Improving Students Speaking Skill by Implementing Blended Learning
(Online Learning and Classroom)

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Abstract

This study is aimed at *finding out howBlended Learning model is able to improve students' speaking skill and finding out students' response toward the implementation of BlendedLearning in speaking class. Classroom action research wasthe research design of this study. It occupied observation, interview and test as the instruments. In Blended Learning, there were two activities which consist of online learning activities which were done using internet and traditional face to face activities which were done in the class. In online learning, the lecturer delivered materials' using online sources through a whatsup group which has been made before and it is learned and discussed together before face to face class. While in face to face class, the lecturer restated the topic and materials for the students and let them practice speaking a lot. Blended Learning was able to improve students speaking skill and it was proved that the average score of four speaking components in every cycle was improved. The students also had very good response toward the implementation of Blended Learning that they said Blended Learning made their learning more fun and interactive.*

Keywords: Speaking, Blended Learning, face to face, online learning

1. INTRODUCTION

The development of information technology and communication has given significant impact to the world today, particularly to education system. This development has assisted teaching learning process become easier and more interactive. It can be shown that today's teaching learning process is not only limited in the class but also can be conducted through e-learning or internet. One of learning model that become popular today is Blended Learning. Blended learning is the combination between traditional face tkao face learning supplemented by e-learning or online learning. Online learning supplements traditional face to face learning to make better students achievements. According to Stacey and Gerbic (2007), students learning experience and performance can be improved when online resources are integrated with traditional forms of course delivery, such as face to face lecturers and tutorials (also see, Ituma, 2011).

New members of Indonusa English Club (IEC) that consist of new students or students of semester one in Politeknik Indonusa Surakarta are lack of confidence in practicing speaking skill. It shows from their weekly speaking class that theyare almostafraid to speak upshy to perform, and practice their speaking skill with low voice. After being interviewed, it was known that they are afraid of making mistakes and not yet confident. Meanwhile, the other problem happens when they only have one meeting in a week to learn and practice speaking skill. It is inadequate time to improve and master English speaking skill for the students and to review and check every student speaking skill by the lecturer. From the observation and interview done by the researcher, it is concluded that new members of IEC need interactive learning model and more time to learn and practice to improve their speaking skill.

To overcome those problems, the lecturer needs to implement Blnded Learning. It is because the students conditionthat they are very close to the internet, they have social media accounts, and they often spend lots of time using internet. It is very good to teach the

students not only by traditional face to face but also complement it by e-learning or online learning. AkkoyunludanSoylu(2008: 183) say that online learning offers all the time learning, where the learning can be accessed wherever and whenever the students want to access. The online learning has no time and place limitation as long as they connect with the internet access. This condition leads the students to have more time to learn English more than only in the classroom. When the students do not remember certain part of the material they can directly access, read, and learn it. As Hameed et al (2008: 3) explain that the material in online learning can be accessed as often as possible when the students forget it.

Realizing these conditions, the researcher who also become the lecturer implements Blended Learning to improve students speaking skill. The combination of traditional face to face and online learning will assist students solving their problems during learning speaking skill. This study aims at *finding out howBlended Learning model could improve students' speaking skill, and finding out student's response toward the implementation of BlendedLearning in speaking class.*

2. RESEARCH METHODS
a. Setting and Subject of Research
This study was conducted inPoliteknikIndonusa Surakarta especially atIndonusa English Club (IEC), an extracurricular activity for student who wants to improve their English particularly speaking skill. The subject of this study was new members in academic year of 2017/18. The number of new members is 20 students.

b. Research Design
The research design used in this study is classroom action research. According to Wallace (1998:12) Action research models a process of reflective cycle on professional action. By implementing this action research, it is hoped that the problems found in the class will be solved and the student's achievement can be improved by several settings of the research design.

Moreover, Cohen, Manion, and Morrison, (2007:30) adds that action research develops through the self-reflective spiral;

planning, acting (implementing plans), observing, reflecting and then re-planing further implementation, observing, and reflecting.

c. Data Collection
In this study the researcher occupied oral test and interview, and observation in collecting the data. Speaking pre-test and post-test were conducted to know thestudents speaking skill. Interviewing students is to know what they feel during the process of learning. Moreover, the researcher conducted observation with his collaborator. The observation conducted to know real situation in the process of teaching learning when Blended Learning was implemented.

d. Data Analysis
To analyze the data, descriptive and statistical techniques were occupied. In descriptive technique, the researcher interpreted students' behavior during the implementation and analyzed the result of observation. While in Statistical technique, the researcher analyzed the result of pre-test and post-test to know the students improvement.

3. LITERATURE REVIEW
a. Blended Learning
A lecturer has to make his learning become interesting for students. To make interesting learning, a lecturer uses creative teaching technique and interactive learning model. One of the popular techniques of teaching and learning today is to combine traditional face to face learning with online learning. This combination is called Blended Learning.

Watson (2012:4) defines that Blended learning includes the integration of face to-face and online learning to enhance the classroom experience and extendlearning through the innovative use of information and communications technology. By only implementing face to face learning, the students will not get a big chance to explore more experience with the materials. In other hand, Complementing face to face learning by online learning will give new experience of learning which can motivate the students to explore because they get connected to the material every time and this condition will

lead to students centered learning. In line with Brew (2008:98) that explain Blended Learning as learning approach which integrate face to face learning and online learning to create more effective learning experience. By implementing blended learning, both lecturer and students can access materials from online resources to enrich experience and to extend learning to become more active and interactive learning process.

With reference to Blendedlearning in higher education, it has been defined as: a combination of technology andclassroom instruction in a flexible approach to learning that recognizing the benefitsof delivering some training and assessment online but also uses other models tomake up a complete training program which can improve learning outcomes and/orsave costs (Banados, 2006: 534). By implementing blended learning, learning process will not only takes place in a classroom which require lecturer and students come to the class, using online learning can be flexible approach of learning to cut the cost of learning. From previous definitions, it can be inferred that blended Learning is a learning model which combines traditional face to face and online learning with purpose to create interactive learning model, extend students experience in learning for the student's better achievement.

Blended Learning model has some strength which can be elaborated belowas stated by (Marsh, 2012:4):
1) Provides a more individualized learning experience
2) Provides more personalized learning support
3) Supports and encourages independent and collaborative learning
4) Increases students engagement in learning
5) Accommodates a variety of learning style
6) Provides a place to practice the target language beyond the classroom
7) Provides a less stressful practice environment for the target language
8) Provide flexibility study, anytime or anywhere, to meet learners need
9) Helps students develop valuable and necessary twenty-first century learning skills.

b. Speaking

Rivzi (2006:92) states that speaking is interactive communicative process that involves speakers and listeners. While someone is speaking there must be listener who listens and pays attention to the content and message. So, the speaking must be understandable and comprehensible for the speaker partners. Meanwhile Bygate (1997:4) says that Speaking is a skill which people are most frequently judged, and through this they may make or lose friends. This skill is a tool of communication which can deliver any massage. Speaking need to be paid attention in every single word of speaker to be understood whole message because when listener misses some words then the message will not be complete. To build communicative process of speaking and understandable message, he speaker has to own good speaking skill.

4. RESULT AND DISCUSSION

In this study there were two cycles, which every cycle consisted of online learning and face to face meeting. Online learning conducted before, and during face to face meeting. The cycles are explained as follow:

a. Cycle One

In planning, the researcher prepared syllabus, lesson plan, source of online learning, blended learning strategy, and criteria of the test and whatsup group as discussion group. The implementation was conducted by "making invitation and making appointment" as the topic. Two days before face to face learning, the topic, instruction and links of material were announced in whatsup group which directly can be accessed by all members of the group. The students learned through online sources, did what has been instructed, gave comments toward the topic they learned. While in the class was the time for students to ask question and explanation toward the difficult material found during online learning and continued by practicing it together with their friends in pairs. The observation was also done during the process of teaching learning in the class to assess the process of implementation of Blended Learning and students' response.

After implementing blended learning in cycle one, the students were tested to know

their speaking skill for the topic has been learned by asking them to record their speaking and sent it to whatsup group. From the reflection of cycle one, it was known that the weaknesses were the students were not yet familiar to all online learning source informed in the group and in the class, the students less practiced because some students still asked on how to maximize online source for their self-learning. It happened because the lecturer did not explain every single link clearly while informing in the group. While interviewing several students, they said that they felt more fun by Blended Learning model but they need to be accustomed.

c. Cycle Two

In planning, the lecturer prepared as he prepared in cycle one but announced the topic and source of online learning three days before face to face session, one day earlier to give more time for the students to do a better preparation. The topic used in this cycle was "conversation on the phone". During three days before class, the students became more active in discussing the topic in whatsup group. They asked, answered their friends and responded their lecturer's comment actively. While in the class, the students were ready to practice speaking because they had learnt the materials by online before. In this cycle the students did not ask too many questions on how using online source maximally and the lecturer only needed a bit of time to restate the materials. They engaged the learning process actively and the learning became more fun.

From the cycle one to cycle two, the discussion in the group while online learning was more active. It effected on face to face learning that the students were more ready to practice English by the topic stated. The students responded that blended learning make their learning more fun and interactive. After cycle two the students were tested by asking them practicingconversatio in pairs, record asand send it to the group. The result showed that there is an improvement in their speaking skill.

Table 1. Students Average Score

No	Test	Pronunciation	Vocabulary	Fluency	Grammar
1	Pre-test	58	63.5	65.5	55.5
2	Cycle One	64	69.5	72	61
3	Cycle Two	70	75.5	78	66

5. CONCLUSIONS

The implementation of Blended Learning in Indonusa English Club to improve speaking skill was done in two cycles. In every cycle conducted online learning and traditional face to face learning. The online learning source were announced in whatsup group before face to face meeting. The online learning sources are websites (One Stop English, www.youtube.com), Instagram accounts (@englisharound, @teachersandrali, @grammar_tips), Applications (English Speaking & Listening, English handbook). It is proven that Blended learning can solve the students' problem in the class like inadequate learning and practicing time, afraid of making mistakes, being shy and unconfident to practice, by seeing their average score in every cycle they had been through. The score shows improvement in every aspect of English speaking skill. Moreover, the students really enjoyed learning using Blended learning model.

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