

THE EFFECTIVENESS OF USING BLENDED LEARNING IN SPEAKING COURSE FOR EFL STUDENTS AT UNIVERSITY OF ISLAM MALANG

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Abstract: The aim of this study is to find out the effectiness of blended learning for ELF learner in speaking achievement. The subject of this study was 35 students of 3rd semester of English Department of University of Islam Malang. The data were collected using a spekaing test was pre-test and post-test. The result of this study, it is indeed good for the learners in learning English speaking courses through the blended learning of Enriched Virtual learning model. This learning model provides students with new experiences in the teaching and learning process. It is proven by the total score found in the tests of students' achievement, which means there are most of the learners who can adapt with the learning model so that most of them get the high score in the level of tests. The mean of pre-test was 70 and the mean of post-test was 79, it can be reported that the score of post-test higher than pre-test. It can be concluded that using blended learning of Enriched Virtual model was significant improve student speaking skill performance

Keywords: *Blended Lerning, Speaking, Learning Media, Enriched Virtual*

INTRODUCTION

Today, the world has been changed by technology. Spending on this innovation trend is huge and sustainable. People in this world can see the different innovations or trends year by year impacted by technology which creates by some companies in any sector. This innovation shows up and spreads the pattern of language wherein for the most part utilizes English. In the phase of Industry 4.0 that skills of speaking are the most important skill that is taught in the English language. By understanding this skill people can communicate with each other. In this era English

is very essential for business, work as well as education. Speaking ability is the most important skill that is taught in the English. By understanding speaking skills, they can communicate with each other. According to Kurum (2017), speaking is the creation of grammatically correct sentences. Rather, it covers a wide range of areas of mechanics, function, linguistics, and social interaction. Therefore, all foreign teaching methodology employed in the room throughout history has invariably wanted to develop ways to boost the ability of learners in these areas.

According to Rahmawati (2019), she stated that speaking is taken into account joined of the core competencies in learning to master. It is a vital role in communication. Acquiring speaking skills helps people in communication. On other hand, speaking ability plays a vital role in students' language, this skill is usually thought of because it becomes the most difficult language skill, as students have to be compelled to undergo a sophisticated method so they talk properly and clearly. In addition, some students are still afraid to speak in front of their friends, so they are afraid to make some mistakes. There are some aspects which make successful in achieve is speaking skill, such as the aspect of cognitive and mental. In addition, media and learning model are one aspect.

Blended learning combines several aspects, such as online learning, structured face-to-face, and practice of the learning process. According to Rahmawati (2019), she stated that blended learning relies on foreign-language education. The fundamental reason is that it improve education, changes teaching skills, improves students' learning abilities, and encourages students to carry out thier educational goals. The use of blended learning allows learners to plan more enjoyably and flexibly. The utilization of online guidance providers the opportunity for better learning results.

Enriched Virtual model — a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Enriched Virtual is described as college students dividing their time among studying remotely and attending a brick-and-mortar school. Enriched virtual models is delivery of content and online learning and face-to-face meetings when needed and only as a supplement.

Blended learning is a combination of several communication media that complement each other and promote learning and applied behavior (Badrul Khan2005). Blended learning guidance encourages distinctive coordinated effort modes for learners and their instructor to be both together and isolated. Moreover, learners make some adaptable memories and spot to achieve the learning

destinations at their speed as blended learning coordinates the reception of instructive innovation. According to Thorne (2003), Learning is the most logical and natural advancement of our learning agenda. We offer a combination of elegant solutions to the challenge of tailoring learning and development to the needs of the individual. Learning media greatly affects the success of students in learning especially in speaking skills since speaking is one of the important skills in learning the language. The teachers should provide interesting teaching material and strategies so that students can significantly improve their abilities. The educator must be able to find out the appropriate style in teaching so the learner can enjoy the learning process.

EFL students are expected to communicate well in English, but many factors influence their success in learning English, including: Lack of vocabulary and grammar mastery when they speak and writing in English. This study aims to investigate the effectiveness of blended learning as an online learning media in terms of speaking ability. Another factor is the student does not have good skills in speaking and the media used by a teacher in the teaching and learning process is too monotonous.

A lot of research in the area of blended learning and perception of blended learning are developed recently. Qindah (2018) examined the effect of blended learning in teaching Grammar held by Palestinian public school of tenth-grade students and composed interview and pre-test and post-tests. The result of this study, it helped the students to maintain what they learned as well as enhance their pronunciation. In a similar study conducted by Spyridon Varthis (2016) investigated the perception of blended learning of second year from a Northeastern Regional Dental School and compared interview and Likert Survey data. The result of the study showed that the students' perception of blended learning was positive. The last research is carried out by Isti'ana (2017) studies about the effect of blended learning in Grammar skill in student from second-semester students from the Department of English Literature, Sanata Dharma University and compared a test. The result of this research showed that implementing blended learning significantly increases student achievement in English skills.

Then, by reviewing several previous studies, in specific discussions, the mentioned previous study above focused on the large numbers of the participants and focused on Grammar skill. since there were limitations in the discussion occurred in the studies of blended learning. So that the present researcher tries to deploy another subject that is Enrichd Virtual Model and

Speaking skill. It is interesting to investigate the effectiveness of blended learning as an online learning model in terms of speaking ability.

This study is conducted to find out the effectiveness of blended learning in speaking course. Based on the background above, the research problem of this study can be formulated as follows: How does the effect of blended learning for EFL in speaking courses?

METHOD

This research applied Pre-Experimental design using a quantitative approach. Creswell (2004:20) states “An experimental design is used in which attitude are assessed both before and after an experimental treatment. In this research, the researcher just take two classes to use pretest and posttest design to know the result of treatment. In order to answer the research problem proposed in the first chapter about the effectiveness of blended learning for EFL in speaking courses, the researcher employed quantitative research design. Enriched virtual model, transfer of knowledge and online learning is carried out and face-to-face meetings are held when needed and only as a supplement. In a block diagram, the enriched virtual model can be described as follows (Staker H and Horn Michael B. 2012).

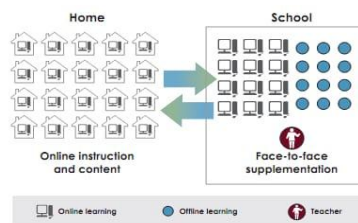


Diagram 3.1 Enriched Virtual of Blended Learning (Staker & Horn 2021)

In this research, the researcher just takes two classes to use pre-test and post-test design to know the result of treatment. A total of 120 participants of third semester students were selected through cluster sampling techniques to select participants. The total of the participants was 30 students from English Department of University of Islam Malang. The data were analyzed using descriptive statistic through SPSS 17.0 version. In this study, the researcher used two instruments, namely a student speaking test. In this case, speaking test is administered to measure the students' speaking achievement. It consisted of class presentation as an oral test. The pre-test gave to the students in the first meeting, while post-test gave and used the same test with pre-test after treatment to find out the students' improvement in speaking. The function of the research

instrument was to know the ability of the students' speaking. After conducted the pre-test of speaking skill, the researcher give some treatment to the student.

Data collected in this study included student performance on questionnaires and oral tests. The data collection process is divided into several steps. The first step was to select participants. To obtain the sample, the researcher applied the cluster sampling technique. Total of class were 6 classes of the English Education department in the academic year 2020 from class A to class E. Then the researcher randomly took two classes of them.

The research procedures of this study are explained as follows.

1. Determining the sample of the research. The sample of this research determined by using cluster sampling techniques. There are 5 classes (A to E) of the third semester majoring in English Department. The writer chose 2 classes (A and B) which consists of 30 students determined to be the sample of this research.
2. Selecting instrument of materials. The instrument materials of pre-test and post-test, and also questionnaire chose by the writer. The selecting process considered the materials being taught to the students in the third semester.
3. Trying out the pre-test. The pre-test and post-test were tried out to the sample in order to find out the result of their English speaking skill achievement by oral test.
4. Administering the pre-test to find the result of the students' English speaking skill achievement.
5. Implementing blended learning for the sample. Enriched Virtual Model was being applied to the students.
6. Implementing blended learning of Enriched Virtual Model. The step of implementing blended learning of Enriched Virtual Model was applied in online and offline learning. (*see appendix 3*).
7. Giving the post-test by oral test to the students after implementing blended learning.
8. Administering the post-test to find the result of the students' English speaking skill achievement.
9. Giving the questionnaire to the sample in order to know the students' perceptions after applying the Enriched Virtual Model by using Google Forms.
10. Administering the result of the questionnaire given to the students.
11. Analyzing the data from the instruments.

The output data from the pre-test and post-test were used to find out the significant difference in the progress and contribution before and after implementing Enriched Virtual Model in English speaking skill achievement. Then the output data from the questionnaire were used to find out the perceptions of students after implementing Enriched Virtual Model.

FINDING AND DISCUSSIONS

Finding

This research focused on analyzing the result of the effect of blended learning for ELF in speaking achievement. The result was written in quantitative data. The data were achieved from the score of pre-test and post-test. The analysis was started from pre-test was given to the students before the treatment of blended learning as well as post-test was given after the researcher give a treatment of blended learning. The purpose of giving the test was to know the students' achievement in learning and mastering English speaking skills.

Students' English Achievement

The pre-test was conducted at beginning of the research. This test aimed to check the students' achievement before implementing Enriched Virtual of blended learning. In the pre-test, the students should do an oral test in front of the class. The topics of the test have been provided by the researcher, students were asked to explain their opinion about the topic. The results of the pre-test showed that 9 students or 26 % having a very high score on a scale of 80-100. In addition, with a total of 60 % or 21 students who got a score on the scale of 60-76,7 categorized as high score and 5 students or 14 % of the total subject, indicated lack of speaking skill due to their score only reached out of 50.

Table of Result of the Pre-test (n=35)

Scores	Number of Students	Quality	Percentage
80 - 100	9	A	26 %
60 – 79,9	21	B	60 %
50 – 49,9	5	C	14 %
Mean			70%

After the implementation of the Enriched Virtual model had been finished, the treatment was given 6 times and the student's English speaking was evaluated by giving a post-test. In this

post-test, the students should do oral tests with a similar topic to the pre-test. The mean score of pre-test was 70. The result of the students' achievement in the post-test can be seen in table 4.2.

Table of Result of the Post-test (n=35)

Scores	Number of Students	Quality	Percentage
80 – 100	21	A	60 %
60 – 79,9	15	B	42 %
50 – 49,9		C	0 %
Mean			79%

Based on the data above, 18 students, or 51 %, showed a score on the scale of 80-100 as the very high score. Moreover, with a total of 40 % of students or 14 students who got scores on the scale 70-76,7, as well as 3 students or 9 % students who got a low score on the scale of 50-49,9. The mean score of post-test was 79. From the result of the post-test, it can be concluded that the Enriched Virtual model of blended learning could help the students to achieve a better result in learning English speaking skills.

Table of descriptive of Pre-Test and Post-Test of Speaking

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	70.6286	35	9.92349	1.67738
postets	79.4000	35	7.90830	1.33675

From data above showed that the compare of score of pre-test and post-test of speaking skill significnt different between pre-test and post-test. The mean of pre-test was 70.62 lower than mean of post-test was 79.40. The standart of Deviation of pretest was 9.923 and post-test was 7.908 as well as the standart error mean was 1.677 for pre-test and 1.336 for post test.

Table of the Significant Between Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretests - posttests	-8.77143	5.04734	.85316	-10.50525	-7.03761	-10.281	34	.000

The table showed that there is significant difference between score of post-test and pre-test. It can be concluded that using blended learning of Enriched Virtual model was significant improve student speaking skill performance it can be showed that significant (2-tailed) was 0.000.

Discussion

Based on the result of analysis, it is indeed good for the learners in learning English speaking courses through the Enriched Virtual learning model. This learning model provides students with new experiences in the teaching and learning process. It is proven by the total score found in the tests of students' achievement, which means there are most of the learners who can adapt with the learning model so that most of them get the high score in the level of tests.

Having test analysis, collecting the data of students' perception about blended learning and comparing the result pre-test and post-test. It can be concluded that the result of speaking test have a positive impact on learners in improving speaking proficiency, as Watson (2012) states that mixed learning can enhance classroom experience and enhance learning. The students give positive responses about this method since the condition of this world is hit by coronavirus so that they should learn via online. Online learning gives them new experiences but they need also learning by face-to-face to make them not boring, as mentioned

This present study is in line with the study conducted by Qindah (2018). Researchers use experimental study design and tools for these previous studies are interviews and pre-tests. The purpose of the study was to investigate the effect of mixed learning of English on students' use of grammar in the context of foreign language use. The results of the test group exceeded that of the control group. In addition, their positive attitude towards mixed material was also shown by them

and it helped the students to maintain what they learned. Then, it also gave an impact for a student in improving their pronunciation.

This study is also following the study conducted by Isti'ana (2017), who reported that teachers' positive perception about the use of E-learning was effective for students. Researchers used pre-test and post-test as a means. The results of this study showed that the implementation of blended learning significantly improved student performance in English. The success of online learning during pandemic Covid-19 depends on the ability of teachers to provide learning and learning models, to help students follow lessons and improve their English proficiency. Cooperation between teachers, parents and students is also needed to achieve this goal. Teachers must be able to provide interesting learning and learning models so that students can enthusiastically participate in the teaching and learning process.

CONCLUSION

Learning strategies play an important role in student speaking performance, as shown in the results and discussions. Pre-test students fell into the good category, although the mean score of pre-test students was 70 lower than the mean score of post-test was 79. Thus, it can be concluded that the use of blended learning in speaking courses positively effect students speaking performance during online learning. The score of students in the post-test was higher than pre-test after the treatment. The result of the speaking test showed that there is a significant difference between the score of pre-test and post-test, which means that the students have higher score in speaking achievement after the researcher applied the blended learning during pandemic Covid-19. Blended learning's enhanced virtual model has been found to be effective in improving students' English proficiency.

Suggestions

From the above conclusion, we can recommend some general points regarding our approach to teaching English. Suggestion are useful recommendation for English teachers and future researchers.

English Lecturer

For English lecturers or teachers, the results of this study are expected to educational and learning activities. To find out which learning model or strategy students are using to develop their

speaking skills. The use of technology and variations in the learning model in speaking skill learning can give the students motivation and improve learning achievement in learning English skills. The lectures can apply the Enriched Virtual model of blended learning in learning speaking skills as a variation in helping students learn.

Future Researchers

Finally, it is hoped that the results of this study can call for more research on language learning strategies. The current study was a mixed research study; it investigates the effect of using blended learners in speaking and students' perception of blended learning. Therefore, more research should make various visual materials such as learning videos other than monotonous material.

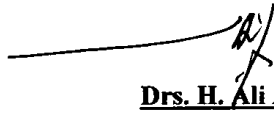
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Approved

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A handwritten signature in black ink, appearing to be 'H. Ali Ashari', is written over a horizontal line.

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