

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Through the process of learning, education serves as a conduit or method for people to reach their full potential. As we all know, "every person has the right to education," according to Article 31 Paragraph 1 of the 1945 Constitution. Every person has the right to receive an education. It is intended that education will produce the next generation of intelligent and capable individuals, allowing the country to capitalize on its current advancements. and possess a strong sense of nationalism. Progress will not be possible without education. As a result, English instruction is likewise evolving in the field of education today by incorporating technology into the teaching and learning process.

The lack of infrastructure, facilities, and even teachers in schools limits students' ability to improve, particularly when it comes to speaking English. This is one of the systemic issues that contribute to Indonesia's poor educational quality. One of the educational establishments in the area started utilizing the blended learning approach, which combines online and in-person instruction. Islam et al., (2024) in Driscoll (2002). Thus learners are expected to be able to understand, use, respond and participate in various expressions of greeting and farewell in English in the appropriate context by using blended learning methods.

Based on observations made at SMP Negeri 4 Lahewa, teachers incorporate digital resources that students can access online with traditional teaching techniques in the classroom. The sustainability of learning may be impacted, though, as some students continued to have trouble accessing the online resources. The regularity and efficacy of online learning are also impacted by the variable quality of internet connections.

According to Putri et al., (2023) traditional education has long been practiced in the classroom. As a result, the use of the internet is becoming more common today, and e-learning applications are proving successful in higher education. One of the methods implemented is blended learning.

There are various issues that arise when discussing blended learning in education. According to what is said in the National Education Philosophy, the cornerstone of the education system in our country is the belief that learning should be universal and inclusive. This means that education should be accessible to all levels of society regardless of social, economic or cultural backgrounds. The entire character development of students, which encompasses not just cognitive but also emotive and psychomotor components, should also be a focus of education. This necessitates that all learning methods, including blended learning, emphasize the development of positive character in addition to academic success. The type of human being that is desired will depend on the significance of pure value appreciation among people, which is crucial. It applies to every subject taught, not just English, moral education, and civic education, but also to everyday activities and curriculum activities.

The learning process that requires a reciprocal relationship between educators and students in the classroom to be facilitated by online media tends to affect the development and activeness of students during the learning process Azhar et al., (2022). In order to accomplish learning objectives in online learning, teachers play a critical role. Online learning is thought to be a good fit for the mixed learning concept. Due to the blended learning model's ability to integrate synchronous and asynchronous activities, learning objectives can be more easily met Putra & Fitrayati, (2021). Thus, from previous research in online learning, it can therefore impact growth and be successful, making it appropriate for accomplishing the goals of the blended learning paradigm.

According to Afri N, (2022) Blended Learning can be defined as a learning method that combines traditional and modern learning which aims to synthesize face-to-face and online learning in an integrated combination to create an effective, efficient, and engaging learning experience. Classroom instruction and learning activities are crucial for improving students' memory and comprehension. More thorough explanations, fruitful conversations, and chances to ask questions and receive prompt feedback are

all made possible by direct student-teacher interaction. This enhances comprehension of the topics being taught, improves memory, and supports the cognitive domain. Furthermore, these exercises foster the growth of the affective domain, which teaches pupils how to cooperate, empathize, and improve their social skills with peers. Discussions, games, and other physical activities in the classroom give students the opportunity to exercise, engage with one another, and enhance their physical well-being.

Online learning activities, on the other hand, offer a more adaptable aspect of education. Students who learn online can access resources at any time and from any location, giving them the chance to put what they have learned into practice more independently. Students can learn at their own speed without being constrained by time or location, which promotes greater comprehension and in-depth reflection. Students can explore a variety of supplementary learning materials, including articles, videos, and online discussion forums, through online learning, which enhances their educational experience.

Some relevant research according to Wulandari et al., (2022) in Khaerunnisa, (2020) on Evaluating the Implementation of Blended Learning case study research in Class VII Akhwat research with the results of the implementation of blended learning there are obstacles in terms of information technology that are not fully adequate, each student has different infrastructure facilities. Next research Divayana, (2020) with the title Evaluation of the Implementation of Blended Learning at SMK TI Udayana Using the Cse-Ucla Model with the results of the research although blended learning is effective but there are still many obstacles, one of which is the component of the assessment system that is not maximized. The last research is research from Asmuni, (2020) regarding online learning problems, with the results of the research showing a lack of mastery of IT, then a lack of supervision by parents and teachers and there are constraints on time and network limitations.

Blended learning allows teachers/lecturers to provide a more comprehensive learning experience to students. They can combine face-to-

face learning models with online learning. Blended learning can be defined as a learning model that combines traditional learning models (face-to-face) with online learning models (elearning) Handoko & Waskito, (2021). The learning approach, which formerly depended on entirely online instruction, gave rise to the blended learning model. With its capacity to offer flexible access to education and enable students to learn beyond time and location constraints, e-learning has significantly transformed the field of education. Online learning gives students access to a variety of learning resources, including modules, videos, and online discussion boards, at any time and from any location. Since it gives students the chance to establish their own learning pace and go deeper into the material, this undoubtedly contributes to raising the standard of education.

In addition to giving students more experience, blended learning has a number of other benefits that can be taken into account when implementing this model, including enhancing student access to learning resources, lowering learning expenses, and improving learning quality Stein & Graham, (2021).

Limited time and access to learning materials is often a major barrier to improving the quality of students' education Handoko & Waskito, (2020). Many students struggle to efficiently manage their study time, particularly when they have limited resources or a busy daily schedule. Furthermore, a thorough comprehension of the subjects covered is frequently impeded by a lack of access to high-quality learning resources. By combining the benefits of online and face-to-face learning, it is possible to have direct interaction that strengthens conceptual understanding and develops social skills, while online learning gives students the freedom to access resources anytime and anywhere. Students can study more effectively and independently while still receiving the required direction and assistance by combining these two methods. The blended learning model not only helps overcome time and access limitations, but also increases learning effectiveness, allowing students to achieve more optimal results in material mastery and skill development.

Thus, we may say that blended learning is a type of education that creates a more dynamic and adaptable learning environment by combining online and in-person instruction. With this method, students can still take advantage of the social connection that takes place during in-person instruction while having autonomous access to information via online platforms. With a range of media and delivery methods, this approach not only enhances the educational process but also fosters the growth of students' social skills by encouraging teamwork and open communication between students and teachers. Consequently, blended learning is not just a synthesis of two teaching approaches but also a crucial component in establishing a comprehensive learning environment that balances students' cognitive, social, and affective growth.

In this context, it is critical to evaluate how much blended learning contributes to students' increased proficiency in the English language, particularly in the areas of speaking, listening, reading, and writing. The purpose of this study is to investigate how SMP Negeri 4 Lahewa students' English speaking abilities can be significantly enhanced by the blended learning approach.

1.2 Focus of the Research

This research focuses on the blended learning model in improving students' English speaking skills at SMP Negeri 4 Lahewa. This focus includes exploring the effectiveness of combining face-to-face and online methods on students' speaking skill development, as well as the challenges faced during the learning process, such as limited internet access, digital learning media, and the role of teachers in managing the blended learning interaction.

1.3 Formulation of the Problem

How is the students' English speaking skill through blended learning of eighth grade of SMP Negeri 4 Lahewa?

1.4 Objective of the Research

To describe the students' English speaking skill through blended learning at eighth grade of SMP Negeri 4 Lahewa.

1.5 Significance of the Research

The Significance of the Research are:

1. Theoretically

It is anticipated that this study will influence the evolution of the theory of English language learning, particularly when it comes to blended learning. The findings of this study can contribute to scientific research on how blended learning methods can help students become more proficient speakers of English.

2. Practically

1. For teacher: This method increases flexibility in teaching and utilizes technology to provide more creative and efficient teaching. Provide an overview and alternative learning strategies that are effective to improve students' speaking proficiency, especially through the application of blended learning.
2. For students: Provide a more varied and engaging learning experience, and increase motivation and confidence in speaking English through the integration of online and face-to-face learning.
3. For school: As a consideration in making learning policies, especially in adopting the blended learning model as one of the approaches that can be applied in foreign language learning in the school environment.
4. For University: This research is useful for curriculum development and improving the competence of lecturers and prospective teachers in implementing blended learning. In addition, the results can be used as a basis for further research and strengthen the academic reputation University of Nias in learning innovation.