

## THE BLENDED LEARNING METHOD IN IMPROVING SPEAKING SKILLS OF MIDDLE SCHOOL STUDENTS

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**Abstract:** Implementing online learning causes a lack of enthusiasm and low motivation to learn English speaking skills. This study aims to analyze English speaking skills by implementing Hybrid learning-based in junior high school. This research used classroom action research (CAR) that determines the set of two cycles according to the characteristics of the material. Research in each Cycle was carried out through four stages. Application of the Learning Model Hybrid learning applies two activities which include bold and limited face-to-face learning. The number of students in the class was divided into odd and even absences. Data collection methods used observation, evaluation, and student responses. Methods of data analysis employed descriptive analysis. Preliminary learning outcomes before implementing hybrid learning mastery were only 54,84%. Cycle I showed an increase in learning completeness, reaching 84.2%. Cycle II also showed an increase in learning completeness with 94.7%. Data from Cycle I and Cycle II results reveal that implementing Hybrid learning can improve learning outcomes and the proportion of minimum mastery standards that is very significant. The implications of this research are expected to improve English speaking skills in class X students.

**Keyword:** Hybrid learning, Speaking Skills, Covid-19

**Abstrak:** Menerapkan pembelajaran daring menyebabkan kurangnya semangat dan rendahnya motivasi untuk mempelajari kemampuan berbicara bahasa Inggris. Penelitian ini bertujuan untuk menganalisis kemampuan berbahasa Inggris dengan menerapkan pembelajaran berbasis Hybrid di sekolah menengah pertama. Penelitian ini menggunakan penelitian tindakan kelas (PTK) yang menentukan himpunan dua siklus sesuai karakteristik materi. Penelitian di setiap siklus dilakukan melalui empat tahap. Penerapan Model Pembelajaran Hybrid learning menerapkan dua kegiatan yang meliputi pembelajaran tatap muka yang berani dan terbatas. Jumlah siswa di kelas dibagi menjadi ketidakhadiran ganjil dan genap. Metode pengumpulan data menggunakan observasi, evaluasi, dan respon siswa. Metode analisis data menggunakan analisis deskriptif. Hasil pembelajaran awal sebelum menerapkan penguasaan pembelajaran hybrid hanya 54,84%. Siklus I menunjukkan peningkatan ketuntasan belajar yang mencapai 84,2%. Siklus II juga menunjukkan peningkatan ketuntasan belajar dengan 94,7%. Data dari hasil Siklus I dan Siklus II mengungkapkan bahwa penerapan pembelajaran Hybrid dapat meningkatkan hasil belajar dan proporsi standar penguasaan minimal yang sangat signifikan. Implikasi dari penelitian ini diharapkan dapat meningkatkan kemampuan berbahasa Inggris pada siswa kelas X.

**Kata kunci:** Pembelajaran Hibrida, Keterampilan Berbicara, Covid-19

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## PENDAHULUAN

In Indonesia, foreign language teaching has developed in line with the community's need for the importance of language skills, particularly in the globalization

era (El Nekhely, 2021; Římalová, 2020). As one of the solutions for the community's needs, the Government has provided a space in the world of education to learn foreign languages (Lee, 2020). As a high school level, students in junior high school level have various foreign language subjects, including English and Japanese languages (Nurhalim, 2018; Purwadhi, 2019). Teaching English language at junior high school refers to the KTSP curriculum system (Educational Unit Level Curriculum), an operational curriculum developed and implemented by each educational unit/school (Arslan, 2020; Hafifah & Sulistyo, 2020). Due to the Covid-19 pandemic, various efforts have been made by the Government related to the regulation of online learning. One of them is through issuing curriculum implementation guidelines in educational units under special conditions. It can use a curriculum that is based on the learning needs of students (Al-Ajmi & Aljazzaf, 2020; Marzulina et al., 2021).

Various methods are used to provide educational services for junior high school students by choosing online learning methods (Pham et al., 2020; Vallee et al., 2020). Online learning is carried out to facilitate online interaction using a learning management system (LMS), for example, Edmodo, Google Classroom, Google Meet, Zoom Meet, Skype, Whatsapp or other online media (Maulina et al., 2022). In reality, there are several issues related to the English learning process, namely the lack of enthusiasm for student in the learning process, the lack of student discipline in the collection of assignments given, the less than optimal utilization and use of existing features in online learning applications from both students and teachers, as well as limitations social interaction occurs between students and teachers so that it makes students feel less confident in participating in learning process (Baihaqi, 2017).

Another obstacle that often occurs is network problems which often interrupt communication. Besides, the cellphones or tablets used by students also often heat up quickly and go blank due to all learning using mobile communication devices, resulting in hot batteries (Amin et al., 2021; Butnaru et al., 2021). In addition, student learning outcomes in English speaking skills show a decrease in learning completeness. This can be seen from the results of student learning that out of 38 students, 20 completed with a percentage of 52.63% and 18 did not complete with a percentage of 47.36%. The data shows that the completeness of learning English communication skills while online

learning still needs to be revised to the expectations. Learning is declared complete if the minimum percentage of completeness reaches 78.94% (Karatas & Arpacı, 2021).

Many students stated that some vocabulary, grammar, and pronunciation needed more detailed explanation. Some of the material they watch on YouTube still needs to be better understood because many students need a basic understanding of English material. Solutions can be made to re-optimize students' social interaction in the school environment. Face-to-face learning can be carried out by paying attention to existing health protocols by considering the issues and impacts that arise, namely through the application of Hybrid-based learning. Hybrid learning is a learning model approach that combines online learning with teaching in real classrooms, such as face-to-face school times in common. Therefore, through this learning method, it is not only good for students but also for educators or teachers because in its application, they can interact directly and practice real English communication in the classroom. The hybrid learning model is a learning model that applied in this study to overcome the problem of low student learning outcomes, which are still under the average. The hybrid learning model can be a solution for maximizing learning in this current condition because this learning model utilizes internet technology in learning (Perez-Poch et al., 2021; Shamsuddin & Kaur, 2020).

This makes it easier for students to access learning materials at any time without a time limit, so that they can develop an enthusiastic attitude of students and support changes in themselves to achieve success in the learning process. Some findings state that the hybrid learning model can increase student learning results. In addition, the hybrid learning model can also improve metacognitive skills and creative thinking, student literacy, and students' communication skills (Baena et al., 2017; Kurtzo et al., 2019). According to the results of this study, there has been no research related to English speaking skills through the hybrid learning model. This study utilizes learning media through online applications to support this learning model in achieving learning objectives, specifically supporting the achievement of English speaking skills. Based on this explanation, the purpose of this study aims to analyze English speaking skills through the application of Hybrid learning-based learning for junior high school levels. If the application of the Hybrid learning model during the Covid-19 pandemic is implemented optimally, it will be able to improve students' English speaking skills for junior high school (Muamaroh et al., 2020).

## METHODS

This research is a class action research (*PTK*) which determines the setting of two cycles according to the characteristics of the material (Sugiyono, 2017, 2018, 2019). Research in each Cycle was carried out through four stages, namely research planning; implementation of actions; observation/evaluation; and reflection. Cycle I, carried out several stages, namely action planning stage I, implementation of action I, observation I, and evaluation I, as well as the reflection stage was carried out by the researcher at the end of the Cycle with the aim to recognize the weaknesses and strengths that occurred in the previous action and then improving it in the next action. So that weaknesses in the next Cycle can be minimized to get optimal results. Steps in Cycle II were similar to the previous step. Each stage starts with action planning, implementation, observation and evaluation, and reflection.

## RESEARCH AND RESULT

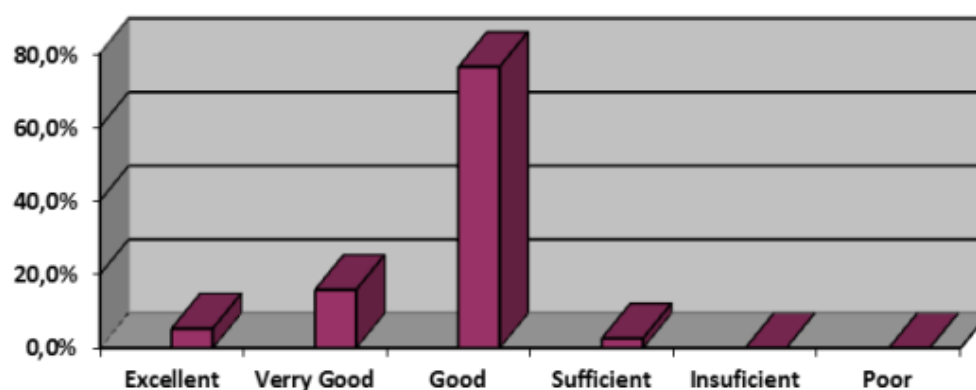
Based on data analysis on the English speaking skills of class VII SMP N in Cycle I, it can be concluded that from a total of thirty-eight students, thirty-one students achieved completeness, and seven students had not yet achieved the standard understanding. This could be illustrated by the percentage and category of assessment, one person gets an excellent score, two students achieve completeness, students showed a "very good" score, twenty-eight students in a "good" score, four students in "sufficient" score, two students in "insufficient" score, and one student in "poor" score. The data shows that with 84.2% mastery learning, the students have achieved the minimum expected mastery with 78.94% mastery learning. Since the hybrid learning model was implemented at SMP N 1 XXX School in class VII, the learning completeness was far from expectations, which was 52.63% in online learning. Now, it has increased to 84.2%. The distribution of student's English speaking skills in Cycle I can be seen in Table 1.

**Table 1.**

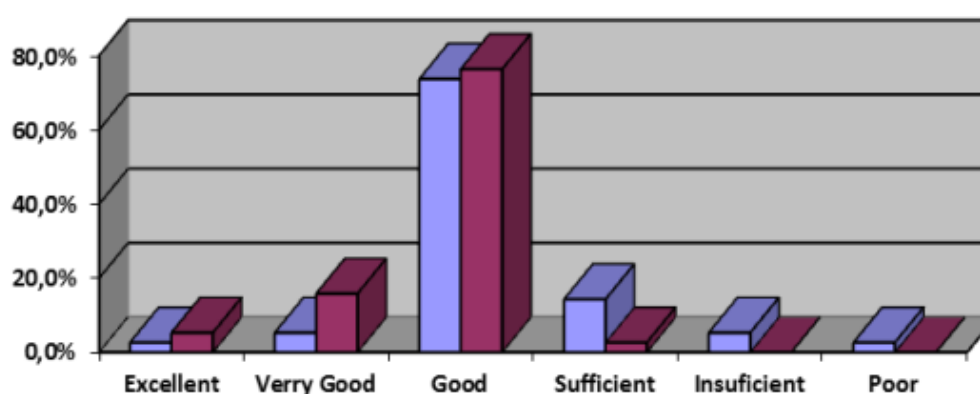


Based on the results of observations in Cycle I, there were still some obstacles, namely students' English pronunciation that still needed to be corrected and improved. Some students had not been able to use language expressions when opening and closing presentations. Some students need more connecting words or monotonous in one vocabulary. Most students still needed to understand in using past-tense sentences. Besides, some students needed to be more fluent in telling their own experiences. Only a few students that wanted to ask if there were any problems they encountered regarding learning English, especially speaking skills. From the obstacles above, Cycle II provides several efforts that will be made to resolve their problem. These efforts were carried out during limited face-to-face activities, assigning students more practice online or *PJJ*. The efforts made to overcome the first obstacle that the teacher will explain again clearly and give examples of language expressions in starting and ending the way of telling stories and showing some examples of appropriate connecting words to connect the flow of activities.

Next, the teacher re-explained about the use of grammatical tenses as well as its use and provide motivation to be more confident when presenting. Students were given a lot of freedom to improve ideas according to their skills and abilities. Based on data analysis on the English speaking skills of class VII SMP N in Cycle II, out of 38 students, thirty-six students achieved completeness, and two students had not. This could be illustrated by the percentages and categories of assessment, two students showed "excellent" scores, six students achieved completeness, students got "very good" scores, twenty-nine students got "good" scores, and one student got "sufficient". No student got "Insufficient" and "poor" score. The data shows that with 94.7% learning mastery, there has been an increase than Cycle I. Students' mastery in Cycle I amounted to 84.2%. previously learning completeness was far from expectations, 52.63% in online learning. Then, Cycle II had increased to 94.7%. The distribution of students' English speaking skills in Cycle II can be seen in Table 2.

**Table 2.**

Some students were still in the categories of sufficient and poor. This is because the child's mental background needs to be prepared to perform in front of the class and for presentations. Other students already showed an increase from good to very good scores. Comparison of students' English speaking skills in Cycle I and Cycle II can be seen as follows.

**Table 3.**

Based on Figure 3, it shows that there is a comparison of students' English speaking skills based on the percentage of each category from "Poor (Less)" to the "Excellent" category both in Cycle I and Cycle II. In Cycle I, the percentage of students' speaking skills was in the categories of "Poor, Insufficient, and Sufficient". Meanwhile, Cycle II showed percentage of students' speaking skills were in the categories of "Excellent, Very Good, Good, and some in the Sufficient category". This condition revealed an increase in English speaking skills from Cycle I to Cycle II. Previously, learning completeness was far from expectations, that was 52.63% in online learning and increased to 84.2% in Cycle I and has increased again to 94.7% in Cycle II. The

implementation of the hybrid learning model during the Covid-19 pandemic was very significant and good to apply in SMP N students class VII.

The application of the hybrid learning model to learning activities had increased students' English speaking skills. The hybrid learning model was based on constructivist theory, emphasizing that students explore their knowledge through direct involvement in learning, so the teaching and learning activities are student-centered (Urrea et al., 2022). This theory considered that children with knowledge regarding new ideas must be able to identify and solve existing social problems, especially in the child's environment. The hybrid learning model in learning can improve students' understanding of teaching materials and learning outcomes. Students' English pronunciation has progressed a lot, as well as grammatical structure, the use of wider vocabulary terms, fluency in speaking skills, and students' understanding of what is being discussed has improved well (Hamzah et al., 2020; Hastini et al., 2020).

Based on the data obtained, it was known that the learning model developed was feasible and effective for increasing learning outcomes. Student responded to the application of hybrid learning models during the Covid-19 pandemic as an effort to improve English speaking skills and student self-efficacy in the "very positive" category. This means that students feel happy, easier, and more relaxed learning directly in class or face to face. The obstacles encountered during the research tended to be related to the arrangement of class schedules divided 50% and alternating face-to-face sessions. The success of the hybrid learning model was also supported by its advantages, including focusing on student interaction and providing more information. Extensive communication between students and teachers and teaching and learning was more effective and efficient because of the less time and costs needed and encouraging an attitude of cooperation in solving problems in the learning process (Abdullah et al., 2019; Menggo et al., 2019).

The hybrid learning model is effective for students' metacognitive skills and creative thinking (Saichaie, 2020). This finding is reinforced by previous findings which state that the hybrid learning model can increase student learning outcomes. The hybrid learning model can improve metacognitive skills and creative thinking, student literacy, as well as improve students' communication skills. The implications of this research are expected to improve English speaking skills for students in class VII. However, this



research has an obstacle because it took a longer time due to the limitations of the internet network, each student is different and has own characteristics. English teachers can implement hybrid learning during the Covid-19 pandemic to improve students' English speaking skills (Arslan, 2020).

## CONCLUSION

The implementation of hybrid learning during the Covid-19 pandemic is able to improve English speaking skills for students in class VII. This can be seen from the acquisition of grades and an increase in the minimum percentage of completeness in each Cycle. In addition, the student's English pronunciation and grammatical structures have improved greatly. Then, the use of vocabulary becomes wider. Fluency in speaking and students' understanding of what was discussed has significantly improved.

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