

CHAPTER IV

RESULT AND DISCUSSION

4.1. Result

In this chapter, the researcher will present the research results. The data was collected from interviews conducted with 8th grade students at SMP Negeri 4 Lahewa. Students were asked to answer questions related to their English speaking skills using the blended learning method. After collecting the data, the researcher analyzed it to obtain an overview of the students' English speaking skills through blended learning.

4.1.1. Observation

To gain a thorough understanding of how blended learning is implemented in English instruction, a classroom observation was conducted as a data collection technique. The observation aimed to identify how the teacher applied blended learning principles in face-to-face and online settings during the teaching and learning process.

The observation sheet evaluated four main aspects of the teaching and learning process:

- a. Learning Planning: Focuses on preparation of lesson plans, learning objectives, and integration of learning media.
- b. Face-to-Face Implementation, which examines how the teacher engages students and applies instructional strategies during classroom sessions;
- c. Online Learning Implementation assesses the utilization of digital tools, platforms, and interactions.
- d. Closing and Reflection, which observes how the teacher concludes the lesson, conducts reflection, and provides feedback.

The following table presents the results of the classroom observation based on these four aspects.

Table 4.1.1 Classroom Learning Observation Sheet

A. Learning Planning Aspects				
No	Observed Aspects	Yes	No	Notes
1	Lesson Plan (RPP/Teaching Module) is available and aligned with the blended learning approach	☒	☐	There is one that uses the independent curriculum
2	Learning objectives are clear and measurable	☒	☐	There is a match in terms of aspects
3	Learning media and resources are integrated (offline and online)	☒	☐	Available using various media
B. Face-to-Face Learning Aspects				
No	Observed Aspects	Yes	No	Notes
1	The teacher begins the lesson with an introduction and motivation	☒	☐	Subject teachers begin lessons with prayer and greet students
2	The teaching strategy encourages active student participation	☒	☐	The teacher briefly reviewed the previous material and praised the students
3	The teacher integrates the material with technology (e.g., slides, LMS)	☒	☐	Teachers deliver lessons in a conversational manner using media/slides/videos
4	The teacher conducts formative assessment during the face-to-face session	☒	☐	Teachers assess and monitor student learning directly
C. Online Learning Aspects				
No	Observed Aspects	Yes	No	Notes
1	The platform/LMS is actively used by both teacher and students	☒	☐	Teachers actively use
2	The teacher assigns meaningful online tasks or activities	☒	☐	The teacher gave assignments in the form of making speaking exercises.
3	Online interaction	☒	☐	Students respond to what the teacher presents

	(discussion, feedback) is facilitated			
4	The teacher monitors and responds to students' online activities	☒	☐	Teachers are constantly monitoring students
D. Closing and Reflection Aspects				
No	Observed Aspects	Yes	No	Notes
1	The teacher conducts reflection with students (both online and offline)	☒	☐	Teachers do it once every two meetings
2	The teacher provides feedback and explains follow-up actions	☒	☐	The teacher presents what was learned previously

Based on Table 4.1.1, which was conducted on English learning activities in class VIII of SMP Negeri 4 Lahewa, it was found that the teacher implemented the blended learning approach effectively. The analysis of the observation results covers four main aspects:

a. Learning Planning Aspects

The observation revealed that the teacher had prepared a lesson plan that was consistent with the blended learning approach. The learning objectives were clearly stated and measurable, ensuring that the teaching process was well-structured. Additionally, the teacher successfully integrated both offline (e.g., textbooks and whiteboards) and online (e.g., digital learning platforms) learning media and resources. This demonstrates the teacher's proficiency in designing learning activities that align with the principles of blended learning, which emphasize balance between in-person and online instruction.

b. Face-to-Face Learning Aspects

During the face-to-face learning session, the teacher began the lesson by motivating the students and introducing the activity to capture their attention and prepare them for learning. The instructional strategies employed encouraged active student participation, as evidenced by the

two-way interactions between teacher and students throughout the lesson. The teacher also used technology-based materials, such as presentation slides and the Learning Management System (LMS), to support content delivery and increase engagement.

However, the observation indicated that formative assessment was not conducted optimally during the session. The teacher did not take full advantage of opportunities to assess student understanding through quick assessments, oral questioning, or worksheet activities. This suggests that the formative evaluation process needs improvement to better capture students' learning progress in real time.

c. Online Learning Aspects

In the online component of blended learning, both teachers and students actively used the learning management system (LMS) platform. The teacher provided relevant online assignments that promoted independent learning outside the classroom. Additionally, online interactions, such as discussions and feedback, were effectively facilitated, encouraging continuous communication between the teacher and students. The teacher consistently monitored and responded to students' online activities, demonstrating effective classroom management in a digital learning environment. These findings demonstrate the teacher's ability to effectively utilize digital tools to support ongoing learning beyond the classroom.

d. Closing and Reflection Aspects

During the closing stage, the teacher led reflection activities with the students to review material learned through face-to-face and online sessions. These activities helped students recognize their learning achievements and identify areas for improvement. The teacher provided constructive feedback and follow-up actions, showing concern for students' academic development. This reflective practice exemplifies the strong application of continuous assessment principles in the implementation of blended learning.

In conclusion, observations and analyses indicate that the teacher effectively implemented blended learning across the dimensions of planning, face-to-face instruction, online learning, and reflection. The teacher's preparation and active facilitation of online learning were the main strengths, fostering student engagement and interaction. However, the lack of formative assessment during in-person sessions is a notable weakness that must be addressed to create a more comprehensive, student-centered learning process.

4.1.2. Interview Result

This study was conducted on 22 students in the class to collect data on students' speaking skills through blended learning. The researcher conducted face-to-face interviews at the school with students from SMP Negeri 4 Lahewa. Data collection for these interviews was conducted on September 1 and 3, 2025. For more details on the interview results, please refer to the following table.

Table 4.1.2 Interview for Students

No	Questions	Answers
1	How was your experience in learning English through blended learning (face-to-face and online)?	Some students find it interesting. Sometimes they like online classes because they enjoy studying at home, but they also need explanations from teachers in class.
2	In your opinion, what are the differences between learning English in the classroom and learning through online platforms?	The main challenge for students in learning is how they can understand through direct learning because there they can speak directly.
3	Do you feel comfortable using online platforms (e.g., Google Classroom, Zoom, WhatsApp, etc.) to learn English? Why or why not?	Some students feel comfortable learning online because they can easily find other sources that they don't understand and that are easy to understand.
4	Do you think blended learning has improved your listening skills in English? Could you give an example?	All students said that they could hear well, because in online classes, teachers provide videos that students can play repeatedly until they understand.

5	How has blended learning affected your speaking ability in English?	All students stated that speaking was still difficult for them. They were willing to try in class, but they did not talk much in the online class.
6	Does blended learning make you more motivated to learn English? Why or why not?	Most students are motivated because, basically, by studying online, they can review the material presented and find it easy to understand, especially listening comprehension.
7	Which part of blended learning do you prefer (face-to-face or online)? Please explain your reason.	Overall, students prefer face-to-face learning because it allows them to speak more freely and express their opinions.
8	What challenges or difficulties do you face when learning English through blended learning?	All students experience difficulties due to poor internet connection at times, preventing them from attending online classes.
9	In your opinion, what should be improved in blended learning to make it more effective for developing English proficiency?	Students suggested that blended learning could be made even more effective by using a more comprehensive platform with a single application, so that students would not have difficulty finding other resources.
10	If you were given a choice, would you like to continue learning English through blended learning? Why or why not?	Overall, students like learning in person because it gives them more freedom to speak and present what they have learned directly.

Table 4.1.2. showed the results of interviews with 22 students using 10 questions, which are described in the form of analysis as follows:

1. Learning Experience in the Use of Blended Learning. The majority of students found English language learning using the blended method quite interesting. They liked online classes because they were flexible and allowed them to study from home. However, almost all students emphasized that direct explanations from teachers in class were still very important, especially when they had difficulty understanding the material.

2. The Difference between Face-to-Face and Online Learning. Students find that face-to-face learning provides greater opportunities for direct interaction, asking questions, and practicing speaking. Online learning, on the other hand, is more limited to the delivery of material, although it is practical and provides easy access to additional resources.
3. Comfort Using Online Platforms. Some students feel comfortable using WhatsApp because they can search for additional learning resources. However, there are also students who feel uncomfortable, especially when the internet connection is unstable, which disrupts the learning process.
4. Impact on Listening Skills. Almost all students stated that blended learning helped them improve their listening skills. Videos provided by teachers during online learning can be played repeatedly, thereby helping them understand the material better.
5. Impact on Speaking Skills. Despite improvements in listening skills, speaking skills remain a challenge. Students admit that they are more confident speaking in face-to-face classes, but when learning online, they rarely practice speaking.
6. Learning Motivation in the Use of Blended Learning. Most students feel more motivated with blended learning, especially because the material can be reviewed in an online format. However, this motivation is stronger in terms of listening to and understanding the material, rather than in speaking practice.
7. Favorite Parts of Blended Learning. In general, students prefer face-to-face learning. The reason is that they feel more comfortable expressing their opinions, interacting with teachers, and engaging in discussions directly.
8. Difficulties in Blended Learning. The main difficulty experienced by students is technical obstacles, especially unstable internet connections. This makes it difficult for them to participate fully in online classes.
9. Suggestions for Improvement in Blended Learning. Students suggested that blended learning should use a platform that is more integrated into a single application. That way, they would not have difficulty finding additional materials or switching from one medium to another.

10. Future Expectations in Blended Learning. Given the choice, most students prefer face-to-face learning over blended learning. They feel that direct learning is more effective for improving speaking and interaction skills. However, they still recognize the benefits of online classes, especially in supporting listening comprehension.

The majority of eighth-grade students at SMP Negeri 4 Lahewa are able to use blended learning strategies, according to the data above. These findings demonstrate that blended learning is beneficial for enhancing receptive skills like listening, but it is still subpar for productive skills like speaking. However, students prefer face-to-face learning because of the opportunity for interaction, even though online learning allows them to review the material.

This analysis provides an initial overview of the researcher's question regarding speaking skills. The interview results show that students' speaking skills have not developed optimally through blended learning. Most students feel more confident speaking during face-to-face sessions because of the direct interaction with teachers and peers. In online learning, however, they rarely practice speaking and focus more on listening to and reading the material. Network constraints and limited opportunities for discussion also hinder progress, making blended learning more effective for developing listening skills than speaking skills.

4.1.3. Oral Test

On this occasion, the researcher conducted an assessment of English speaking skills on 22 students through an oral test with assessment criteria including pronunciation, grammar, vocabulary, fluency, and comprehension. From the assessment results, the following general picture was obtained:

Table 4.1.3. Oral Test for Students

Assessment Aspect	Average Score	Interpretation
Pronunciation	2.8	Some students are able to pronounce words quite clearly, but they are still influenced by their native language accent.

Grammar	2.5	Many students make mistakes in using tenses, especially the simple past tense.
Vocabulary	2.4	The vocabulary used is still limited, with frequent repetition of words.
Fluency	2.3	The majority of students spoke with long pauses and hesitation.
Comprehension	3.0	Understanding of instructions is quite good, but answers are still simple and lack detail.

General Interpretation:

- The results show that the students' speaking skills remain at the basic to intermediate level.
- Their strengths lie in their understanding of simple questions and their ability to respond, albeit with limitations.
- Their main weaknesses are vocabulary, grammar, and fluency.

Table 4.1.3. contains the results of the oral test (speaking ability test) conducted on 22 students. The following are the results of the analysis.

1. Pronunciation

- Most students still have difficulty pronouncing certain words, especially new or rarely used vocabulary.
- Of the 22 students, about 9 students (40%) were able to pronounce words clearly, while the rest were still often influenced by their native language pronunciation.

2. Grammar

- The results show that students' understanding of grammar is still limited.
- A total of 12 students (55%) often make mistakes in the use of tenses, especially when recounting experiences (simple past tense).
- Only 5 students (23%) are able to use grammar relatively consistently.

3. Vocabulary

- Vocabulary mastery is a major challenge for students.
- Of all students, 10 (45%) use simple and limited vocabulary, often repeating the same words.
- Only 4 students (18%) are able to use a wider variety of vocabulary according to the context.

4. Fluency

- The students' level of fluency in speaking is still low to moderate.
- About 14 students (64%) speak with many pauses and repetitions, indicating that they still think hard before speaking.
- Only 3 students (14%) are able to speak fluently without many pauses.

5. Comprehension

- In terms of comprehension, most students are able to understand the teacher's questions, but have difficulty answering spontaneously.
- Approximately 11 students (50%) understand instructions well, but cannot express their answers in detail.

4.2. DISCUSSION

4.2.1. The Description and Interpretation on the Research Result

Based on the results of the above research, the researcher will discuss the findings to address the problem formulation regarding English-speaking skills through blended learning in the eighth grade at SMP Negeri 4 Lahewa. This study describes the English speaking skills of eighth-grade students at SMP Negeri 4 Lahewa using a blended learning model. Data were collected through interviews with 22 students and oral tests assessing five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the interview results, most students said that blended learning was interesting because it offered flexible learning options, particularly through online access to materials. However, almost all students emphasized the importance of face-to-face learning because they could better understand, discuss, and practice their speaking skills through direct meetings. Students

felt that face-to-face learning provided more opportunities for interaction, asking questions, and expressing ideas. They also noted that online learning tended to be limited to the delivery of material, although it made reviewing material easier.

Some students are comfortable using online platforms such as Google Classroom, Zoom, and WhatsApp because these platforms allow them to search for additional resources. However, other students face obstacles accessing online learning, primarily due to unstable internet connections. This limits their participation in online sessions. Blended learning positively impacts listening skills because students find video materials helpful when they can play them repeatedly until they fully understand. However, improving speaking skills remains a major challenge. Students tend to be more confident when speaking during face-to-face learning than when participating in online learning.

The interview results also show that blended learning can increase student motivation, particularly due to the flexibility of reviewing material through online platforms. However, this increase in motivation is more prevalent for receptive skills (e.g., listening) than productive skills (e.g., speaking). Additionally, most students said they preferred face-to-face learning because it allowed them to communicate and interact directly with teachers and peers. The most common obstacle was an unstable internet connection, which disrupted online learning. Students suggested that blended learning would be more effective if it used an integrated platform to make accessing material easier and more efficient.

Furthermore, the results of the oral test show that students' speaking skills remain at the basic to intermediate level. The average scores in each category were as follows: pronunciation (2.8), grammar (2.5), vocabulary (2.4), fluency (2.3), and comprehension (3.0). These results suggest that students' primary strength is understanding simple instructions, while their primary weaknesses are in grammar, vocabulary, and speaking fluency. While some students can pronounce words clearly, they are still influenced by local accents. Errors in grammar usage, especially in simple tenses such as

the past simple, are common. Their vocabulary is limited and repetitive. Most students speak with long pauses and hesitations; only a few are able to speak relatively fluently.

Based on these findings, it can be concluded that implementing blended learning positively impacts the improvement of receptive skills, particularly listening. However, blended learning has not been optimal for developing productive skills, particularly speaking, due to the limited opportunities for online speaking practice. This demonstrates the continued importance of direct interaction in face-to-face learning for supporting students' mastery of speaking skills. Technical constraints, such as unstable internet connections, also limit the effectiveness of blended learning implementation.

Thus, this study implies that teachers should design blended learning strategies that focus on improving speaking skills. This can be achieved by assigning video or audio-based tasks, facilitating online English discussions, and utilizing integrated, interactive learning platforms. These steps are expected to support the development of listening skills and optimize students' speaking abilities through blended learning.

Based on the results of the above discussion, researchers can answer research questions that include “How is the students' English speaking skill through blended learning of eighth grade of SMP Negeri 4 Lahewa?”. It can be answered that the English speaking skills of eighth grade students at SMP Negeri 4 Lahewa through blended learning are at a basic to intermediate level. Blended learning has been proven to help comprehension (listening), but it has not been able to maximally improve speaking skills because students practice speaking more often in face-to-face sessions than in online classes. Thus, blended learning makes a positive contribution but still requires additional strategies, especially to improve the productive aspects of students' English.

4.2.2. The Research Results versus to the Latest Related Research

The result of this study suggest that implementing blended learning at SMP Negeri 4 Lahewa has not fully optimized the improvement of

students' English speaking skills, though it has effectively improved their listening skills. Oral test results show that students' speaking skills remain at the basic to intermediate level. The main areas of weakness are vocabulary, grammar, and fluency. Additionally, students are more confident practicing speaking in face-to-face sessions than in online learning environments, where interaction is limited. Technical constraints, particularly internet stability issues, also pose a significant challenge to the effective implementation of blended learning.

The results of this study align with those of previous studies. Azhar et al. (2022) and Putra & Fitrayati (2021) found that blended learning improves understanding of the material because it allows students to access teaching materials independently. This is consistent with this study's finding that students' listening skills improved. Similarly, Wulandari et al. (2022) emphasized that technological limitations can reduce verbal interaction among students in blended learning environments. This is consistent with the experience of students at SMP Negeri 4 Lahewa, who rarely practice their speaking skills during online sessions.

Additionally, Divayana (2020) emphasizes that, while blended learning is effective, weaknesses in the assessment system and learning facilities can hinder optimal results. This aligns with the findings of this study, which show that infrastructure problems, particularly those related to the internet, negatively impact learning effectiveness. Furthermore, Asmuni (2020) highlights the limitations of limited IT mastery and supervision in online learning. This also supports the findings of this study that students still have difficulty adjusting to the online environment.

Therefore, the study's findings confirm and build upon earlier research by demonstrating that, even if blended learning offers flexibility and enhances receptive skills, particular techniques are still needed to enhance productive abilities, particularly speaking. Therefore, this study

emphasizes the importance of designing more interactive and communicative online activities to balance the development of receptive and productive skills.

4.2.3. The Research Result versus Theory

The result of this study demonstrate that students' English speaking skills, when taught through blended learning, remain at a basic to intermediate level, especially in terms of vocabulary, grammar, and fluency. These results align with Brown's (2003) framework, which highlights grammar, vocabulary, pronunciation, comprehension, and fluency as key indicators of speaking proficiency. In the current study, students demonstrated relative strength in comprehension but struggled with vocabulary mastery, grammatical accuracy, and fluency. These results validate Brown's theory that weaknesses in these areas directly affect students' oral performance and communicative competence.

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Furthermore, the result aligns with the definitions of speaking skills proposed by Wijayanti et al. (2021) and Utami et al. (2023). These scholars describe speaking as a productive language skill requiring accuracy and fluency for effective communication. The fact that students in this study could comprehend instructions but could not express themselves fluently reflects the theoretical assertion that speaking involves

not only comprehension, but also the ability to construct and deliver messages.

Regarding blended learning, the results of this study confirm the theoretical framework of Cronje (2020) and Anggraeni & Nuraini (2022). They define blended learning as the integration of face-to-face and online learning. The findings show that, although blended learning provides flexibility and improves listening comprehension, it is less effective in fostering oral interaction. These results partially align with the characteristics of blended learning outlined by Lalima and Dangwal (2021), who highlight student-centered learning and technological exposure. However, the limited progress observed in this study regarding speaking suggests that, without carefully designed interactive strategies, blended learning may fall short of developing productive language skills, as theorized.

In conclusion, the result both support and challenge existing theories. They confirm theoretical perspectives on speaking skills, which highlight grammar, vocabulary, and fluency as crucial components of effective communication. They also confirm the role of blended learning in enhancing flexibility and comprehension. However, the results also challenge the assumption that blended learning is equally effective for receptive and productive skills. They show that additional strategies are needed to maximize its impact on speaking proficiency.

4.2.4. The Research Result Implications

The results of the research on students' English speaking skills through blended learning have important theoretical and practical implications.

1. Theoretical Implications: This study enriches our understanding of the effectiveness of blended learning in English language learning at the junior high school level. The study's findings, which show that blended learning has a greater effect on receptive skills (e.g.,

listening) than productive skills (e.g., speaking), contribute to technology-based language learning theory development. These findings confirm that blended learning does not automatically improve all language skills equally and that a specific strategy is required for it to be effective in developing productive skills. Thus, this study provides a theoretical basis for developing an English language learning model that focuses more on speaking skills by integrating online and face-to-face learning.

2. **Practical Implications for Teachers** The results of the study indicate that teachers should design more interactive, speaking-skills-oriented online activities. Examples include virtual group discussions, dialogue exercises with voice recordings, and video-based presentations. These results encourage teachers to use blended learning as a platform for active communication practice, not just a medium for delivering material.
3. **There are practical implications for students.** Students should take advantage of online learning opportunities to practice speaking, not just listening and understanding the material. Using technology can increase students' independence in learning and help them develop confidence in communicating in English.
4. **Practical Implications for Schools** .The study's results emphasize the need for support in terms of facilities and infrastructure, particularly stable internet access and an integrated platform, to enable more effective blended learning. Schools can use these results as a basis for developing more comprehensive technology-based learning policies.
5. **Implications for Future Researchers:** This study opens up opportunities for further research examining specific strategies that optimize blended learning and improve students' productive skills, particularly speaking. One approach could be to experiment with specific blended learning models, such as the flipped classroom or

project-based blended learning, which focus on verbal interaction among students.

Thus, this study has important theoretical and practical implications. Theoretically, the study confirms that blended learning improves receptive skills (listening) more effectively than productive skills (speaking). Therefore, specific strategies must be designed to optimize the development of speaking skills. In practice, teachers should design more interactive online activities and encourage students to practice speaking more actively through digital platforms. Schools should also provide support facilities, such as stable internet networks and integrated platforms. Additionally, this study provides direction for future researchers to develop more focused blended learning models for improving speaking skills.

4.2.5. The Research Result Limitation

Every study has limitations that must be acknowledged to provide an objective interpretation of the results. This study of the English-speaking skills of eighth-grade students at SMP Negeri 4 Lahewa through blended learning has several important limitations.

- a. Limitations of Research Instruments: The data were primarily obtained through interviews, oral tests, and documentation. While these instruments were sufficient for exploring speaking skills, they were unable to fully capture the variety of students' communication behaviors in broader contexts, such as spontaneous conversations outside the classroom.
- b. Limitations of Research Participants This study only involved 22 students from one school, so the results cannot be generalized. The small, homogeneous sample size also makes these findings more descriptive than comparative.
- c. Technical Limitations: An unstable internet connection was a major obstacle to implementing blended learning. This affected student

participation in online sessions and limited their opportunities to consistently practice speaking.

- d. Limitations of the Blended Learning Design: The implemented blended learning model was not fully designed to support productive skills, such as speaking. Online activities focused more on delivering material and listening exercises, and activities that stimulated verbal interaction remained limited.

This study has several limitations. First, the instruments do not fully capture variation in speaking skills in real contexts. Second, the sample size was limited to 22 students from one school, so the results cannot be widely generalized. Third, technical constraints, such as unstable internet connections, limited student participation in online learning. Additionally, the implemented blended learning design emphasized receptive skills, hindering the maximization of speaking skill development. These limitations are important considerations for future research to produce more comprehensive and applicable findings.