

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Speaking Skill

A. Definition of Speaking

Speaking ability is the capacity to verbally communicate ideas, opinions, and feelings to a group or individual, either in person or virtually. Speaking skills are the ability to vocally communicate thoughts, feelings, and opinions to a group or individual, whether in person or virtually. Alternatively speech is a natural means of communication between members of the public to express their thoughts and as a form of social behavior Razaq et al., (2022). Speaking is the act of providing information to others, be it knowledge, interests, attitudes, opinions, or ideas. Speaking ability can be defined as the capacity to speak responsibly and successfully in genuine communication settings to share information, viewpoints, attitudes, or ideas with others Razaq et al., (2022). Thus, speaking is a basic oral communication skill that allows one to convey ideas, emotions, opinions, or information to another person. Speaking is not only a natural means of communication for society itself, but also a reflection of one's social behavior. This skill includes responsibility and success in channeling effective messages in a variety of communication situations.

Speaking is one aspect of language skills as well as a communication tool used by humans, especially in the teaching and learning process to improve students' speaking skills Halidu & Etango, (2021). Thus, rather of developing skills horizontally, pupils acquire them vertically during the school language acquisition process. This indicates that despite their imperfections, students are able to convey whole ideas. The longer the ability, the more flawless the structure, the more exact the word choice, and the more diversified the phrases.

Thus the skill of speaking in front of a crowd is not necessarily possessed by everyone. Speakers must develop techniques for preparation, for structuring the talk, for transmitting energy and enthusiasm, and for capturing and responding to the listener's interest that form the basis of an effective and competent talk.

B. Definition Speaking Skill

Speaking skill is one of the four English language skills, including reading, writing and listening. According to Wijayanti et al., (2021) Speaking skill is a person's skill to convey ideas orally given by others. Meanwhile Utami et al., (2023) speaking skill is a skill that everyone must have because speaking is one of the media used every day to communicate with others. Therefore, speaking skills must be possessed by everyone, and speaking must also be in the correct language structure so that others can easily accept the language.

C. Function Speaking Skill

According to Halliday and Brown in Halidu & Etango., (2021) speaking skill functions can be grouped into seven, namely:

- a) The instrumental function is to act to move the fibers manipulate the environment, causing certain events to occur. With this function, language is enabled to cause a special condition, for example speaking with the intention of ordering or calling. For example, when a teacher speaks to give advice and commandments to his students.
- b) The regulatory function is the supervision of events. Through this function, speaking is used for approval, reproach, and behavior control. For example, the expression of the principal's decision to expel students from school because of their actions that violate school rules.
- c) The representational function is the use of language to make questions, convey facts and knowledge, explain, report, and describe. For example, an announcer who delivers news of a flood disaster, a teacher who explains language material.
- d) The interactional function is the use of language to express feelings, emotions, personality and reactions contained in his mind. For example, a teacher who gets angry and nags because many students don't do their homework.
- e) Personal function is the use of language to express feelings, emotions, personality and reactions contained in his mind. For

example, parents scold their children for not doing their homework well.

- f) Function heuristic is the use of language to gain knowledge and study the environment. This function is often conveyed in questions. For example, a student asks the teacher about something that has not been understood when the teacher is explaining.
- g) Imaginative function is the use of language to create imaginary systems or ideas. For example, a grandfather who tells a fairy tale about the occurrence of Nias island.

D. Component of Speaking

Brown (2003: 172-173) in Ilham et al., (2020) elaborates five components the assessment of speaking skill concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency.

a) Grammar

It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b) Vocabulary

Someone cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.

c) Comprehension

It means how far students' ability to respond the oral communication. Students should be able to understand whatever the speakers say.

d) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to

the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e) Fluency

Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

English is as a foreign language in Indonesia, so the score levels given to the students starts from level 1 into level 5.

Table 2.1.1 The Classification of Speaking Ability

NO	Level	Score	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Good
3	Level 3	41-60	Enough
4	Level 2	21-40	Less
5	Level 1	0-20	Poor

Based on the above opinions, it can be concluded that the English speaking component can improve speaking skills.

E. Measurement of Speaking

The activities conducted to gather and compile data regarding the speaking learning outcomes of the students at grade level both during and after the teaching and learning activities are known as assessment of speaking. According to Putri et al., (2024) in Hughes, the procedure to evaluate speaking based on accent, grammar, vocabulary, fluency, and comprehension. The procedures are on the table below.

Table 2.1.2 Aspects of Speaking

No	Aspects	Indicators	Score
1.	Pronunciation	Native pronunciation, with no trace of “foreign accent”.	6
		No conspicuous mispronunciation, but would not be taken for a native speaker.	5
		Marked “foreign accent” and occasional mispronunciations with do not interfere with understanding.	4
		“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
		Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
		Pronunciation frequently unintelligible.	1
2.	Grammar	No more than two errors during the interview.	6
		Few errors, with no patterns of failure.	5
		Occasional errors showing imperfect control of some patterns but no weakness that causes understanding.	4
		Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	3
		Constant errors showing control of very few major patterns and frequently preventing communication.	2
		Grammar also entirely inaccurate expect in stock phrases.	1
3.	Vocabulary	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	6
		Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5
		Professional vocabulary adequate to discuss special interest, generally vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
		Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
		Vocabulary limited to the basis personal and survival areas (time, food, transportation, family, etc).	2
		Vocabulary inadequate for even the simplest conversation.	1
4.	Fluency	Speech on all professional and general topics as effortless and smooth as native speakers.	6
		Speech is effortless and smooth, but perceptively non-native speed and evenness.	5

		Speech is occasionally hesitant, with some unevenness by rephrasing and grouping for words	4
		Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
		Speech is very slow and uneven expect for short or routine sentences.	2
		Speech is so halting and fragmentary that conversation is virtually impossible.	1
5.	Comprehension	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	6
		Understands everything in normal educated conversation expect for very colloquial or low frequency items or exceptional rapid or slurred speech.	5
		Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.	4
		Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
		Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.	2
		Understands so little for simplest types of conversation.	1

In giving score to the students' work, the weighting table below is used.

Table 2.1.3 Weighting table

PROFICIENCY DESCRIPTION	1	2	3	4	5	6	(A)
Pronunciation	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
SUM							

As it is seen from the criteria of scoring, the researcher gives value to the students' accent, grammar, vocabulary, fluency, and comprehension during descriptive text with their friends.

2.1.2 Blended Learning

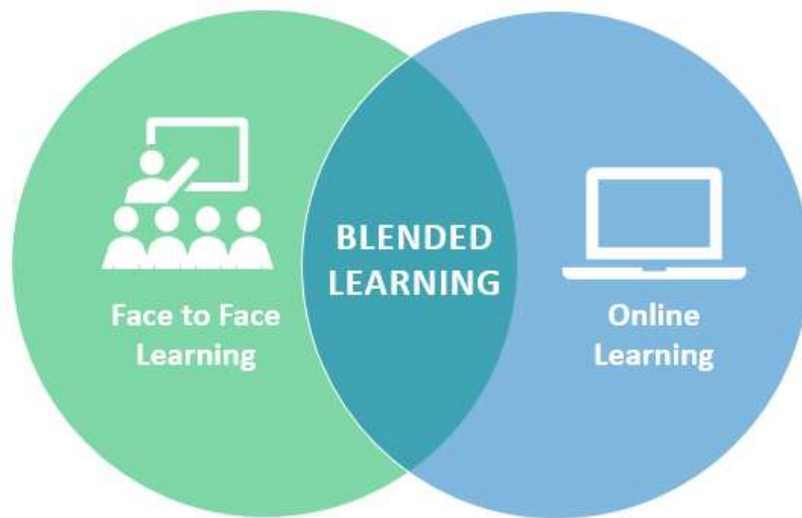
A. Definition of Blended Learning

The researchers generally define blended learning in almost the same definition. Here are some definitions from researcher who share the same view of blended learning. According to Cronje., (2020), blended learning is defined as a mixture of face-to-face learning delivery and e-learning-based instruction as a place for discussion and interactive instruction delivery. And according to Muxtorjonovna., (2020) Blended learning is the integration of traditional face-to-face learning with technology, the internet, and distance learning. The last, Eka Yulia Syahrawati et al., (2022) defines blended learning as a flexible learning method that can maximize either face-to-face learning or an online learning environment to support the teaching and learning process for students.

Blended learning is a revolutionary learning model to institutionalize conventional face-to-face learning and digital technology-based learning and e-learning. Blended learning as a mixture of face-to-face learning delivery and e-learning-based learning that serves as a forum for discussion and interactive learning delivery. This idea also acknowledges how technology, the internet, and distance learning have combined with traditional in-person instruction. In the meantime, flexible learning can make the most of both in-person and virtual learning settings to help students learn and teach more successfully. In order to produce the best possible learning experience, blended learning integrates the benefits of classic and modern learning methods in a comprehensive, flexible, and adaptive manner.

Based on some definitions from previous studies, researcher argue that blended learning is a learning model that combines face-to-face learning and online learning with the help of internet services and technology. Learners are expected to always be active and can find a suitable way of learning for themselves. Teachers only function as mediators, facilitators and friends who create a conducive situation for the construction of knowledge in learners. In general, blended learning is described as follows:

Picture 2.1
Blended Learning Model



Blended Learning Model

(Source : <https://sevima.com/wp-content/uploads/2019/04/Blended-Learning-e-learning.png>)

Based on the definition according to Anggraeni & Nuraini., (2022) about blended learning, blended learning has 3 learning components that are blended into one form of blended learning. The components consist of 1) online learning, 2) face-to-face learning, and 3) individualized learning.

a. Online Learning

According to Anggraeni & Nuraini., (2022) Online learning is a system that facilitates students to learn with a wider, more and varied scope. This system includes hardware aspects (infrastructure) in the form of computers that are connected to each other and able to transfer data in various forms such as text, messages, sound, and graphics.

Through online learning, learners can access materials more flexibly, both in terms of time and place, allowing them to learn more independently and according to their individual needs. The system not only involves hardware infrastructure such as computers, but also includes networks that allow the transfer of data in various formats,

such as text, voice and graphics. This enriches the learning experience by providing more interactive and accessible resources. As such, online learning can improve the quality of education in a more efficient and inclusive way, providing opportunities for students to learn more actively and connect with a wider range of educational resources.

b. Face-to-face learning

Face-to-face Learning is a learning model that is continuously practiced and very often used as a learning process. Face-to-face learning is a form of one of the conventional learning models that seeks to carry out knowledge reporting for learners. Face-to-face learning brings together teachers and students in one room in the direction of learning. In face-to-face learning, the teacher includes various methods in the process of learning activities to stimulate learning activities that are more active and interesting. Some types of learning models that are usually used in face-to-face learning include: 1) Lecture method, 2) Assignment method, 3) Question and answer method, 4) Demonstration method.

Face-to-face learning is part of blended learning, face-to-face learning students can explore what they have learned through online learning, or vice versa online learning to explore the material taught through face-to-face.

c. Individualized learning

One type of learning model activity in blended learning is individualized learning where students can learn independently by accessing information or subject matter online using the Internet. There are several terms that refer to the term self-learning, including independent learning, self-directed learning, and autonomous learning. Independent learning is not the same as self-learning, as people sometimes misunderstand independent learning as self-learning. Independent learning refers to self-initiated learning, with or without the role of others in the learning process.

Independent learning is learning on an initiative, with or without the help of others in learning Tampubolon., (2020). Learning that alters behavior is known as independent learning, and it arises from activities that students complete in settings other than classrooms, at different times, and in different locations. Independent learners are free to study without needing to attend class to hear their teachers' lessons. Students enjoy a significant deal of autonomy in their education. This independence must be given to learners so that they have the responsibility to organize and discipline themselves in developing their learning abilities of their own accord. This way of thinking must be maintained by learners because it is an indication of the maturity of educated people.

B. Characteristic of Blended Learning

In the midst of the digital age that is always advancing, the world of education is also experiencing a major upheaval, one of which is through the implementation of the Blended Learning model. Blended learning is an approach that develops the advantages of face-to-face learning with technology-based or online learning. This approach is seen as able to respond to contemporary learning challenges, especially in improving learning flexibility, efficiency and effectiveness. To understand more deeply, it is important to examine the characteristics of blended learning according to several experts' opinions.

The characteristics of blended learning according to Shelemo., (2023) are:

- 1) Learning that incorporates a variety of delivery learning styles, as well as technology-based media.
- 2) A combination of face-to-face teaching, self-study, and online self-study.
- 3) Learning that is supported by an effective combination of delivery, teaching and learning styles.
- 4) Teachers and parents of learners have the same roles the teacher as facilitator, and the parent as supporter.

The characteristics of blended learning according to Lalima & Lata Dangwal., (2021) are:

- 1) Students have the option of the two modes.
- 2) Teachers are well versed with both the modes.
- 3) Students get face to face interaction as well they interact in virtual space.
- 4) Students get full experience in using new technology.
- 5) Students get training in different life skills.
- 6) All round development of personality is targeted.
- 7) Physical development is possible with in school campus.
- 8) Students get wide exposure and new perspectives of the course content.
- 9) It has a human touch.
- 10) It provides multicultural and multi dimension approach to teaching learning process.
- 11) Makes teaching learning process child centered.
- 12) Diverse role of teacher.
- 13) Student constructs knowledge rather than just consuming it.

From these opinions, it can be concluded that blended learning is not just combining two types of learning, but is a comprehensive approach that symbolizes the needs of today's education. Shelemo's view reinforces the role of participation and the structure of delivery, especially, Lalima & Lata Dangwal extends the scope of nature to the individual and social development of learners. Through this combination, blended learning is successfully able to create flexible, effective, and student-oriented learning as a whole. Thus, an understanding of blended learning characteristics is very important for teachers, parents, and all stakeholders in modern education.

C. Types of Blended learning

Along with the times, the model of blended learning also continues to grow. Until now, there are at least 12 types of blended learning implemented Yulianto., (2021), namely:

a) Station Rotation Blended Learning.

Blended learning station rotation model is a combination of three types of learning. Usually, within 90 minutes, the learning is divided into three stages: online instruction, teacher-led instruction, and collaborative activities.

b) Lab Rotation Blended Learning.

Lab rotation is basically similar to station rotation, where students can adjust the three schedules that have been schedule, but the difference is that this model uses specialized laboratories, such as computer lab.

c) Remote Blended Learning.

Remote blended learning is a model that provides flexibility for students to learning, they can determine the weight between and online learning according to their their needs. Even this model also makes it possible for students not to take one of the lessons. This means that they can take only online or only face-to-face learning.

d) Flex Blended Learning.

Flex blended learning is a blended learning model that prioritizes online learning, but there is still face-to-face learning. So learning is initially done online, then continued with in-class learning with a schedule that has been adjusted to students.

e) Flipped Classroom Blended Learning.

Flipped classroom blended learning is done by learning online first to explain the learning material. After online, students then undergo face-to-face learning face-to-face learning to deepen the material that previously provided. The purpose of the model this model can maintain is to learning traditional learning, but also supported with technology.

f) Individual Rotation Blended Learning.

Individual rotation is method learning method where the teacher or algorithm has set an individual schedule, then students will

rotate their own scheduled activities that have been scheduled before.

g) Project-based Blended Learning.

Project-based is a blended learning method that combines online and offline to design and complete project-based tasks. In this model, learning tends to focus on online resources.

h) Self-directed Blended Learning.

Self-directed is a learning model learning model that combines online and face-to-face learning to achieve formal learning objectives, but students will direct themselves their own learning. This model allows students not to meet with the teacher.

Therefore, this model needs to be done honestly so that the learning objectives can be achieved optimally.

i) Blended Learning Inside-Out.

The inside-out model is a learning model while the online method will be used to support face-to-face learning.

j) Blended Learning Outside-in.

Outside-in is a learning method that learning method with a combination of online and offline as well, but the difference is this model will initially be done with learning that tends to be non-academic by digital or physical, but will then be solved in the classroom face-to-face to make learning is more effective.

This non-academic learning means such as creating, sharing, collaborating, and giving. Provide feedback during learning.

k) Supplemental Blended Learning.

Supplemental is a model that is done with by learning students by complete online to complement face-to-face learning face-to-face learning, or vice versa. So this supplemental nature every method learning is used as a complement.

l) Mastery-based Blended Learning.

Mastery-based done with by online and face-to-face learning is done in turns. This method is mastery-based, i.e. designed for

mastery of specific competencies. Station Rotation Blended Learning Blended learning station rotation model is a combination of three types of learning. Usually within 90 minutes it is divided into three stages of learning, namely online instruction, teacher-led instruction, and collaborative activities.

m) Lab Rotation Blended Learning.

Lab rotation is basically similar to station rotation, where students can adjust the three schedules that have been however, the difference is that this model uses a specialized laboratory, such as a computer laboratory.

n) Remote Blended Learning.

Remote blended learning is a model that gives students the flexibility to do the learning, they can decide the load between face-to-face and online learning as their needs. This model even provides an opportunity for students not to take one of the learning. It means they can take only online or only face-to-face learning.

D. Disadvantages and Advantages of Blended Learning

Blended learning is a huge benefit for schools since it combines online and offline learning resources and activities to save students' time in a face-to-face setting. It can assist teachers in managing their workload, improving student engagement in learning, and improving less well-liked programs for students. Blended learning facilitates students with a unique flexible learning experience, as they can access and engage with their education program from anywhere at any time. Participants do not need to be on campus to actively engage in their studies.

Blended Learning as a learning model used to achieve learning objectives certainly has some advantages and disadvantages:

a) Disadvantages

According to Shelemo., (2023) the weaknesses of blended learning that we need to know are as follows:

- Teachers must have skills in e-learning implementation.

- Teachers must prepare materials by managing the e-learning system with more time.
- Teachers must have synchronized references between direct and online learning.
- Unequal supporting technology and low understanding of technology.
- The right learning strategy is needed to maximize the potential of blended learning.

And according to Lalima & Lata Dangwal, (2021) the following are the weaknesses of blended learning that we need to know are as follows:

- As part of learning is done through ICT, online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise.
- Students gain advantage of online learning and CAI without losing social interaction element and human touch of traditional teaching.
- It provides more scope for communication. Communication cycle is completed in blended learning which is not possible if we follow only traditional approach.
- Students become more techno savvy and they gain enhanced digital fluency.
- Students have more strengthened professionalism as they develop qualities self-responsibility, discipline like self-motivation.
- It updates course content and so gives new life to established courses.

b) Advantages

According to Shelemo., (2023) the weaknesses of blended learning that we need to know are as follows:

- Learners utilize the materials available online to stimulate self-learning activities.

- Discussing with teachers or other learners does not have to be done in class (face-to-face).
- Learning outside the environment can be well controlled.
- Learning with sources from the internet.
- Before learning takes place, you can search for learning resources from anywhere.
- Effective quizzing with digital media.
- Can share files with each other.

Blended learning provides a unique opportunity to enhance learning experiences through the integration of traditional face-to-face instruction and online learning resources. In spite of the major drawbacks, such as necessitating teachers to obtain specific skills and be capable of managing time efficiently, the advantages far outweigh these problems.

Students are benefited by having more access to content, the ability to interact with peers and instructors outside the classroom, and being able to control their learning environments. Furthermore, the utilization of digital technology allows effective assessment and collaboration among students.

Lastly, by utilizing the correct strategies and support mechanisms, blended learning can establish a lively and interactive learning environment that fosters independent learning and prepares people for a technology-driven world. By adopting the challenges along with benefits of this approach, one can hope to increase the effectiveness and engagement of the learning process for all stakeholders involved.

E. Steps of Implementing Blended Learning

The role of the teacher in implementing blended learning becomes very crucial. Not only as a facilitator, the teacher also acts as an instruction designer, evaluator, and guide in the whole learning process. Suartama et al., (2025) states that blended learning optimizes the strengths of conventional and digital learning, thus creating a more flexible and effective learning

environment. Therefore, a systematic understanding of the steps of blended learning implementation is required.

1. Determining Learning Objectives

Before designing blended learning, teachers must set learning objectives. These objectives are the direction of all learning activities, both online and face-to-face. The objectives should be specific, clear, and in line with the curriculum.

2. Recognizing Student Characteristics and Environmental Conditions

Teachers must understand student conditions, such as:

- Do students have cell phones/laptops?
- Do students have internet access?
- How independent do students study at home?

3. Choosing the Right Blended Learning Model

Blended learning has several models. Teachers can choose according to classroom conditions and technology readiness.

Common models:

- Flipped Classroom: Students learn theory at home (through videos, readings), then do exercises in class.
- Station Rotation: Students move to several stations: one online learning, one discussion, one independent work.
- Enriched Virtual: Students learn mostly online, but still have occasional in-person meetings.

4. Choosing an Easy to Use Platform or Media

Teachers need to choose learning aids that are simple, accessible, and appropriate for students' abilities.

Examples of tools/platforms:

- Google Classroom: For managing materials and assignments.
- WhatsApp: For light communication and reminders.
- YouTube: To share explainer videos.
- Zoom/Google Meet: For live online meetings (if possible).

5. Develop and Disseminate Learning Materials

Teachers develop teaching materials to be used both online and offline.

Materials can include:

- Learning videos
- Reading texts
- Presentation slides
- Student worksheets
- Creative assignments

6. Implementing Combined Learning (Face-to-Face and Online)

Teachers implement learning activities according to the chosen model.

Learning can be divided into:

- Asynchronous: Self-directed learning, such as watching videos or doing online assignments.
- Synchronous: Shared learning, such as in-class discussions or Zoom.

7. Conducting Evaluation and Reflection

After the lesson, the teacher conducts an evaluation:

- Did the students achieve the learning objectives?
- What are the difficulties that arose?
- Is this blended model suitable?

Teachers can evaluate with online quizzes, project assignments, or simple interviews. Reflection is also important so that the next lesson can be improved.

2.2 Conceptual Framework

The conceptual research framework in this study aims as a direction in conducting research. Because with the development of technology and times, education must be able to adapt to these changes. One of the strategies that are now starting to be applied in some schools is blended learning. Blended learning is a learning model that combines face-to-face learning methods with using technology through online learning. In the context of English education, the implementation of blended learning is believed to improve students' language skills. This study aims to explore the effectiveness of blended

learning in improving the English language skills of grade 7 students at SMP Negeri 4 Lahewa, using a qualitative experimental approach.

Through this research, it is hoped that evidence can be found that blended learning is not only effective in improving students' English language skills, but can also provide a more interesting and flexible learning experience, in accordance with current technological developments. Thus, blended learning can be an effective alternative in improving the quality of English education in Indonesian schools, including in SMP Negeri 4 Lahewa. Conceptually, it is described as follows:

Figure 2.1
Conceptual Framework

