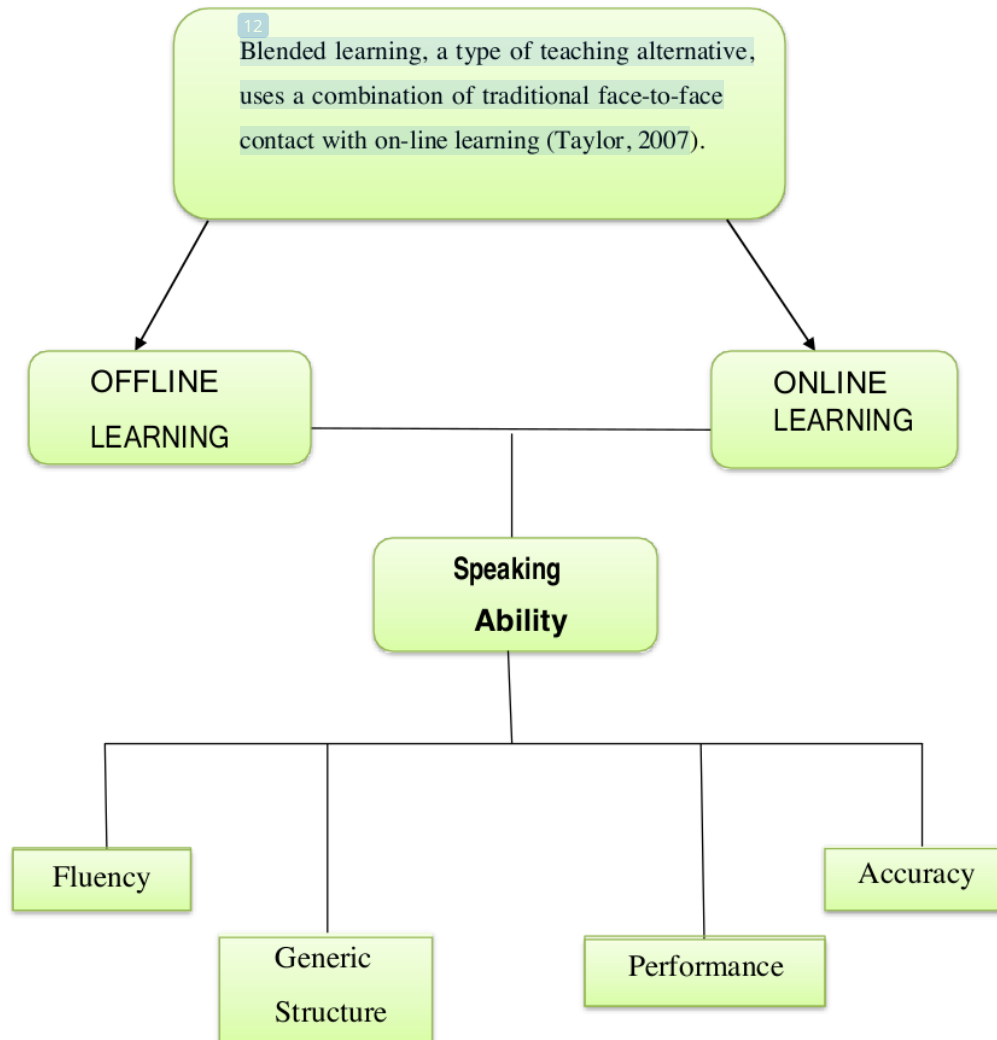
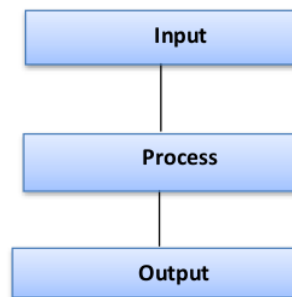


Figure 2.1

From figure 2.1 explains that 12 Blended learning, a type of teaching alternative, uses a combination of traditional face-to-face contact with on-line learning

(Taylor, 2007). So, it can be concluded that blended learning is combine offline learning between online learning. In this research the researcher use blended learning model to improve students' speaking ability. The elements of speaking ability are fluency, accuracy, Generic Structure and Performance.



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Figure 2.2 Conceptual Framework

The three variables are briefly described as follows:

1. Input refers to Student speaking ability.
2. Process refers to the model used in teaching speaking is blended learning model.
3. Output refers to student achievement on speaking ability after using blended learning model.

D. Rationale

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According to Webster cited in Hasibun (2007:174) “speak is to give or an expression to thought, opinions and feelings engaged in talk or conversation”. So, speaking is transferring and also expression to thought, ideas, feeling and supported by body language. While Nunan (in Kayi,

2006:1) describes speaking as the rapid, assured use of language with artificial pauses, also known as fluency. Based on the statements above, Speaking is conveying ideas or thoughts through voice and using good language.

Student problems arise frequently during the speaking learning process. These are speaking components: precision, fluency, coherence, pronunciation, and spelling. Another problem is students lack of practice, especially during the pandemic where learning is only done online. In order to increase language production and provide the ideal environment for independent language usage, the teacher employed a variety of teaching techniques that support and encourage pupils to speak English (Brown, 2001; Thornbury, 2005). In this researcher the researcher use blended learning model to help students cover their problems in speaking learning process.

The use of blended learning in students' speaking exercises can aid in solving problems for pupils. It is anticipated that the implementation of blended learning in students' speaking classes will improve their capacity to communicate. The researcher has adopted a blended learning strategy to help pupils improve their speaking abilities. An alternate style of training called blended learning mixes traditional face-to-face instruction with internet learning (Taylor, 2007).

Blended learning has proven to be a learning solution that can adapt to the current situation during the COVID-19 pandemic and still

² makes the learning process meaningful for students. There are many advantages of blended learning including, blended learning is more efficient and effective, blended learning is more time and cost efficient, blended learning is not limited by space and time, in blended learning students can easily access materials online. In addition, blended learning can help students who are less confident in conveying ideas or opinions in learning in the classroom.

Students learn most effectively when they have an engaging model to follow during the teaching-learning process, according to (Maryam, 2020), in relation to their English-speaking abilities. ⁷ As an alternative to teaching pupils to practice speaking in class, blended learning is used instead. Blended learning can help students discuss more actively, and can overcome students problem when the learning process just done by online in pandemic.

E. Hypothesis

In quantitative research the researcher has to create the hypothesis. According Sugiono (2009:96) ²⁸ “Hipotesis merupakan jawaban sementara terhadap rumusan masalah penelitian, dimana rumusan masalah telah dinyatakan dalam bentuk pertanyaan. Dikatakan sementara karena jawaban yang diberikan baru berdasarkan teori” it means that hypothesis is made in the theoretical. Based on the statement, hypothesis states as follow:

a) ¹⁰ Alternative hypothesis (H_a)

There is a significant effect of using blended learning model on the ⁴³ descriptive text speaking ability of the tenth graders of SMKN 1 Kediri.

b) ¹⁷ Null Hypothesis (H_0)

There is no significant effect of the use on blended learning model on the descriptive text speaking ability of the tenth graders of SMKN 1 Kediri.

2 CHAPTER III

RESEARCH METHODS

In this chapter the researcher explains about: a). Identification of the research variable, b). Research approach and technique, c). Place and time, d). Population and sample, e). Research instrument and technique of collecting the data, and f). Technique of analysis the data,

A. Identification of the Research Variable

According to Sugiyono (2018: 142), the research variable is proposed to measure the dependent variable, namely to obtain important information about customers and make conclusions. A variable in research is a property of an object that can have various values, such as height, age, species, or test scores. In this study, there are two different kinds of variables: independent variables and dependent variables.

1. **Independent variables (Y)** is the cause. Its value is independent of other variables in your study. In this study the teaching speaking by using blended learning is independent variable.
2. **Dependent variable (X)** is the effect. Its value depends on the change in the independent variable. In this study the dependent variable is student's speaking ability.

B. Research Approach and Technique

1. Approach of the Research

In this research, the researcher used quantitative research design. Quantitative approach is used to measure the data, the data is students score. It means, in processing the data the researcher use number, tables, and etc. "Quantitative research employed objective measure to acquire quantitative data that are used to answer questions or test prepared hypotheses," according to Ary (2010: 22).

The researcher used quantitative because quantitative explained that the researcher used the treatment to know whether there is any impact to the object of the research or not. Thus, the researcher adopted the quantitative approach of this research, because the research used statistical data to score and analyze the data, then the result of the study was presented by numeral and statistical analysis.

2. Technique of the Research

In line with the title, the researcher adopted the pre-experimental research to investigate the effect of using blended learning to improve students speaking ability. According to Ary et al (2006: 265) stated that a scientific study known as an experiment involves manipulating one or more independent variables, controlling any additional relevant variables, and observing the effects of the manipulation on the dependent variable. The research is conducted using a one-group pretest-posttest design. In other words, experimental research is a study conducted by manipulating the object of study, and

controlling a particular variable (Misbahuddin and Hasan, 2013). In this study, the researcher is using a quantitative pre-experimental design that takes the shape of a one-group pre- and post-test.

The one-group pretest and posttest design typically entails three steps: (1) giving a pretest to gauge the dependent variable, (2) giving the participants the experimental treatment X, and (3) giving a post test to gauge the dependent variable once more. Then, by comparing the results from the pretest and post-test, differences due to the application of the experimental treatment are assessed (Ary et.al., 2010). Experimental research seeks to confirm causal linkages by testing hypotheses.

The effectiveness of the treatment was assessed in this study using pre- and post-tests. In this study, two variables are at play. The dependent variable is the student's speaking ability, while the independent variable is blended learning. The experimental class which is taught speaking without blended learning, and then the class was given the treatment teach speaking ability use the blended learning model.

C. Place and Time

1. Place

This research was conducted by the researcher at SMKN 1 Kediri located at Jl. Veteran, No. 9 Kediri. SMKN 1 Kediri has three grades of class; there are ten grades, eleven grade and twelve grade in this study the researchers took the tenth-grade students of SMKN 1 Kediri. The

researcher found a problem during the teaching process there. At the beginning of the observation, the researcher found several problems between learning that was only done online because it was still in a pandemic, so students' opportunities to practice speaking were very limited.

2. Time

The study was conducted for one month. The experiment was conducted to the sample in four times of meeting, ¹⁴ One meeting for pre-test, two meeting for treatment, and one meeting for post-test. Researchers took four meetings to collect data briefly, the research can be seen in the ³⁵ table below:

Tabel 3.1 Time of the research

No	Activity	Month					
		⁵⁸ November 2021	January 2022	March 2022	April 2022	May 2022	June 2022
1	Designing the Research	■	■				
2	Arranging instrument		■	■			
3	Collecting the data: a. Pretest b. Treatment c. Treatment d. Posttest			■	■		
4	Analyzing data				■	■	
5	Writing the conclusion of the Research						■

This research starts from November 2021, the researcher Designing the Research. On January 2022 the researcher Arranging instrument. Collecting the data Pretest, Treatment, Treatment and Posttest on March 2022. After that the researcher Analyzing data April-May 2022. Last the researcher writing the conclusion of the Research on June 2022.

¹¹ D. Population and Sample

1. Population

The population must be established by the researcher before choosing the sample. Population is any member of a clearly defined class of people, things, or events, according to Ary (2010:148). In other words, the population is a group or collection of distinct individuals, whether the group is a country or a collection of people who share a certain trait. The population in this research was all of the first-grade students of SMKN 1 Kediri consist of approx. 245 students of seven classes.

2. Sample

An essential part of performing a research study is selecting the sample. According to David (2019), the population is the larger group of people to whom your results will be applied, whereas the sample is the subset of people who will actively take part in the study. Based on Ary (2002:163) an example of a population is a sample. The population chosen to take part in this study includes the sample. The sample

must represent the population because the results of the study will be generalized to the population. Researchers only took one class as the sample in this study, where one selected class consists of 35 students.

The research sample is class X KI (Industrial Chemistry) 1 class. The researcher conducted this research at SMKN 1 Kediri. The reason for this research is to benefit everyone. For example, for other researchers, it can be used as a reference for conducting further research. For teachers, they can apply blended learning in their teaching and learning process after knowing the effect of blended learning in learning speaking, especially when there is a pandemic like now blended learning can be used as a solution for learning to keep it running effectively and efficiently.

E. Research Instrument and Technique of collecting the Data

1. Research Instrument

Pre-testing was employed in this study to gauge the pupils' speaking prowess. The researcher would next utilize a post-test to determine the pupils' speaking abilities following the intervention. After that, the researcher would compare the score between pre-test score and post-test score. One important thing in this researcher is collect the data that can determine of the result of the research.

The researcher used descriptive text for the material. The teacher instructed the students how to speak a descriptive text in pre-test. Then,

the same as pre-test, the teacher instructed the students to speak descriptive that they have to do. The last in post-test the students have to speak clearly a descriptive text.

To score students' speaking test, the researcher used scoring rubric adapted from Brown, H. Douglas (2004). The contents of the rubric are fluency, accuracy, performance, and generic structure.

Table 3.2

Speaking Assessment Rubric

NO	ASPECT	SCORE	DESCRIPTION
1	Fluency	5	The pronunciation and intonation are excellent and are well accepted
		4	Errors on pronunciation and intonation are quite rare
		3	pronunciation and intonation never interfere understanding and the accent may be foreign
		2	The accent is intelligible
		1	Errors on pronunciation and intonation are frequent and the accent is intelligible
2	Accuracy	5	Errors on the use vocabularies are unobserved
		4	Errors on the use vocabularies are quite rare
		3	Errors on the use vocabularies are fair
		2	Errors on the use vocabularies are frequent
		1	Errors on the use vocabularies are somewhat intolerable
3	Performance	5	Very good (expression, attitude, and gesture)
		4	Good (expression, attitude, and gesture)
		3	Fairly good (expression, attitude, and gesture)
		2	Poor (expression, attitude, and gesture)
		1	Very good (expression, attitude, and gesture)
4	Generic Structure	5	Complete and orderly text structure
		4	Complete but not orderly text structure
		3	Incomplete text structure
		2	Incorrect structure
		1	No text structure

Taking a score

$$\text{Score} = \frac{\Sigma \text{ Score}}{\text{Maximum score}} \times 100\%$$

2. ¹⁰Technique of collecting the Data

In this research, in order to collect the data, the researcher uses test separated into ²⁶pre-test and post-test.

a. ¹⁰Pre-test

¹⁰The first procedure in collecting data is to give pre-test to students. Pre test given for experimental class before treatment begin. The pre-test is conducted online in class via Google Meet. In the pretest the researcher gives ⁴⁸the students explanation about descriptive text in general. After that the researcher asked the students to make a video about descriptive text with a free theme that could describe people, places or animals and send it by google classroom.

This activity to know student's speaking ability before taught using blended learning.

b. Treatment

The researcher treats the pupils during this activity. The researcher used blended learning to teach speaking skills while employing descriptive text during the therapeutic process. The treatment will conducted 2 meeting and the treatment learning done by offline class.

³First step when the researcher entering the class, the researcher graded the students and opened the lesson plan. After that the researcher given explanation about descriptive text more than spesific and give students example how to make descriptive text then how to read descriptive text.

c. Post-test

The kids were required to take a post-test after receiving treatment. After using blended learning to teach them, the students underwent a post-test to see how well they could talk. The researcher use descriptive text about place, people and animals the students can choose one of the topic to make descriptive text. Then the researcher instructed students to make a video about descriptive text and send the video in google classroom. The posttest results were utilized by the researcher to determine the students' final speaking abilities following treatment.

F. Technique of Analysis the Data

The pre-test and post-test scores were all evaluated by the researcher using SPSS version 23.0. The results of the paired sample T-test were used to compare the pre-test and post-test results, with a 5% level of significance (0,05). To determine the impact of employing blended learning on students' speaking abilities and to support the theory. H_0 was accepted and H_a was rejected if the t-score was less than the t-table, but if the t-score was higher than the t-table, H_0 was rejected and H_a was accepted. From this process, the researcher knew whatever this research was significant or not by looking at the result of pre- test and post-test analyze used t-test.

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided into some topics, those are: a). Research findings, b). Data analysis, c). The interpretation of data analysis result, d). Hypothesis testing and e). Discussion

A. Research Findings

This research is aimed at finding out whether the use of blended learning increase the students' speaking ability. The research was carried out at SMKN 1 Kediri especially in X KI. The researcher did the research and got the complete data from the research instruments including pre-test and post-test.

1. The Description of Student's Speaking Ability Before Being Taught Using Blended Learning

Before administering the treatment, the researcher administers the pre-test first. The material uses descriptive text about place, person and animals the students can choose one topic to make a video about descriptive text and this pre-test done by online learning used google meet.

a. Pre activity

- The researcher and students giving and answer greetings via google meet, then praying.
- The researcher introduced herself and opened the class.

- The researcher ¹⁹ checking the attendance and telling the purpose of the study.
 - The researcher provides motivation to learn and always take care health via google meet.
- b. Activity
- The researcher gives the students PPT and given general explanation about descriptive text.
 - Then the researcher gives the students worksheet to get score of pre-test.
- c. ³ Post activity
- The researcher gives students instruction to make a video about descriptive text and gather the video in google classroom.
 - Furthermore, the researcher prays with students and closed the lesson.

The class consists of 35 students. It is ¹⁴ used to know how well the students' speaking ability before the researcher gave them treatment by using blended learning. The test was given on Wednesday, 11th March 2022. By using formula, the researcher got the result of the students' score from doing ⁴ pretest. The result of converting score are presented in the table below:

⁵⁹
Table 4.1

The result of Pre-Test Score

(Student's pre-test score are attached on appendix)

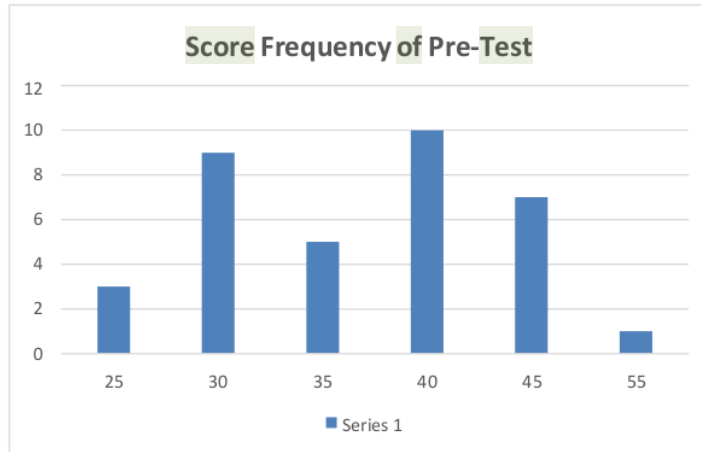
This data was analyzed using t-test. The analysis process starting with the result data frequency pre-test. After giving the pre-test, researcher analysis pre-test score of each student. The researcher analyzed pre-test data to determine research result. Here is the result in the form of table frequency pre-test.

Table 4.2
Frequency of Pretest
Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	3	8.6	8.6	8.6
	30.00	9	25.7	25.7	34.3
	35.00	5	14.3	14.3	48.6
	40.00	10	28.6	28.6	77.1
	45.00	7	20.0	20.0	97.1
	55.00	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

According to the data stated above, three students (8,6%) received a score of 25, nine students (25,7%), a score of 30, five students (14,3%), a score of 35, ten students (28,6%), a score of 40, seven students (20,0%), a score of 45, and one student (2,9%), a score of 55. This indicates that the majority of pupils performed poorly on the pretest. Moreover, the data of pretest can be seen in the diagram frequency below

4.1 Diagram Score Frequency of Pre-Test



2. Treatment

After giving the pre-test, the researcher giving the treatment with the material Descriptive text with some topic about place, people and animals, the students can choose one of the topics they want to describe. The researcher conducted the treatment in two meetings, online one meeting and offline one meeting.

1) The first meeting in treatment was teaching by online

a. Pre activity

- The researcher and students giving and answer greetings via google meet, then praying.
- The researcher checking the attendance and telling the purpose of the study.
- The researcher provide motivation to learn and always take care health via Google meet.

b. Activity

- The researcher re-explained the material from the ppt about descriptive text that had been explained during the pre-test.
- Researchers sent step-by-step videos describing places, people and pets as well as video examples of describing them.
- Students are asked to observe studying and make videos that have been sent by the teacher on Google classroom.
- The researcher ¹² giving feedback to the students and giving students time to ask if there are questions.

c. Post activity

- Students are asked to see the assignments that have been collected in the Descriptive Text Google classroom about and correct them if they are not in accordance with what has been explained.
- Furthermore, the researcher prays with students and closed the lesson.

2) The second treatment as by offline

A. Pre activity

- The researcher and students giving and answer greetings, then praying.
- The researcher ¹⁹ checking the attendance and telling the purpose of the study.
- The researcher provide motivation to learn.

- The researcher urges students to continue to wear masks when offline learning and to keep their distance from each other for the sake of health.

B. Activity

- The researcher evaluates the descriptive text material that has been delivered through Google Meet in first treatment and giving time for students to ask questions if something is not clear.
- The researcher explains the descriptive text material.
- The researcher displays an example of a descriptive text video in front of the class.
- Students observe examples of descriptive text videos that are displayed according to the speaking assessment rubric. Students can see how to apply correct fluency, accuracy, performance and generic structure.
- After observing the students were asked to practice describing places, humans, animals in turns in front of the class.
- Researchers justify students if there are errors in describing in front of the class.

C. Post activity

- The researcher provides feedback about the learning, such as how did you feel during the lesson, are there any questions?
- The researcher concludes what was learned today together with

the students.

Table 4.3 Blended Learning Process

1	Pre-test	Online	Google meet & Google classroom
2	Treatment 1	Online	Google meet
3	Treatment 2	Offline	Face-to-face lessons in class
4	Post-test	Offline	Face-to-face lessons in class

3. The Description of Student's Speaking Ability After Being Taught Using Blended Learning

The researcher conducted the post-test, to know the students' speaking ability after using blended learning. After receiving blended learning instruction, the students' abilities were evaluated using the results of post-tests. The format of the post-test was the same as the format of the pre-test; students were required to speak in a clear manner regarding descriptive texts.

a. Pre activity

- The researcher opened the lesson, it was started by greeting and praying.
- The researcher checking the attendance and telling the purpose of the study.
- The researcher provide motivation to learn.
- The researcher urges students to continue to wear masks when offline learning and to keep their distance from each other for

the sake of health.

b. Activity

- Students take turns explaining the chosen topic in front of the class.
- Researchers assess students based on speaking assessment rubric.

c. Post activity

- The researcher concludes what was learned today together with the students.
- Furthermore, the researcher prays with students and closed the lesson.

According to the combined pre- and post-test scores, the post-test score was higher than the pre-test score. Conclusion: When students are taught utilizing blended learning, they may readily absorb the topic and improve their speaking. It can be seen from appendix 4.4.

Table 4.4

Converting Score of Post-test

(Student's post-test score are attached on appendix)

Then, the score frequency as follows:

Table 4.5

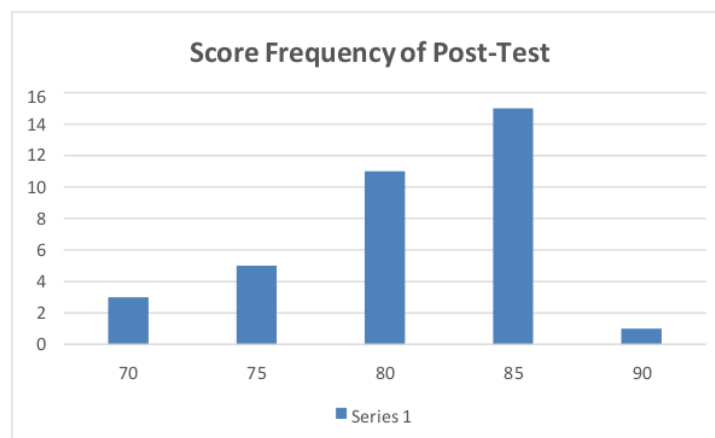
Frequency of Posttest

Post-test

		requency	Percent	alid Percent	Cumulative Percent
Valid	70.00	3	8.6	8.6	8.6
	75.00	5	14.3	14.3	22.9
	80.00	11	31.4	31.4	54.3
	85.00	15	42.9	42.9	97.1
	90.00	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the data explained above, it can be described that three students (8,6%) got 70, five students (14,3%) got 75, eleventh students (31,4%) got 80, fifteens students (42,9%) got 85, and one student (2,9%) got 90. It means students got better score in the post-test. Moreover, the data of pre-test can be seen in the diagram frequency below:

4.2 Diagram Score Frequency of Post-Test



⁴ B. Data Analysis

In this time, the researcher presented the procedure of data analyze and getting the result of pretest and posttest.

1. Procedure of Analyzing Data

²⁹
In this part is to answer the question about whether there is an effect teaching speaking using blended learning on students' ability at SMKN 1 Kediri. The procedure of analyzing data comes from corrected in pretest and posttest. Then getting score based on each criterion that have been determined before. After that, the researcher enters the score into SPSS application version 25.

⁴ 2. The Result of Data Analysis

In this part, the researcher presented about the result of data analysis from students' pretest and posttest using SPSS version 25. From the analysis of SPSS, there are data output as follow: Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test.

a. Mean

⁴
Table 4.6

Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	td. Deviation	d. Error Mean
Pair 1	Pre-test	36.8571	35	7.18308	1.21416
	Post-test	80.8571	35	5.07093	.85714

From the paired sample statistics of table above, the mean score of pretest is 36,85 and the standard deviation 7,183. In other hand, the mean score of posttest is 80,85 and the standard deviation 5,070. The number of participant from each test (N) is 35.

b. Correlation

Table 4.7
Paired Samples Correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	35	.076	.664

In data output of Paired Sample Correlations above, the result present that correlation before and after being taught using blended learning is 0,76 with the significance 0,664.

c. T-test

Table 4.8
Paired Sample Test

Paired Samples Test		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	d. Deviation	. Error Mean	% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	-test - Post-test	4.00000	8.47141	1.43193	-46.91003	-41.08997	30.728	34	.000

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

Using integrated learning to teach speaking skills to SMKN 1 Kediri first grade pupils has, as Ha has accepted, had an impact. This indicates that the blended learning methodology used to develop speaking ability at SMKN 1 Kediri is having an impact.

3. The Interpretation of Data Analysis Result

After analyzing the result of the data using SPSS version 25.0, the researcher got the finding data about students' speaking ability scores before and after taught using blended learning. From the diagram 4.1 of speaking ability before being taught blended learning it can be described that 3 students got 25, 9 students got 30, 5 students got 35, 10 students got 40, 7 students got 45 and 1 students got 55. After that, the majority of the pupils performed poorly on the pre-test. It implies that the students' speaking skill was poor prior to receiving instruction through blended learning.

From the diagram 4.2 it has shown that the students' post-test score in speaking ability of descriptive text were higher than the students' pre-

test scores. The mean of the post-test score was 81, while the mean of pre-test score was 37. Based on the data of students' post-test in diagram 4.2, it can be described that 3 students got 70, 5 students got 75, 11 students got 80, 15 students got 85, and 1 student got 90. It means students' speaking ability increased after being taught using blended learning.

C. Hypothesis Testing

The researcher summarized the hypotheses in this section and explained how the research findings were interpreted. The research was held to prove the hypothesis whether the significant effect of using blended learning model on the students' speaking ability at the tenth-grade students' of SMKN 1 Kediri in academic year 2021/2022. It can be proven from the result pretest and post-test; the table of paired sample statistics shows that the pretest score is higher than post-test score. The total score of pretest was 1290, and the total score of post-test was 2930. From that explanation, the students score was increased.

According to the data on table 4.7, the result shows that $t\text{-score} = 30,728 > t\text{-table}$ with the significance level 5%. It can be concluded that there was significant effect of blended learning on students' speaking ability than teaching speaking ability on students without blended learning since alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In other words, teaching speaking ability on students by using blended learning gives significant effect on students' speaking ability of tenth grade students' in SMKN 1 Kediri.

D. Discussion

The researcher was interested in knowing how the students' speaking abilities altered before and after being taught via blended learning based on the data that had been examined using SPSS version 25.0. Higher, as well as whether blended learning had a substantial effect on students' speaking abilities at the SMKN 1 Kediri pupils in the tenth grade.

Before being taught using blended learning students speaking ability is low, it can be seen from the mean score in pre -test. While the average score is 37, the averages for substance, fluency, accuracy, performance, and generic structure are 4, 2, and 2, respectively. Fluency (40%), Accuracy (34, 86%), Performance (35, 43%), and Generic structure (37, 14%) are the subsequent percentages for each facet. The table of pre-test results shows that the students receive the highest score of 55 on the topic areas of fluency (3), accuracy (3), performance (2), and generic structure prior to instruction using blended learning (3).

The next question is how is the students' speaking ability after being taught using blended learning, to answer this can be seen from the mean score in post-test. Whereas, the mean score is 81, with the mean of content are 4, fluency 4, Accuracy 4, Performance 5, Generic structure 4.

Later, the percentages of each aspect are Fluency (83,43%), Accuracy (81,71%), Performance (89,14%), and Generic structure (81,14%).

Conclusion: Blended learning instruction can make it easier for students to absorb the topic and improve their speaking. It demonstrated the improvement in speaking skills among students who had received blended learning instruction.

There was a null hypothesis (Ho) and an alternate hypothesis in relation to the research's hypotheses (Ha). The alternative hypothesis (Ha) states that there is an effect of teaching speaking using a blended learning methodology, contrasting to the null hypothesis (Ho), which states that there is no effect. The researcher was analyzed the score of pretest and post-test score by SPSS version 25. From the analyzed it showed that t-score higher than t-table in significant level 5% ($-30,728 > 1,691$) with the degree of freedom (df) 34, so the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

The data analysis above makes it evident that there was a significant connection between blended learning and students' speaking abilities. The use of blended learning can help students easier to study speaking in pandemic, because if the learning only doing by online, it makes students lazy to study because they only depend on the internet. Students become very lazy to study and only rely on the internet. To overcome this, the researcher suggests using the blended learning method because with

blended learning there is a combined learning between online and offline learning. That way students can learn independently without relying on the internet network.

This result also supported by previous research from Syaifudin (2017) in his research implementing blended learning (online learning and classroom) to improve students' speaking abilities. The purpose of this study is to ascertain how the blended learning model can help students' speaking abilities and what the students think of its use in speaking classes. Students' speaking abilities were enhanced by blended learning, which was demonstrated by an increase in the average score of the four speaking components over all cycles. The students responded well to the deployment of blended learning, saying that it made their education more enjoyable and engaged.

According to the researcher research finding and the support data above, it can be concluded that students speaking ability before being taught using blended learning was low. Students get some problem before being taught using blended learning that are self-confidence, confused with pronunciation and minim time to practice because pandemic learning was doing online. The disadvantage of Blended learning is must using internet connections as learning medium in online learning, making it difficult for students if their signals is limited. It can be used as reference to the next researcher to research blended learning they must to be able

improve interest design model in online learning process, so that students interesting. And the next researcher can overcome the student's problem of signals internet connections.

Regardless from that Blended learning can help students some problem before being taught using blended learning. After being taught using blended learning the students was increased and also ³⁹ there was significant effect of blended learning on students speaking ability.

11 CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses about: a) conclusion, and b) suggestion.

A. Conclusion

The researcher presents the study's findings in this chapter. Students scored poorly on the pre-test, according to the analysis of the researcher's data regarding students' speaking abilities prior to employing blended learning to teach them. The average score on the pre-tests lends support to this finding. It indicates that the students' speaking skills were weak prior to receiving instruction through blended learning. In line with that, pupils' speaking skills improve after receiving blended learning instruction.

Then, the results of data analysis also show that blended learning makes students more active in speaking or there is an effect of using blended learning on students' speaking skills. In other words, the researcher draws the conclusion that the usage of blended learning has a considerable impact on first-grade pupils at SMKN 1 Kediri in the 2021–2022 academic year. As a result, readers of this research can use blended learning to undertake additional research.

B. Suggestions

² The researcher would like to offer some recommendations for the English teacher, the students, and future researchers based on the findings.

1. Suggestion for English teacher³⁷

The English teacher should use some kinds of strategi to teach their material in order that their students are more active and accept the material well. Especially on the pandemic covid, by using blended learning it can make cover lessons that are not understood during online learning

2. Suggestion for the future researcher

Other researcher is also suggested to able to improve and make the more complete research about the use of blended learning by finding the other references about blended learning. The researcher hopes this effort will be useful for teaching speaking for the purpose of improving the student's English achievement.

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