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The Effect Of Blended Learning Technique In Teaching English To Students Speaking At Class XI Students Of SMA HKBP Sidorame

Excelsis Sarina Parhusip^{1✉}, Rina Octavia Simarmata², Carolina Pakpahan³, Hersakso Sinurat⁴
Pendidikan Bahasa Inggris, Universitas HKBP Nommensen Medan

Email: excelsis.parhusip@student.uhn.ac.id^{1✉}

Abstrak

Tesis ini berfokus untuk mengetahui bagaimana blended learning di SMA HKBP Sidorame mempengaruhi kemampuan berbicara siswa. Penelitian ini dilakukan dengan desain penelitian kuantitatif eksperimental. Penulis tertarik dengan variasi hasil tes bicara antara kelas kontrol tanpa blended learning dan kelas eksperimen desain penelitian kuantitatif. Sementara kelompok kontrol tidak menerima instruksi pembelajaran campuran, kelompok eksperimen menerimanya. Penilaian berbicara berfungsi sebagai alat pengumpulan data. Penulis menggunakan sampel sebanyak 10 siswa kelas XI IPA dan IPS SMA HKBP Sidorame, dimana kelas eksperimen terdiri dari 5 siswa IPA sing blended learning dan kelas kontrol terdiri dari 5 siswa IPS. Sebuah tes diberikan untuk mengumpulkan data. Untuk kedua kelas, tes terdiri dari pre-test dan post-test. Rata-rata pretest untuk blended learning adalah 33,6, sedangkan rata-rata untuk pembelajaran tatap muka adalah 46,8. Posttest pembelajaran dan posttest blended learning keduanya memiliki skor rata-rata 80,4. Uji-t digunakan untuk menganalisis data. Hasil perhitungan menunjukkan bahwa t-observed (16,261) lebih tinggi dari t-tabel (2,678) pada taraf signifikansi (α) 0,01 dengan derajat kebebasan (df) 9. Artinya ada pengaruh yang signifikan Blended Learning metode keterampilan berbicara siswa. Jadi, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Kata Kunci: *Blended Learning, Berbicara, dan Pidato*

Abstract

This thesis focuses on determining how blended learning at SMA HKBP Sidorame affects students' speaking abilities. This research was conducted in an experimental quantitative research design. The author is interested in the variations in speech test outcomes between the control class without blended learning and the experimental quantitative research design class. While the control group did not receive any blended learning instruction, the experimental group did. Speaking assessments serve as the data gathering tool. The author used a sample of 10 students from class XI IPA and IPS SMA HKBP Sidorame, where the experimental class consisted of 5 students IPA using blended learning and the control class consisted of 5 students IPS. A test is administered to gather data. For both classes, the test consists of a pre- and post-test. The pre-test average for blended learning is 33.6, whereas the average for face-to-face learning is 46.8. The post-test in learning and the post-test in blended learning both have an average score of 80.4. A test-t was used to analyze the data. The calculation results show that t-observed (16.261) is higher than t-table (2.678) at a significance level of (a) 0.01 with degrees of freedom (df) 9. This means that there is a significant effect of the Blended Learning method on students' speaking skills. So, the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted.

Keyword: *Blended Learning, Speaking, and Speech*

INTRODUCTION

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

Furthermore, by bringing learners into learning activities anywhere, media technology creates what is known as the ubiquitous learning environment. As a result, the education system must transform all systems from traditional to modern, including the learning process in the classroom. While meeting the demands of the Fourth Industrial Revolution, education must be able to produce graduates who are skilled, capable, and competitive globally in order to improve their quality. A good education will have a wide-ranging impact. Students studying English must have

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

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

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

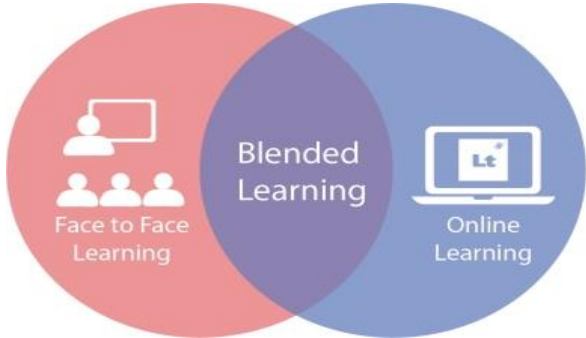


Figure 1.1 Blended Learning

Based on the justifications given, the researcher is eager to investigate how blended learning affects students' English speaking abilities. Blended learning will be chosen by the researcher because it will assist students in finding vocabulary information needed to practice speaking English, as well as because it can boost student learning satisfaction and encourage students to actively seek out information about learning to advance their language-speaking abilities in English. The researcher chose class XI students from the private SMA HKBP Sidorame for this study because class XI students had begun learning using blended learning as a result of the Covid-19 virus outbreak in 2020 and subsequent recovery in 2021. As a result, the school implemented a blended learning policy while adhering to health protocols in order to keep students from becoming bored because they complete all of their coursework online.

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

RESEARCH METHODS

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

Research Design

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

Table 1.1 Research Design

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

Population and Sampel

Population

Handayani (2020) in (Pratama, 2019) defines population as the sum of all elements being investigated that share the same traits. These elements can be individuals from a group, events, or something else else.. The term "population" refers to the entire set of people, things, or events that the researcher intends to examine. This study's population consisted of class XI students from SMA HKBP Sidorame for the 2022/2023 school year. The overall number of students in class XI IPA and XI IPS at SMA HKBP Sidorame is 28.

Sample

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

Instrument of Collecting Data

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

Technique of Collecting Data

The data for this research came from students' ability to speak when reading educational-themed speech texts. This is done because the goal of this study is to gather comparative data on students' speaking abilities between blended learning techniques using blended learning

techniques. The authors performed a pre-test, treatment, and post-test to ensure the accuracy of the findings of the assessment of students' speaking abilities. The speaking test will be videotaped in order to gather data both after the test.

The Procedure Of Collecting Data

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

a. Pretest

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

b. Treatment

Blended learning is the technique used. When instructing again after understanding through the pre-test, the author employs blended learning. Students are given written materials and instructional videos with examples and explanations of how to make a good and correct speech before participating in face-to-face discussions in class. Students will be asked to read examples of educational themed speech texts aloud together.

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

c. Post-test

Students took the post-test after the authors used blended learning techniques to solicit feedback from them. The test that will be administered is the same as the pre-test to determine the difference in mean scores after treatment. The post-test results significantly influence whether blended learning has an effect on students' speaking ability.

Technique of Analyzing Data

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

are the steps involved in data analysis:

1. Finding the mean of difference :

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

2. Finding the standard deviation of the difference :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

3. Finding the standard error of the mean of difference :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

4. Calculating the difference in the mean of the t-test with the formula :

$$t_0 = \frac{M_D}{SE_{MD}}$$

5. $df = N-1$

Where :

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

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

N : Number of Case (number of sample)

SE_{MD} : Standard error of mean of difference

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

Table 1.2 Rubric of Assessing Speaking (Brown,2004:172-173) in (siti sudartini, 2012) :

Criteria	Score	Component in Scoring Test
Pronunciation	5	The students able the words very well.
	4	The students able pronounce the words well.
	3	The students able pronounce the words adequate enough.
	2	The students able pronounce the words frequently unintelligible.

	1	he students able pronounce the word poorly.
Grammar	5 4 3 2 1	<p>The students has very good in grammar.</p> <p>The students error in grammar are quite rate.</p> <p>The students grammar is good enough, able to aspect the language with sufficient structure.</p> <p>The students construction of grammar is quite accurately but not have through or confidence control.</p> <p>The students error is frequent but the content still understood.</p>
Vocabulary	5 4 3 2 1	<p>The students has board vocabulary.</p> <p>The students has adequate vocabulary.</p> <p>The students has good enough vocabulary .</p> <p>The students has limited vocabulary.</p> <p>The students has very limited vocabulary.</p>
Fluency	5 4 3 2 1	<p>Speech is following style, mostly easy to understand.</p> <p>Speech of speech seems to be slightly affected by language problem.</p> <p>peech and fluency is father strong affected by language limitation.</p> <p>Usually resistant : often force to silence by language limitation.</p> <p>Speech is as halting and fragmentary as to make conversation virtually impossible.</p>
Comprehension	5 4 3 2	<p>Ideas highly organized, covers all of the elements of speaking.</p> <p>Ideas well organized, cover almost all of the element of speaking.</p> <p>Ideas less organized, some missing parts of the eldement of speaking in practicing conversation.</p>

	1	Ideas less organized cover only the main element of the speaking problem in practicing conversation. Unorganized ideas, a lot of missing parts of the elements.
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Data

The Result of Pre-Test and Post Test

The researcher now goes through the importance of the pre-test. The significance of this study was derived from the students' test results. The results of the pre-test and post-test were used to calculate the scores. The researcher used a speaking test through speech in this investigation. The following table shows the outcomes of the blended learning pre- and post-tests :

Tabel 1.5 Calculation of Mean Pre-Test and Post-Test

No.	Name	Pre-test	Post-Test
1.	MS	32	84
2.	RG	36	80
3.	CS	32	88
4.	AT	32	56
5.	RP	36	80
6.	CG	32	82
7.	AM	36	80
8.	TI	32	86
9.	AC	36	88
10.	AE	32	80
Total		336	804
Mean		33,6	80,4

The results of the overall score pre-test before employing blended learning were 168, as can be seen in the table above. Based on the pre-test's overall score, the researcher came to the conclusion that the pre-test's mean score before utilizing blended learning was 33,6. The post-test was carried out after the researcher had administered the therapy. Based on the total score above and the post-test score of 804, the mean score was 80,4.

Data Analysis

We can find out the students' scores by comparing their test results from before and after adopting blended learning. The researcher employed the t-test to find the results in order to compare the significant differences in student accomplishment before and after using blended learning. This allowed them to know the differences in students' achievement before and after using blended learning. The t-test computation looks like this:

Tabel 1.6 Calculation of Pre-Test and Post-Test

No.	Name	Pre-test	Post-Test	Deviation X2-X1	X ²
1.	MS	32	84	52	2.704
2.	RG	36	80	44	1.936
3.	CS	32	88	56	3.136
4.	AT	32	56	24	576
5.	RP	36	80	44	1.936
6.	CG	32	82	50	2.500
7.	AM	36	80	44	1.936
8.	TI	32	86	54	2.916
9.	AC	36	88	52	2.704
10.	AE	32	80	48	2.304
Total		336	804	468	22.648

From the table above we can find the deviation score the calculation :

a. (M_D)

$$M_D = \frac{\sum D}{n}, \text{ so the result } M_D = \frac{468}{10} = 46,8$$

b. (SD_D)

$$(SD_D) = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$$

$$SD_D = \sqrt{\frac{22.648}{10} - (46,8)^2}$$

$$SD_D = \sqrt{2.264,8 - (2.190)}$$

$$SD_D = \sqrt{74,56}$$

$$SD_D = 8,634$$

c. Standart Error of Mean of Difference (SE_{MD})

$$(SE_{MD}) = \frac{8,634}{\sqrt{10-1}} = \frac{8,634}{\sqrt{9}} = \frac{8,634}{3} = 2,878$$

Analyzing the Data by Using T-test

The researcher utilized a t-test to determine whether there were any appreciable differences between the student scores before and after the blended learning technique was used. The following t-test formula was then applied to calculate the results.

$$(t_{\text{test}}) \\ (t-) = \frac{MD}{SDMD} = \frac{46,8}{2,878} = 16,261$$

Based on the aforementioned result, the researcher determined that the t-observation coefficient of 16,261 was compared with a t-table. The researcher then utilized a level of significance of $\alpha = 0,05$ and the t-table in order to determine the degree of freedom (df). The degree of freedom for this study was $(df) = 10-1 = 9$, according to the formula degree of freedom $(df) = N-1$, where N is the number of students. The study's T-table value was . The test result reveals a sizable difference between the t-test and the t-table ($16,261 > 2,878$), which suggests that H_0 rejected is and H_1 is accepted because the t-test was larger than the t-table.

The Validity of The Test

The most crucial factor in creating and assessing measuring instruments is validity. In this study, the researcher employed content validity since validity is required to determine test value in students. The researcher discovered that the mean score pre-test before is 33,6 and post-test is 80,4 based on the results of the table above.

RESULTS AND DISCUSSION

After doing the study, the researcher want to concluded that the differences before and after conducted blended learning teachnique in teaching. The researcher was done the pre-test and post-test in speech in class. The conclusion can be drawn as follow :

1. According to a prior study, students found it difficult to express their key points when the researcher taught using blended learning, so conventional learning was superior to conventional learning in terms of increasing students' speaking skills while asking and providing opinions.
2. The students were unable to learn on their own and were unsure on how to begin speaking English. Students could better understand learning while participating in blended learning. Students are aware of the topic even though they do not fully comprehend what the researcher said.
3. The researcher concluded that conventional learning was more effective than blended

learning at enhancing students' speaking abilities in both asking and giving opinions.

4. Compared to the mean score prior to conducting blended learning, which was 33,6, the mean score after conducting blended learning is 80,4.

5. Because the t-test was larger than the t-table, the test result indicates a substantial difference between the two ($16,261 > 2,878$), which means that H_0 is rejected and H_1 is approved.

On the basis of the study's findings, the following recommendations are made. The researcher wants to offer the following advice to some parties in order to improve results in the future:

In order to advance their knowledge and be able to learn independently, students should be active participants and take the initiative to increase their learning intentions. This is true especially for improving their enthusiasm for speaking, asking questions, and providing opinions. The teacher then needs to be able to come up with innovative ways to use the traditional classroom setting as well as blended learning to make things flow more smoothly and help the students comprehend the topic. Additionally, when teaching, the teacher should use unique methods to keep the class lively and engaging.

This information will be valuable for future writers as they increase their understanding of question types. In order to produce scholars who are accountable and valuable for improving the motherland, the next writer should be better and more motivated to complete their research

Documentation

Figure 1.2 Offline Documentation



Figure 1.3 Offline Documentation



Conclusion

In this section, the author wants to illustrate how important the students are based on the pre- and post-test results. Since the mean score prior to doing blended learning was 33,6 and the mean score after conducting blended learning was 80,4, the writer concluded that blended learning improved students' speaking skills in asking and delivering opinions. The author discovered that the mean score of blended learning is greater than the mean score of conventional face-to-face learning based on the study that was conducted. The observed value of t was 16,261, while the t -table value was 2,878. The result was that the t -observed was greater than the t -table. The author of this work has a test. This test covers topics including grammar, comprehension, pronunciation, vocabulary, and fluency. It also covers asking and providing opinions.

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