Improving Senior High School Students' English-Speaking Skill Through Blended Learning Method

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Abstract: The objective of this study is to develop an LMS-based app in English subject with speaking skills adopting a blended learning method. This study engaged 38 students in class eleven of the Science 2B Program at State High School 1 Metro Lampung in 2022, including 23 male students and 15 female students. This study was carried out in a State Senior High School 1 Metro Lampung. A rating rubric was used to collect data on students' speaking skills. The rubric followed the Harris' rating scale which speaking skills were focused on five variables: pronunciation, grammar, vocabulary, fluency, and comprehension. The blended learning model enabled students examine their knowledge through engaging involvement in learning, leading to student-centered teaching and learning activities. The results indicated that the LMS-based app https://www.e-ajar.com/ and class activities for 11th grade students in English with speaking skills at State Senior High School 1 Metro Lampung have increased students' English-speaking skills. This is seen in the development of scores and the improvement in the minimum percentage of completion in each cycle, where students' English pronunciation and grammar have significantly improved. Future study might use blended learning models potentially developed for other subjects to increase learning outcomes and creative thinking skills. This LMS-based media should not only help senior high school students with their speaking sills but also the other skills and its impacts on successful language-learning strategies.

Abstrak: Tujuan dari penelitian ini adalah untuk mengembangkan aplikasi berbasis LMS pada mata pelajaran bahasa Inggris keterampilan berbicara dengan mengadopsi metode blended learning. Penelitian ini melibatkan 38 siswa kelas sebelas Program IPA 2B SMA Negeri 1 Metro Lampung tahun 2022 yang terdiri dari 23 siswa laki-laki dan 15 siswa perempuan. Penelitian ini dilaksanakan di SMA Negeri 1 Metro Lampung. Rubrik penilaian digunakan untuk mengumpulkan data keterampilan berbicara siswa. Rubrik tersebut mengikuti skala penilaian Harris dimana keterampilan berbicara difokuskan pada lima variabel: pengucapan, tata bahasa, kosa kata, kelancaran, dan pemahaman. Model pembelajaran campuran memungkinkan siswa menguji pengetahuan mereka melalui keterlibatan yang terlibat dalam pembelajaran, yang mengarah pada kegiatan

belajar mengajar yang berpusat pada siswa. Hasil penelitian menunjukkan bahwa aplikasi berbasis LMS https://www.e-ajar.com/ dan aktivitas kelas siswa kelas 11 Bahasa Inggris keterampilan berbicara di SMA Negeri 1 Metro Lampung telah meningkatkan kemampuan berbahasa Inggris siswa. Hal ini terlihat pada perkembangan skor dan peningkatan persentase ketuntasan minimal pada setiap siklusnya, dimana pengucapan dan tata bahasa Inggris siswa mengalami peningkatan yang signifikan. Penelitian selanjutnya mungkin menggunakan model blended learning yang berpotensi dikembangkan untuk mata pelajaran lain guna meningkatkan hasil belajar dan keterampilan berpikir kreatif. Media berbasis LMS ini seharusnya tidak hanya membantu siswa SMA dalam kemampuan berbicaranya tetapi juga keterampilan lainnya dan dampaknya terhadap keberhasilan strategi pembelajaran bahasa.

INTRODUCTION

Foreign language teaching in Indonesia continues to grow as society becomes increasingly aware of the value of language proficiency in the age of globalization. To fulfill this social need, the government has attempted to make it more accessible for students to learn international languages such as English at their schools. State Senior High School 1 Metro Lampung is one of the senior high school institutions that is constantly dedicated to supporting government initiatives. The English teachers at State High School 1 Metro centered on the KTSP system, which is a functional curriculum established and implemented by each educational unit/school.

The reality on the field revealed a number of issues with the English learning process in schools, such as a lack of student enthusiasm for learning, student discipline in completing of assigned tasks, less-than-optimal use and use of existing features in online learning applications by both students and teachers, and limitations (Asha, 2021; Corno, 2023). Teachers and students interact with one another, making them feel less confident about participating in class (Kassem, 2019; Raba, 2017). Networking issues are a common impediment to online learning, typically resulting in communication issues, and as a consequence of all the use of mobile devices for learning, students' smartphones and tablets frequently heat up and go blank, heating up the batteries (Akulwar-Tajane et al., 2020; SİRİPONGDEE et al., 2020). Furthermore, student learning outcomes in English speaking skills showed a decrease in learning completeness. This is shown by the student learning results, which show that of the 38 students, 20 completed with a percentage of 52.63% and 18 did not complete with a percentage of 47.36%. Based to the questionnaires, the completeness of gaining English conversation skills while online continues to fall short of expectations. Learning is deemed complete when the minimum percentage of accomplishment impacts 78.94%. Many students revealed a need for greater understanding of vocabulary, grammar, and pronunciation, despite the fact that they need an understanding of English substance, and that a portion of what they watch on YouTube is still not entirely understood (Atmojo, 2021; Syafiq et al., 2021).

Several research indicate that the use of blended learning can increase student learning outcomes. The blended learning model can help students enhance their metacognitive skills and creative thinking, as well as their literacy and communication skills (Eagleton, 2017; Faraniza, 2021; Ma et al., 2019; SİRİPONGDEE et al., 2020). Based on the results of this study, there has been no research on English speaking skills using the hybrid learning model. This study

uses learning media in the form of online applications to help this learning model in reaching learning objectives, particularly the development of English-speaking skills. Based on this explanation, the objective of this study is to examine English speaking skills in eleventh grade students using Blended learning-based learning. Apriyanti (2018) studying English speaking through project-based learning found that a public speaker's self-confidence can be measured by the way he/she delivers the speaking performance, while real experience does not affect a public speaker's ability to construct script content that will be conveyed in his performance.

In high schools, the development of blended learning models in the learning design component using online social media platforms is important. Learning designs must always be established to blend face-to-face learning with technology and communication-based learning techniques, as well as consideration of program efficacy and reliability (Shorey et al., 2019). Aspects of learning design were chosen as the primary aspects of developing learning designs. Blended learning is a concept that blends face-to-face learning methods in classrooms with e-learning. It was initially used to define English classes requiring speaking skills and attempted to integrate face-to-face and online learning (Eagleton, 2017; Saeheng, 2017; SİRİPONGDEE et al., 2020). Considering the increasing prevalence of the term blended learning, the objective is to improve learning standards, increase exam pass rates, promote time flexibility, and reduce distance constraints (Kumar et al., 2021). However, blended learning-based learning is defined as learning that blends face-to-face activities (offline) with computer-based learning (online), through the internet, and mobile learning (El Iq Bali et al., 2021). The objective of this study is to create a blended learning model for English classes featuring speaking skills. This blended learning method is intended to combine face-to-face instruction with learning methodologies based on information and communication technologies.

Blended learning is the most common method of teaching as it allows students in the eleventh grade to use online resources such as LSM-based and Zoom without being constrained by time or space while still allowing for face-to-face interaction in the classroom (in real time). Additionally, the use of blended learning can increase the effectiveness and efficacy of time spent learning. In addition, blended learning can make it easier for students in the eleventh grade to access the learning process, even if it is done from home, and it can be a solution in cases where a teacher is unable to teach in class. The e-ajar LMS-based software in this study is one of the teaching resources that can help eleventh graders. This application includes every skill needed for helping eleventh graders in the online learning process and can improve students' intellectual, emotional, and psychomotor abilities (Napitupulu et al., 2021).

Speaking serves an important role in learning since it allows one to quickly enhance one's speaking skills making it the key to successful interpersonal communication (Abduamitovna, 2023; Derakhshan et al., 2016). English language proficiency is currently a highly necessary communication instruments, especially speaking. There are several techniques that a class teacher might help students in speaking classes improve their English-speaking skills (Rao, 2018). In light of the information provided above, it is vital to create a learning model that might serve as a different solution to current issues. A teaching method that combines two offline and online platforms so that eleventh-grade students can be directed to be active and have access to spoken material at anytime and anyplace. The development of a blended learning model for English lessons that emphasize speaking skills can help students in the eleventh grade as they can be prepared to attend class before the learning begins and feel more in control of their access to the online learning process. Therefore, the objective of this study is to

develop a blended learning model for speaking skills in English subjects.

METHOD

This study is developmental research involving a classroom action research model that sets the setting of two cycles based on the material's characteristics. Each cycle of research has four stages: research design, action implementation, observation/evaluation, and reflection. Cycle I consisted of several stages, including action planning stage I, action implementation stage I, observation and evaluation stage I, and the reflection stage, which was carried out at the end of the cycle by researchers with the objective of observing the weaknesses and strengths that occurred in the previous action and then improving it in the next action in the next cycle, so that weaknesses in the next cycle can be reduced to achieve optimal results.

This study targeted 38 students in class eleven of the Science 2B Program at State High School 1 Metro Lampung in 2022, including 23 male students and 15 female students. This study was conducted in State High School 1 Metro Lampung. A grading rubric was used to collect data on student's speaking skills. The rubric used is a Harris rating scale in which speaking skills are measured based on five variables: pronunciation, grammar, vocabulary, fluency, and comprehension. This study is considered successful since it meets the SMA Negeri 1 Metro Lampung school's minimal completion criteria for English lessons in class eleventh grade, namely 75.65%.

Questionnaires and tests were used to collect data for this study, which was sent to research participants and experts. Respondents are prompted to answer questions from a list of five potential responses. Filling out the checklist in the attached form allows them to offer answers. Learning model experts evaluate the components of the model as well as the keys to the blended learning model while testing the feasibility of learning planning using a blended learning model (Lee et al., 2017). Meanwhile, material experts provide fundamental evaluations regarding variables to consider when selecting models and components of blended learning systems.

In this study, the data were analyzed by assessing questionnaires that had been verified by research subjects, learning model experts, and material experts through construct validity (Pandarathodiyil et al., 2023). The validation results from model experts and learning material experts are reported as descriptive percentages. The following formula is used to calculate the percentage for each sub variable:

$$\% = n/N \; X \; 100$$

Information:
% = percentage of sub variables
n = The number of values for each sub variable
N = maximum number of scores

The percentage results are subsequently converted into a table so that the study results can be easily seen. Based on the calculations above, the percentage range and qualitative criteria are as shown in the table below (Pandarathodiyil et al., 2023).

Table 1. Percentage results of each variable based on intervals and criteria

No	Intervals	Criteria
1	$85 \leq score \leq 100$	Excellent
2	$69 \leq score \leq 84$	Very Good
3	$53 \leq score \leq 68$	Good
4	$37 \leq score \leq 52$	Sufficient
5	$20 \leq score \leq 36$	Insufficient

The percentages of the results from the data analysis are subsequently compared to the percentage range table to find out the extent to which the percentage is in the classification criteria above.

RESULTS AND DISCUSSION
Results

Based on the results of potential and problem analysis, as well as data collecting.

Adequate network resources are extremely helpful for the development of internet-based media in courses. Course materials can be improved by using media such as e-learning called E-ajar accessible at https://www.e-ajar.com/. Using internet media will be simpler with the help of hotspot areas at schools. In other words, the need for eleventh grade students to enhance English subjects with speaking skills extends beyond text books, explanations from professors in class, and internet media outside of class. When opening these materials online in lectures, media is required to visualize the subjects as well as direct instruction from the class teacher. This effort attempts to make English subject learning more effective with speaking skills, improve eleventh grade students' enthusiasm in learning speaking, and arouse eleventh grade students' interest in accessing resources on how to study speaking.

Figure 2 shows the Blended Learning Model design. The stages of design are outlined below: (1) Identification of learning needs and assessment of learning outcomes (2) Identifying individual characteristics of eleventh grade students. This refers to the demands of the learning design process, namely learning motivation, learning styles, learning habits, learning skills, and thoughts on how to put into practice the material studied. (3) Evaluating exceptional skills as a means of achieving objectives for learning Speaking regarding logically and systematically organized topics. (4) Writing down special skills as a guideline for determining the level of achievement of eleventh grade students' learning behavior (knowledge, attitudes and skills), (5) Learning methods based on nine stages and varied learning strategies, (6) Developing teaching resources, such as interactive multimedia, (7) Creating formative and summative assessment plans, and (8) revising learning designs based on formative and summative evaluation results.
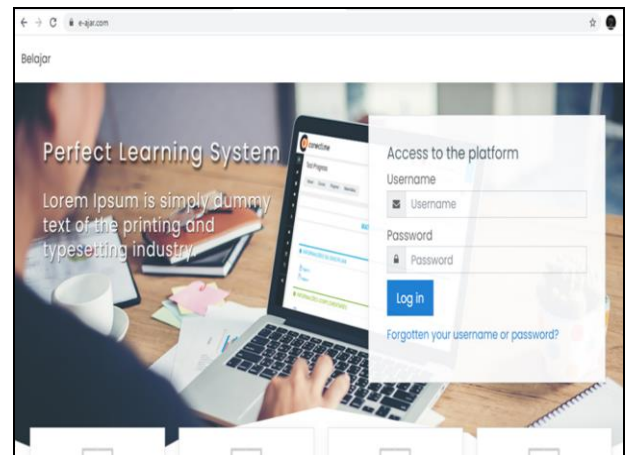

Figure 1. The Front Page of the Learning Application during Early Development (e-ajar.com)
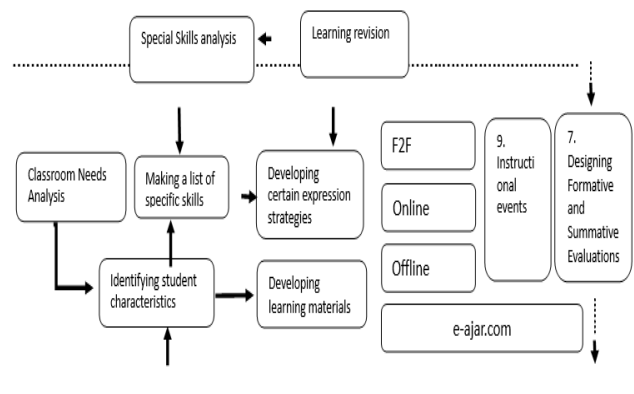

Figure 2. Blended Learning Model design

Based on data analysis of the English-speaking skills of eleventh grade students at Metro Senior High School's Science 2B program in cycle I, it can be inferred that 38 students completed the program, while 7 students did not. This can be described by percentages and assessment categories, namely, 1 person received an excellent score, 2 students achieved completeness, students received a "very good" score, 28 students received a "good" score, 4 students received "Sufficient" and 2 students received "Insufficient.", 1 student is "Poor" the data shows that he has achieved the minimum expected completeness with a learning completeness of 78.94%. Since the blended learning model was implemented at Eleventh Grade of Senior High School Metro 1 in the Science Program 2B, the learning completion increased from 52.63% in online

learning to 84.2%. Table 2 shows the distribution of students' English language skills for cycle I.

Table 2. The distribution of students' English language skills for cycle I

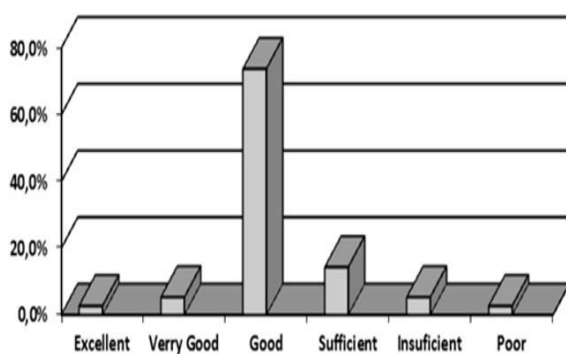| The number of students	Percentages (%)	Categories
1	2,63%	Excellent
2	5,26%	Very Good
28	73,68%	Good
4	14,28 %	Sufficient
2	5,26 %	Insufficient
3	2,63 %	Poor

Figure 3. Distribution of cycle I students' English-speaking skills.

A number of challenges were identified based on the results of cycle I observations, including the fact that students' English pronunciation needed to be corrected. Some students remain reluctant to use linguistic expressions when beginning and completing a presentation. The other have a small number of connecting terms in their vocabulary. Most students still struggle with how to use past tense sentences. Some students struggle to describe their own personal experiences. Only a few students want to know if they have any challenges or difficulties when it comes to learning English, particularly speaking skills. Numerous attempts will be made to improve the barriers listed above in cycle II. When face-to-face activities are limited, these attempts are made to provide students extra practice online. Efforts are made to overcome the first barrier; the teacher will explain clearly and offer instances of

language expressions in beginning and ending storytelling, as well as provide many examples of appropriate connecting words to connect the flow of one activity with another. The teacher motivated students to be more confident during presentations by asking them to explain the usage of tense in grammar and its use again. Students are given a lot of flexibility to develop their own ideas based on their skills and abilities. Based on data analysis of the English-speaking skills of eleventh grade students at Metro Senior High School's Science 2B program in cycle II, 36 students achieved completeness, and 2 students were not. This can be seen by the percentage and assessment categories, namely, 2 students earned an exceptional score, 6 students received completeness, students received a "very good" score and 29 students received a "good" score, 1 student received "Sufficient" and 0 students received "Insufficient", and 0 students received "Poor". Based on the data, with 94.7% learning completion, there has been a greater rise than in cycle 1. In cycle 1, completion was 84.2%. Previously, learning completion was substantially below expectations, with 52.63% in online learning and 84.2% in cycle 2 increasing to 94.7%. Table 2 shows the distribution of English-speaking skills for students in cycle II.

Table 3. Distribution of Students' English-Speaking Skills for Cycle II

The number of students	Percentages (%)	Categories
2	5,26%	Excellent
6	15,78%	Very Good
29	76,31%	Good
1	2,63%	Sufficient
0	0%	Insufficient
0	0%	Poor

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igure 4 shows the distribution of English-speaking skills among cycle II students in a bar chart.

Figure 4: Bar Diagram of English Language Skills of Cycle II Students

Some students remain in the "sufficient" and "poor" categories because their mental background have not yet been ready for speaking in front of the class and they have not been sufficiently ready for presentations. Other students have made progress from "good" to "very good". Figure 3 shows a comparison of students' speaking skills in English in cycles I and II.
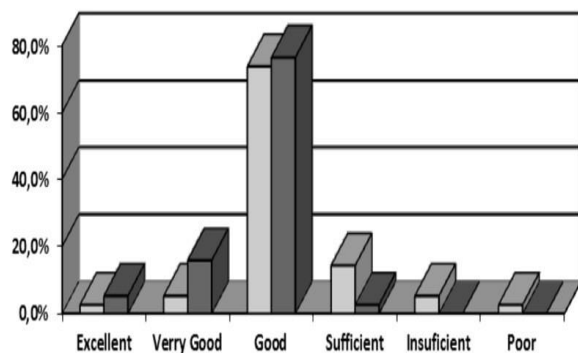

Figure 5. Bar diagram comparing speaking skills for cycles I and II

Figure 3 shows a comparison of students' English-speaking skills in cycles I and II based on the percentage of each category ranging from "Poor" to "Excellent." In cycle I, the number of students' speaking skills was in the "Poor, Insufficient, and Sufficient" category, however in cycle II, the percentage of students' speaking skills was in the "Excellent, Very Good, Good, and some in the Sufficient" category. This condition shows an improvement in English speaking skills from cycle I to cycle II. Previously, learning completion was substantially behind expectations, with 52.63% in online learning, increasing to 84.2% in cycle 1 and then to 94.7% in cycle 2. The use of the blended learning model is highly significant and beneficial in State Senior High School 1 Metro Lampung class Eleventh Science 2B Program.

Discussion

Nowadays, the trend in learning strategies has shifted from traditional learning approaches to online learning and blended learning, which can be done anywhere, at any time, with anyone, and on any device. As an alternative learning model, a method of blended learning that combines English classroom teaching on speaking skills with LMS-based application. The learning was carried out in the blended learning model by combining the advantages of learning through three main activities, namely: (1) face-to-face learning, (2) offline computer-based interactive multimedia, and (3) computer-based online learning via the internet; and can be implemented through e-learning. However, the blended model has to adhere to technical, pedagogy, and context standards (Bielawski & Metcalf, 2003), such situations show that the blended learning approach used authentic developments in information technology to increase eleventh-grade students' enthusiasm in learning. The research results that led to the development of this blended learning approach are highly beneficial to the convenience and completeness of learning. Students in the eleventh grade provide lecture content. Consequently, the results of product development, in this case the first stage of research, will be continued in the following research stage, so that the product created is more effective and valuable to education.

The use of a blended method to learning activities improved students' English-speaking skills. The blended learning model is based on constructivist theory, which emphasizes that students examine their knowledge through direct

engagement in learning, consequently teaching and learning activities are student-centered (De Jong & Van Joolingen, 1998; Faraniza, 2021; Matriano, 2020; Zohrabi et al., 2012). Based on this theory, children who have knowledge of novel ideas must be able to recognize and deal with social issues that occur, particularly in the students' environment (De Jong & Van Joolingen, 1998; Matriano, 2020). In learning, the hybrid learning model can increase knowledge of instructional content and achievement of learning outcomes. Students' English pronunciation and grammar have improved significantly as has the use of vocabulary, fluency in speaking, and their understanding of what is being communicated. These studies conformed the result of the present study as evidenced by 6 students receiving "very good" score and 29 students with "good" score in all categories of the speaking skills.

Based on the data being analyzed, the designed learning model is both practicable and successful in enhancing learning outcomes. Students rated the implementation of the blended learning paradigm through LMS-based app as "very positive" in terms of enhancing English speaking skills and students' self-efficacy. The advantages of the blended learning model, such as focusing on student participation and providing more information, contribute to its effectiveness (El Iq Bali et al., 2021; Faraniza, 2021; Kumar et al., 2021). Extensive student-teacher interaction helps learning and teaching more effective and efficient while saving both money and time (Newcomer, 2018), as well as the development of a cooperative approach to problem solving during the learning process. Integrated learning approach enhances students' metacognitive and creative thinking skills (Kusumoto, 2018; Nurkhin & Pramusinto, 2020, Tsai, 2021).

Based on the results of previous and present studies, potential future research directions could provide valuable insights into the effectiveness of LMS-based approaches in improving senior high school students' English skills other than speaking, as well as inform the development of more targeted and efficient language-learning strategies.

CONCLUSION

The blended learning model is founded on constructivist theory, which indicates that students examine their knowledge through engaged involvement in learning, leading to student-centered teaching and learning activities. Based on the results of research on the development of blended learning model products through the LMS-based app https://www.e-ajar.com/ and class activities for eleventh grade students in English with speaking skills at State Senior High School 1 Metro Lampung increased students' English-speaking skills. This is seen in the development of scores and the improvement in the minimum percentage of completion in each cycle, where students' English pronunciation and grammar have significantly improved. The integrated approach to learning takes advantages of actual developments in information technology to improve eleventh-grade students' enthusiasm for speaking lessons. Future study might involve employing blended learning models that could be developed for other subjects to increase learning outcomes and creative thinking abilities. In addition, the LMS-based media should not only help senior high school students with their speaking sills but also the other three skills and its impacts on successful language-learning strategies.

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