

CHAPTER V

CONCLUSION AND RECOMENDATION

5.1.Conclusion

Research using blended learning to assess eighth-grade students' English-speaking proficiency at SMP Negeri 4 Lahewa found that this learning approach improved receptive skill mastery. According to the results of the interviews, students thought the online resources were beneficial, particularly for honing their listening abilities.

However, blended learning has not been maximally effective in improving productive skills, especially speaking. Oral test results indicate that students' speaking skills are still at enough to good level. This is evident from the low scores in vocabulary, grammar, and speaking fluency. Most students are more confident practicing speaking in face-to-face learning environments, whereas opportunities to develop speaking skills in online learning environments are limited.

Additionally, technical obstacles in the form of unstable internet access affect the continuity of online learning and limit students' participation. Thus, it can be concluded that, while blended learning significantly increases students' motivation and receptive skills, additional, more targeted strategies are needed to optimize the development of productive skills, especially speaking.

5.2.Recommendation

In line with the conclusions presented, this study offers several recommendations.

1. For teachers:

Teachers are expected to design interactive, speaking-focused blended learning activities. Activities such as online group discussions, recorded

dialogues, video-based presentations, and communication application use can encourage students to practice speaking in various situations.

2. For Students:

Students are expected to actively utilize online learning platforms not only to read or listen to materials, but also to independently practice their speaking skills. They can do this by making voice recordings, giving short video presentations, or actively participating in online discussion forums. In this way, students can increase their confidence and fluency in speaking English.

3. For Schools:

Schools should provide adequate facilities and infrastructure, including stable internet connections and integrated learning platforms. This support is crucial for effective blended learning, supporting not only receptive skills, but also encouraging the development of students' productive skills.

4. For Future Researchers:

This study has limitations in terms of sample size and scope; it is still limited to one school. Future researchers are therefore encouraged to investigate alternative blended learning models that prioritize verbal interaction, like the flipped classroom or project-based blended learning, and to employ a larger, more varied sample. It is anticipated that future studies will paint a more complete picture of how well blended learning works to enhance students' English-speaking abilities.