

CHAPTER I

INTRODUCTION

A. Background of study

In pandemic situations there are many aspects changed, one of the important aspects that changed a lot is education aspect. Before covid-19 appear all of students go to school every weekdays to study and meet with their friends and teacher directly or face to face and also students get the matery directly in a class without any distances. But no w it is changed a lot, in pandemic situations the system was also changed. At first of pandemic situation the system that applied is online learning, online learning is system when a students study at home using their electronic devices such as computer, laptop, phone and etc, without go to school at all. The quality of education in Indonesia is currently heavily influenced by online learning and learning activities at home. Literacy skills are also closely related to learning activities in both academic and non- academic environments (Indrianto et al., 2018)

The endemic situation has changed better, so the system was also changed, the system that applied is Blended Learning. Blended Learning is a blend system between online learning and offline or face to face learning. On this system students still could to go to school but not every days for example like in 6 days of study time, 3 days start from Monday, tuesday and Wednesday the students will do offline learning, it is when the students go to school and do face to face learning. And 3 days others, start from Thursday, Friday and Saturday the students do online learning, it is when students get the matery from their electronic devices such as phone and also send their task using their phone also.

Blended Learning is defined as a hybrid of classroom and online learning without the complete loss of face-to-face contact. It is a mixture of face-to-face and e-learning. BL is flexible learning strategy that integrates innovative and technological advances of online learning with interaction and participation of

traditional classroom learning. BL is an innovative teaching method to combine the conventional classroom and technology use where students are actively engaged. BL is combines conventional method with technology enhanced learning (Maria Josephine Arokia Marie, 2021).

The blended learning model has also been described as defying definition in that it is evolving, responsive, and dynamic. The lack of specificity in the definition of the blended approach has also been viewed as indicative of its strength, and the flexibility of its design that has evolved to maximize its potential and effectiveness in diverse contexts accommodating all learners across elementary, secondary, and higher education settings (Kaufman, 2019)

Blended learning is being viewed as an approach that is likely to become the dominant model of schooling and it has indeed been increasingly implemented in higher education settings. Blended learning has emerged in recent years as an approach that greatly enhances student ownership of learning, while the teacher's role has become that of a mentor and facilitator of learning rather than the giver of information. An array of definitions and implementation approaches have been proposed to characterize the approach ranging from the flipped classroom, where students in schools alternate between teacher led sessions to computer enhanced sessions, or the blended learning approach that combines classroom instruction with online sessions away from the school.

As such, blended learning helps teachers improve students' learning and keep them engaged during the learning process. The approach is becoming increasingly common in higher education, with many universities integrating blended learning in their teaching guidelines.

Blended learning is listed at the forefront for its ability to recognize every student within a classroom. It allows students to learn at their own pace and be part of the class discussion, regardless of their socioeconomic or academic differences.

BL is a relatively new concept and practice, it has been simultaneously designed and implemented in multiple ways by various educators and institutions in various parts of the world. It also been studied from various perspectives. As a result, it is defined various descriptions and named with different terms, such as "hybrid learning" and "flipped classroom, and also defined it as “learning that happens in an instructional context which is characterized by a deliberate combination of online and classroom-based interventions to instigate and support learning”(Pardede, 2019).

The online learning is without direct eye to eye gatherings among educators and understudies. In any case, it utilizes a computerized stage or application utilizing the web, like whatsapp, message, zoom meeting, google meet, google homeroom. Joked school. Educator’s room and other application. Instructor and understudies do learning together in better places. The terms on the web and disconnected learning arose as a type of learning design in the data innovation time as it is today (Daulay, Daulay, et al., 2021).

The research about blended learning is important to do because blended learning will be a learning model solution after the Covid 19 pandemic in the future. The blended learning model allows students to use two learning models in blended learning, online, which makes it easier for students to improvise their skills. And offline. According to research conducted by Lina, this makes learning with blended learning techniques look enthusiastic, careful, and serious, students actively discuss and look for learning and additional materials through the internet. Therefore, it is very important to study blended learning research. In the future, this blended learning will be an effective learning model solution and will have a positive impact on students' interest in learning (Hima, 2017).

English is one of the important subject that students must have a good remarks to graduate from their school. Many students felt that english subject is a difficult to learn but there are many students also that felt that english is a fun and interesting to learn.

When a language teacher teaches about the language itself, science is needed to aid in the creation of an effective teaching and learning process. He or she must be able to communicate in either a common language (everyday language) or a foreign language. Linguistics is another science that is closely related to language teaching (Daulay, Dalimunte, et al., 2021)

There are four basics English that students must learn it is speaking, writing, reading and listening. Among that 4 basics English many students felt and said that speaking is the most difficult to learn and to do, some of the reason is the students said that when they do speaking they feel afraid of mistake, because as you know speaking usually do in front of the audience so automatically they should go to the front of the class and it is a scary moments for some students.

Verbal communication or speaking is the most commonly used way to share feelings, opinions, desires, dreams etc. with other people, making speaking ability the basic language skill that is required to establish a healthy communication. Speaking skill, important for proper communication, is innate ability but can be improved. Having good speaking skill in a language is crucial in establishing effective communication and integrating into the society successfully. Moreover, one of the most crucial elements of speaking education is that the instructors should become an example and/or a role model with their own speech style. In language education, speaking ability should not be considered as a simple skill to acquire. Because it important for performing a wide variety of functions in conversation including apologizing, requesting, asking for help, and refusing etc. Individuals should have the ability and adequate proficiency in a foreign language to perform the listed functions in order to maintain a healthy conversation. Therefore, in foreign language education programs, improving speaking skills of the language learners should be the main focus of attention in order for them to survive in social contexts (Erdem, 2016).

Pandemic situations make a different vibes and system for students to learning. And a pandemic situations made a new learning system in education it was blended learning, many students felt difficult to learn english especially in

pandemic era or in blended learning system. Especially in learning speaking. Based on the researcher experiences at MAN 2 LABURA which is at MAN 2 LABURA was applied blended learning system, the researcher found out many factors that make students can't speak English. The following indicators can be seen:

1. Students are afraid to speak English.
2. Students are not good enough in pronunciation.
3. Students are lacking in vocabulary.

Some of the students get a problem on their speaking and blended learning make it worse so, the researcher try to find a proper solutions for students problem with analysing the causes of the impact of blended learning and how that impact could affecting student's speaking ability.

Based on the description above the researcher intersted in making a research under the title, "The Impact Of Blended Learning On Student's Speaking Ability At MAN 2 LABURA".

B. Identification of the problem

Based on the writer's experiences, the writer can identify the problem as follows:

1. Students felt that speaking English is difficult
2. Students did not have partner to speak english daily because blended learning applied
3. Students feel nervousness and afraid to speak English.

C. The Limitation of Study

The limitation in this study, there are two factors. It was blended learning and the student's speaking ability.

D. The Formulation of Research

Based on the context many students experiencing in issue of impact of blended learning in student's speaking ability, the issue is aimed as follows.

1. What is the impact of blended learning on student's speaking ability in senior high school?.
2. How is the impact of blended learning on student's speaking ability?.

E. Objective of the Research

Objectives from this research is :

1. To find out the impact of blended learning on student's speaking ability in senior high school.
2. To describe the impact of blended learning on students speaking ability.

F. The Significance of the Research

The research is expected to have both academic and practical contribution :

- a. Theoretically, for the researcher hope can be using to increase the learning method and improve the english learning especially reading class.
- b. For the headmaster, the researcher hope that this research can be used by the headmaster to improve the learning process especially for the english learning and also could be used as the references for the school.
- c. For the english teacher, as a contribution for them in improving and enriching their understanding about blended learning and the impact of blended learning on student's speaking ability.
- d. For the student, hopefully can understand what is the impact of blended learning and how to get a proper solutions.
- e. For the readers who are interesting to this research in concluding further study related to the improvement about blended learning and the impact on students's speaking ability.