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The Effectiveness of Using Blended Learning Model in Teaching Speaking

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Abstract

This study was conducted to examine and describe the role of implementing A La Carte model within blended learning in speaking instruction. Blended learning refers to an instructional approach that integrates conventional face-to-face teaching with technology-supported learning activities that can be carried out through both online and offline platforms. The study employed a pre-experimental research design involving a single experimental class as the main subject of observation. The participants consisted of 26 tenth-grade students of SMA NU Centini, Laren, Lamongan. Data were collected using several instruments, namely observation, interviews, and speaking tests. The collected data were subsequently analyzed using the SPSS statistical program to determine the effectiveness of A La Carte blended learning model in improving students' speaking ability. The findings from the t-test analysis indicated that the significance value was 0.000, which was lower than the significance threshold of 0.05 (0.000 < 0.05). In addition, descriptive analysis revealed an increase in students' performance, where the average pre-test score was 53.38 and improved to 68.15 in the post-test. Based on these results, the alternative hypothesis (Ha) was accepted, indicating that the implementation of A La Carte blended learning model had a statistically significant effect on enhancing students' speaking skills.

Keywords: *Effectiveness, Blended Learning, Teaching Speaking.*

INTRODUCTION

Education is a necessary need or the obligation for the human to build up knowledge, an attitude and a mindset. Normal education is usually done by going to school, interacting with the teacher face-to-face or directly and building up a good conversation between the teacher and the students. In the middle of the 21st century, the phenomenon of education is moved onto e-learning due to a crucial situation pandemic Covid-19 (Mardiah, 2020). Because of that situation, e-learning has been implemented as a new way of learning continuously. E-learning is a learning approach that implements educational processes either fully or partially through the integration of electronic media and digital technologies. This approach employs technological devices as supporting tools to improve access to educational and training activities, strengthen communication and interaction among participants, and facilitate the adoption of innovative learning practices that contribute to more effective knowledge development and understanding. (Zhang et al., 2020). According to (Ayu, 2020) e-learning is a style of learning to increase the accessibility of education and decrease the cost and time as well as enhance student's academic performance. In this case, students are asked to move onto e-learning by using media as supported tools such as smartphone or laptop and the internet. In the fact, e-learning is very efficient because just stay at home you can learn. But on the other side, e-learning can be meaningful or meaningless for the students in learning.

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In this section, e-learning needs a lot of components to support the learning process. They are like smartphones and the internet. A smartphone is a media that can bring the student into the online learning process. Internet is a supporting item to access online learning through the smartphone. Those two items must be had by the teacher and student to create a learning.

Therefore, Saleem (2014) said e-learning is a style of learning to increase the accessibility of education and decrease the cost and time as well as enhance student's academic performance. It means the e-learning can bring a good effect on academic and on the other side it is very efficient, flexible to be implemented because the learning process can be done at home and does not need a lot of costs. Through online learning student and teacher need more attention from each other. The teacher has to give a clear explanation to the student as well so that the student does not achieve a misinterpretation in online learning. However, the student must pay more attention to online learning to achieve useful knowledge.

E-learning is generally classified into two main modes: synchronous and asynchronous learning. Synchronous learning refers to instructional activities conducted simultaneously, where teachers and students engage in the learning process, communication, and discussion in real time, typically through direct or virtual face-to-face interaction. In contrast, asynchronous learning occurs without requiring participants to be present at the same time, allowing learners to access materials and complete learning activities independently according to their own schedule. The students can access the given material by the teacher anytime, learning everywhere and online (Amiti, 2020; Lim, 2017; Shahabadi & Uplane, 2015). It means, the teacher or tutor gives the material into power-point or article and presenting to the students, so the students can see and hear the presentation of the teacher. The students can finish the lesson due to the planned schedule that has been ordered by the teacher. The lesson is in a textbook, an animation, a stimulation, educative learning, test or quiz and assignment collection. Furthermore, in this undergraduate thesis, the researcher used the asynchronous type.

In learning process, the teacher can combine many types of methods to e-learning. According to (Moubayed et al., 2018) an approach or method is a planned or pattern that is used as a guidance of learning in class or tutorial learning. One of the approaches or methods in e-learning is blended learning. Blended learning is the combination between online learning and traditional learning (face-to-face) by utilizing the technology for creating creativity and an innovation in learning (Hrastinski, 2019; Singh et al., 2021; Tayebinik & Puteh, 2013). In learning English, the teacher and student need media to support suitable learning. By utilizing the media as well, it can bring an impact for the student in mastering English lessons such as writing, reading, listening and speaking (Al Halim, 2019).

Definition of blended learning by (Hrastinski, 2019) a learning way that involved education (face-to-face) and educational technology are combined into the learning process. It means technology has a crucial factor in this method to create a learning process. While, (Lane, 2016) said blended learning is the combination between traditional learning (face-toface) and technology, the tutor or teacher gives the material then explaining and discussing online. Moreover, (Horn & Staker, 2017) said that blended learning can be defined as a formal educational approach in which students participate in learning activities partly through online instruction that allows them to exercise a degree of control over aspects such as time, location, learning pathway, and pace. At the same time, students also engage in face-to-face learning conducted under direct supervision in a physical educational setting outside their home environment. To create a learning process with blended learning is the teacher and student as the main factor. In coordinating to begin the lesson, the teacher informs the students that must be joining platforms such as zoom, g-meet, or google classroom. However, the teacher and students must be in the same group (WhatsApp group or school website) before starting the online learning.

Blended learning has its characteristics compared to other methods: 1) In Learning, the

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process is combined with a lot of styles and technologies. 2) Individual learning through online or learning with a tutor. 3) Learning is supported in the way of teaching, and learning style effectively. 4) In blended learning, tutor or teacher has a crucial role in teaching their students as a facilitator (Dangwal, 2017).

According to (Horn & Staker, 2017) in their book "Blended: Using Disruptive Innovation to Improve Schools" blended learning consists of four different forms, each of which has been implemented in various ways across educational institutions. 1) Rotation Model: This model refers to a learning approach in which students participate in instructional activities based on a predetermined schedule or under the guidance of the teacher, where a portion of the learning process is delivered through online platforms. 2) Flex Model: The flex model is a learning system in which the students when want to access online learning must be at the school or campus and use its facilities and the teacher control from online. Students are able to switch between online learning activities and direct instructional formats, including tutoring sessions or small-group discussions, according to their learning needs. 3) A La Carte Model: this refers to a learning approach in which students complete certain courses or learning experiences entirely through online instruction while continuing to participate in learning activities at a conventional face-to-face school environment. The online learning in a la carte model is as a supplement after getting a lesson in offline session. An online learning can be done anytime and anywhere. The flexibility of this model can be done in out of time school, specifically in online learning and not interfere with school time. In scheduling of learning process divided into offline and online sessions. Hence, in the learning process had more online session than offline session. However, the researcher used this model to analyze about the effect after being applied. 4) Enriched Virtual Model: it is a learning approach that combines mandatory face-to-face instructional sessions between students and their assigned teacher with independent remote learning. After participating in the required in-person meetings, students are given flexibility to complete the rest of their coursework through distance or online learning environments. Furthermore, the researcher was using blended learning which means the development of E-learning. E-learning has changed by gaining time and creating a new system for the next generation of E-learning called blended learning.

Teacher can use some media application to apply blended learning methods such as Zoom, G-meet, YouTube, WhatsApp, Web, Google Classroom for supporting the online learning process. However, the students can achieve a lot of knowledge and improve their ability by utilizing the media. Furthermore, the researcher is going to use the platform Zoom or G-meet as the learning session and WhatsApp group as the coordinating session and submitting a task. Platform Zoom or G-meet in researcher opinion is the best way to use it, because students also can perform their thought, the way of their speaking, and making a discussion between teacher, students and WhatsApp group for coordinating learning before it started and also for submitting the student task.

Based on the phenomena happened, the researcher conducts experimental research by using blended learning methods because of some factors. The first, the outcome of a direct interview with English teacher of SMA NU Centini, some students still were not able to speak English as well, lack of practice, students' consciousness in learning or an uninterested learning. The second objective of this study is to investigate the effect of implementing blended learning within the instructional process. Blended learning integrates online learning activities with conventional face-to-face instruction to create a more flexible learning environment. Among the four existing forms of blended learning, one model that is widely recognized is the A La Carte Model. This model refers to a learning approach in which students undertake certain learning activities fully through online platforms while continuing to attend instruction in a traditional school setting. (Christensen et al., 2013). The online learning in a la carte as a supplement which means students get an additional learning. The online learning can be done anytime and everywhere. Therefore, the researcher conducts a research about "the

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effectiveness of a la carte blended learning on students' speaking skill". The result of this research is expected to be the evidence which is blended learning brings impact to the students speaking skills.

METHOD

The participants of this research consisted of 26 students from tenth grade students from SMA NU Centini, Laren Lamongan, hese participants were selected because the students in this class were currently enrolled in the English language subject, which provided a natural environment to observe their communicative competence and self-efficacy levels. The instrument used by researcher in this study was a test the primary instruments used in this study were oral speaking tests (administered as pre-test and post-test) and an assessment rubric based on Brown's rating scale on the first and the last meeting, an assessment instrument and speaking rating score by (Brown & Abeywickrama, 2004). Those were used to measure and to analyze score of students' speaking skill. The test in in the form of instruction which asks the students to speak about "introduction or which one is your best getaway". The test used in this research was pre-test and post-test. In order, to know student's existing knowledge of speaking skill. The researcher gives an oral test or semi-direct to the students in pre-test and post-test. Semi-direct is a kind of testing by using technology which means tape of recording, a printed test, or other 'non-human' elicitation procedures, rather than through face-to face conversation with a live interlocutor. Pre-test was given at the first meeting and post-test was given at the end of meeting. Whereas, the score divides into five criteria which are the score of pronunciation, grammar, vocabulary, fluency and comprehension. It is based on Brown's scale rating score.

In the beginning of making research, the researcher tried to observe the problems on students by doing a direct interview with English teacher of SMA NU Centini. In that case, the outcome of direct interview was found problems on students, specifically on speaking skill at tenth grade. Overall the students could not reach the standard of KKM (kriteria ketuntasan minimal "70"). Afterward, the researcher decided to choose an appropriate method or learning way to solve the problem. The method called blended learning and had four models. In this research used a la carte model of blended learning. Then, the researcher prepared instruments to collect and to process the data such as test questionnaire (pre-test and post-test), an assessment instrument and speaking rating score.

On the beginning of a meeting, the researcher gave a pre-test to analyze students' speaking skill before giving treatments. Then, implementing a la carte model of blended learning seven times, two times on offline learning and five times on online learning. A strategy used by the researcher in the learning English effectively was much more practice. For the duration of learning, students had to speak up as much as possible and sequentially. Hence, the students could evaluate themselves and others. At the end of meeting, the researcher gave a post-test to analyze students' speaking skill after getting treatments. The outcome data of the pre-test and posttest are used to discover the significant differences in the progress and contribution before and after the a la carte model of blended learning was applying in English speaking skill.

In technical analysis, this data aims to determine whether or not there is an effect of blended learning on students' speaking skill. The researcher uses SPSS version 25 to analyze the data gotten from students speaking test. The data was analyzed by using a normality test. It was to know the data was normally distributed or not. It was to decide either parametric or nonparametric statistical analysis that was used to analyze the hypothesis. After knowing the data was normally distributed then the researcher used paired sample T-test to test the hypothesis testing, while if the data was not normally distributed then the researcher used Wilcoxon test to test the hypothesis (Gunawan, 2018).

RESULT

The outcome of a direct interview was done by the researcher with English teacher of SMA NU Centini, students' speaking skill did not reach minimum completeness criteria. The cause was a lack of practice in using English in a school environment, the consciousness of students or the situation of

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uninterested learning. Based on the finding, there was some factors that students could not reach the minimum completeness criteria. Those factors are: the first, some students were absent in the class. As a result, student could not get maximum knowledge on learning English. The second, some students were afraid or unconfident to perform in learning. Furthermore, there were some students that could pass the minimum completeness criteria. Students could pass it because, they really took responsibility in learning and followed the teacher instruction. Therefore, this research aimed to solve a problem on students' speaking skill and to analyze about the implementation of a la carte blended learning when being applied at tenth grade of SMA NU Centini.

A la carte is a model of blended learning that online session as a supplement to accompany other experiences while also students attending a brick-and-mortar school. The allocation time of a la carte was 75% online learning and 25% offline learning. The tutor or teacher gives the material and then explains and discussing into online sessions and face-to-face sessions. Blended learning has four models, each model has its characteristic and time allocation. They are the rotation model, flex model, a la carte model and enriched virtual model. Then, this research was using the a la carte model of blended learning which means that most learning processes were done in online learning (75%) and face-to-face learning only (25%). The specialty of the a la carte model can be done at any time which means out of the school time. By using the a la carte model of blended learning, the researcher wants to analyze about the outcome of the learning process. The result of students pre-test can be seen in table below.

Table 1. Descriptive Statistics of Pre-test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	26	44	68	1388	53.38	5.762
Valid N (listwise)	26					

The data of pre-test that got before applying a la carte was 44 minimum score, 68 maximum score and 53.38 average score with the amount of students are 26. According to the pre-test data, it could be interpreted that most students in the class had low speaking skills. The pre-test was done by interviewing students one by one in the class. Then, in the interview and giving, scores were accompanied by an English teacher of the school. The pre-test still has a lot of problems, such as wrong pronunciation, not being fluent in speaking and limited vocabulary that they used.

Table 2. Descriptive Statistics of Post-test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test	26	60	76	1772	68.15	6.448
Valid N (listwise)	26					

The data of post-test that got after applying a la carte was 60 minimum score, 76 maximum score and 68.15 average score with the amount of students are 26. According to the post-test data, after giving an a la carte model of blended learning to students in learning speaking. There were some improvements in students' scores than in the pre-test. Some students had reached the KKM score (70) and there were under KKM. In the learning process is applied a lot of varieties in the use of supporting media, such as record voice where students can listen and repeat the correct pronunciation and intonation, the use of the internet to maximize learning, zoom or g-meet for presenting and learning time, WhatsApp group. The post-test was done online by recording students' voices on a WhatsApp group and giving scores was accompanied by an English teacher of the school.

Table 3 Paired Differences

Pretest – Posttest	Mean		14.769
	Std. Deviation		5.030
	Std. Error Mean		.987
	95% Confidence Interval of the Difference	Lower	-16.801
		Upper	-12.737
	t		-14.971
	df		25
	Sig. (2-tailed)		.000

The data obtained from the pre-test and post-test were analyzed using a paired sample t-test to determine the effect in greater detail. Based on the results presented in the table, the significance value was 0.000, which was lower than or equal to the predetermined significance level of 0.05. Therefore, the alternative hypothesis (Ha) was accepted. These findings indicate that the implementation of the A La Carte model of blended learning had a statistically significant impact on improving students' speaking skills.

DISCUSSION

During the online phase of the a la carte blended learning model, student autonomy was deliberately fostered by transitioning the teacher's role from a primary information source to a learning facilitator. Autonomy was maintained through students were granted the flexibility to access and interact with learning materials (e.g., recorded speaking demonstrations, digital vocabulary banks, and audio-visual prompts) at their own pace. By allowing students to revisit challenging materials before the class session, they were able to develop initial confidence and cognitive preparedness without the immediate pressure of peer observation. The implementation of learning through a blended learning system is highly feasible in the current digital era. This condition aligns with the rapid advancement of information and communication technology, which is marked by the increasing availability of supporting applications and the wider distribution of technology use within society. As a result, the limitations previously identified in the problem context can be addressed through various instructional innovations, including the adoption of blended learning-based approaches in teaching and learning processes.

Technology in conceptual learning has been shown to make a significant contribution to educational activities, particularly in enhancing students' ability to solve learning problems, providing access to professional educators who can motivate and engage learners, expanding various learning resources, and enabling quick access to up-to-date information. The rapid development of Information and Communication Technology (ICT) has also facilitated solutions to various challenges faced by society, especially students. In this context, the government encourages the development of technology-based learning systems such as e-learning. When well-designed, e-learning has the potential to address many learning obstacles and improve educational effectiveness. Through these media, the distribution of education can be accelerated more efficiently. In other words, online-based learning has a positive impact in responding to the challenges within the Indonesian education system. Based on this perspective, the implementation of blended learning emerges as a relevant and essential solution to meet current national educational needs.

The findings of this study reveal that blended learning demonstrates a higher level of effectiveness compared to conventional face-to-face instruction as well as purely e-learning or online learning models. This effectiveness is supported by several advantages inherent in the blended learning approach. First, learning delivery can be conducted anytime and anywhere through the utilization of internet-based systems. Second, students are provided with greater flexibility to independently access and study learning materials that are stored online. Third, discussion activities

can take place both online and offline beyond regular classroom hours, involving interaction not only between students and teachers but also among students themselves. Fourth, teachers are able to monitor and manage students' learning activities outside scheduled class time. Fifth, teachers can assign preparatory tasks that encourage students to review learning materials before face-to-face sessions are conducted. Sixth, the achievement of instructional targets can be accomplished in accordance with the predetermined learning objectives. Finally, the learning process becomes more flexible and less rigid, allowing for a more adaptive educational experience.

The effectiveness of the blended learning model can be seen in the data on student learning outcomes. Student learning outcomes are based on assignments and tests that have been implemented. The test results obtained were then tested with the normality test and the t test to find out how effective the implementation a la carte model of the blended learning model in teaching speaking. From the whole process of processing statistical data in general, it has answered the problem formulation that has been determined. The research data shows that the application of the blended learning model can improve students' speaking skills. This can be seen from the increase in the lowest and highest scores as well as the average pretest and posttest scores, from an average score of 53.38 to 68.15.

From the research data, it can be seen that there is an increase in students' critical thinking skills by applying blended learning models to students' speaking skills. The difference can see this from the increase in the average student test results which is significantly different compared to the results of the initial test, this is also supported by a statistical analysis of the paired sample t test. From the research data, it shows that there is a significant effect of applying the blended learning learning model to improving students' speaking skills. The results of the paired sample t test blended shows that the significance value (2-tailed) is that Sig. 000 was < 0.05. Therefore, it could be concluded that Ha is accepted. It means that the implementation of a la carte model of blended learning gave a significant effect on students' speaking skills.

CONCLUSION

According to the result of research, it can be concluded that the students' speaking skill before or after being taught with a la carte model of blended learning had a significant increase. It can be seen from the result of the students' scores on pre-test and post-test. On the mean of pre-test score, students got 53.38. Whereas, on the mean of post-test score, students got 68.15. However, the last result of the test is that Sig. 000 was ≤ 0.05. It could be concluded that Ha was accepted. It can be concluded that blended learning had a significant effect on students' speaking skill at tenth grade of SMA NU Centini. For a next researcher who would like to do the same research, can control students patiently and particularly in online learning to get better knowledge.

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