

**THE USE OF BLENDED LEARNING USING GOOGLE CLASSROOM TO
IMPROVE SPEAKING ABILITY OF SECOND GRADERS IN MTS HASYIM
ASYARI KOTA BATU**

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Abstract: This study aims to improve students' speaking ability when blended learning is applied using the Google Classroom of VIII A at MTs Hasyim Asyari Kota Batu. In this study, the researcher used Classroom Action Research. The subject of this study was class VIII A, consisting of 31 students (17 girls and 14 boys). The researcher conducted the research in one cycle: planning, implementation, observation, and reflection. The researcher collected the data through the test to determine the improvement in students' speaking ability. The findings of this study showed that implementing blended learning using google classroom can improve the speaking ability of second graders in Mts Hasyim Asyari Kota Batu. The result approved from the mean score in the speaking test has increased from 59,55 to 78,42. It means that the mean score improved by 51%. The results above show a significant increase in students' speaking ability after participating in blended learning through google classroom. The students approved that implementing blended learning using google classroom is a teaching and learning method that was enjoyable, easy, and interesting in the learning process.

Keywords: Blended learning, Google Classroom, Speaking Ability, Improve.

INTRODUCTION

People produce a language to communicate and exchange ideas with others. Speaking and writing are two types of communication popular to use. However, speaking is a widely used communication tool because it allows us to express opinions, ask questions, and convey information. Nunan in (Rahmaniar, 2010) states that speaking is a tool for communication with others, or speaking is a way to bring a message from one person to another and interact with them.

Speaking English has become a habit that teenagers must apply. Speaking English is widely used in their daily lives through slang words. With this high percentage,

it turns out that many of them are found to have still difficulty speaking English as a second language.

According to (Ahmed, 2014), mastering speaking skills is the most crucial aspect of learning a second language, and success is measured by having conversations in that language. Students found it difficult to master speaking skills due to the numerous obstacles. As a result, students are hesitant to speak English (Ardiansyah, 2020). Related to the above statement, the teacher must create a pleasant situation filled with people who communicate in the language and use interesting learning methods.

Teachers must have a variety of learning methods to teach speaking in the educational field. Direktorat Jenderal Pendidikan Tinggi (Submit KPS, 2008:26) states that the classroom teaching and learning process must be modified utilizing various models such as SCL (Student-Centered Learning), namely: small group discussions, role-playing, simulations, case studies, discovery learning, cooperative learning, and so on. Regarding speaking ability, students learn best when they have an attractive model in the teaching and learning process (Maryam, 2020). The researcher intends to incorporate blended learning into the English learning process to improve students' speaking skills and encourage students to speak fluently.

Blended learning is the combination of traditional face-to-face instruction and online instruction. It is generally a combination of face-to-face and online learning (Garrison, 2017). This learning method entails providing material via the platform used; half of the teaching and learning process had accomplished through online learning; students have the opportunity and time to understand the topics provided and group discussions to exchange ideas/opinions based on the issues provided. As we know, blended learning is a new method combining two learning techniques. In this case, researchers and teachers compete to select the best platform so that the learning process can run optimally. According to (Hakim, 2016), several applications, such as Google

Classroom, Schoology, and Edmodo, have been implemented to support internet-based learning.

The researcher chose Google Classroom as the online platform to help students improve their speaking skills in blended learning. Easy to use, multimedia support, content sharing, simple input, paperless forms, and connectivity with other Google products are just a few of the capabilities that let students and teachers collaborate digitally (Keeler, 2014).

RESEARCH DESIGN

In this study, the research took place using classroom action research. In this case, the researcher relates some theories from the expert of class action research. Kemmis & Mc. Taggart in Ferrance (2000:32) argues that action research is a solution-oriented investigation owned and carried out by individuals and groups. The spiral cycle of problem identification, systematic data collection, reflection, analysis, data-driven action, and problem redefinition. The researcher used classroom action research designed by Kemmis and McTaggart. Kemmis and McTaggart in Wiriatmadja (2006:66) state that the classroom action research model or procedure consists of four steps, namely: (1) planning, (2) action, (3) observation, and (4) reflection.

1. Planning

Planning is the first phase carried out before entering the action stage. Before conducting the research, the researcher investigated this phase. This point includes conducting a preliminary study that aims to identify problems that arise during the learning process, develop lesson plans based on the issues discovered, and implement actions designed to solve problems faced by students. In this case, the researcher will determine and explain what, why, how, where, and who in a lessonplan.

2. Action

During this phase, the researcher develops and implements a lesson plan had created. Following that, the researcher began to act on the students to overcome the problems obtained from the previous phases.

3. Observation

The researcher observed anything that happened during the learning process and further examined the result of the actions given during the learning process. The action and observation phases occur concurrently, allowing the researcher to take advantage of both to obtain data directly.

4. Reflection

Researchers can learn and evaluate the weaknesses and strengths which arise during the learning process. If there are any difficulties in the learning process, the researcher will improve the second cycle based on the evaluations obtained in the previous cycle. However, it will stop if the cycle is effective and meets the expected goals.

PARTICIPANT

The subjects of this study were students of class VIII A second semester, Mts Hasyim Asyari Batu City, for the academic year 2022/2023. There were 31 students in the class, with 17 girls and 14 boys. Based on a preliminary study, the researcher revealed that students had difficulties in speaking English, such as pronunciation, comprehension, fluency, and vocabulary.

FINDINGS AND DISCUSSION

The findings of the research showed that blended learning using google classroom could improve students speaking abilities of second graders of Mts Hasyim Asyari Kota Batu. The result of the mean score in the speaking test has increased from 59,55 to 78,42. In the preliminary study, 19 of 31 students failed to reach KKM.

After the implementation, the students who passed the KKM were 28 students or 80% of the class percentage, and three students passed the KKM with a score of 75. It means that the mean score improved by 51%. It also indicated that the success criteria had complied in one cycle. The researcher highlighted indicators of success in this method during the teaching and learning process, 75%, because Mts Hasyim Asyari Kota Batu required their students to get at least 75 to pass the grade. The results above show a significant increase in students' speaking ability after participating in blended learning through google classroom.

According to Azhar and Iqbal's (2018) findings from their instructor's investigation, Google Classroom is one of the most efficient learning media used throughout the education process. When supported with Google Classroom, which can be implemented and used as an alternative to traditional learning, students' abilities can improve faster, and the learning process can become more participatory.

This research aims to determine how Blended Learning using Google Classroom can improve students' speaking ability at MTS Hasyim Asyari Batu City. The data needed to identify the key findings was collected and processed using interviews and observation. In general, the data collected can support previous research findings that Google Classroom, as a blended learning method, can improve students' speaking skills.

In this case, the success criteria had fulfilled, so the researcher is not required to proceed to the next cycle. This research ends by showing that the results of the pre-test and post-test given to students have increased. The result of the mean score in the speaking test has increased from 59,55 to 78,42. In the preliminary study, 19 of 31 students failed to reach KKM. After the implementation, the students who passed the KKM were 28 students or 80% of the class percentage, and three students

passed the KKM with a score of 75. It means that the mean score improved by 51%.

CONCLUSION

In this study, researchers used a methodology known as Classroom Action Research to help students improve their speaking skills. The results showed a significant improvement in the students' speaking ability after participating in blended learning. The average value of student achievement in the post-test is significantly greater than in the pre-test. After going through this learning, the students' pre-test scores from 63 increased to post-test scores with an average of 89.7. Therefore, it can conclude that the average value of student learning outcomes in English using the Blended Learning platform through Google Classroom is higher than before, and the blended learning program is successful.

SUGGESTION

Hopefully, this study can benefit teachers. A further researcher would like to suggest that teachers pay more attention to students' speaking skills to get better results in English because speaking has a crucial role in learning English. Therefore, teachers can try different learning methods than before by utilizing existing technology in the learning process and other development models when learning speaking skills.

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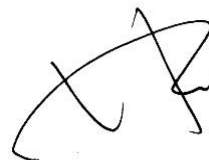
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