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Exploring the Effect of Blended Learning on Speaking Skill of the Eighth Grade Students at SMP Negeri 3 Dawan

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ABSTRACT

The purpose of this research to investigated the difference between the use of blended learning approach with discovery learning and blended learning with problem-based learning for students' speaking ability and to investigated students' perception of the use of blended learning on students' speaking skills in SMP Negeri 3 Dawan. The researcher used a quantitative method with a Quasi-Experimental design. The sample consisted of 26 students for the experimental group and 26 students for the control group: VIII A as the experimental group and VIII C as the control group. The research instrument used a speaking test and a questionnaire. In this research, the researcher collected the data from the pre-test, treatment, and Post-test. Data analysis used descriptive statistical analysis, test normality, test homogeneity, and an Independent T-test. Based on the result of this research, it can be concluded that first, there was a significant difference between the experimental group and the control group. This can be seen from the data showed t(50)= -5,442 p=<,001. Second, based on the results, there was a positive response to the use of blended learning in speaking learning. This can be seen from of the descriptive analysis in the questionnaire; the overall mean total score is 50.92. The total result was divided by 15, because there are 15 statements and the result was around 3.39. Based on these findings, it can be concluded that there was a significant difference between group blended learning and discovery learning and blended learning with problem-based learning.

Keywords*: blended learning, discovery learning, problem based-learning, speaking skill.*

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INTRODUCTION

English has a significant role in contemporary education. English has four skills that must be mastered by students. Those skills were reading, speaking, listening and writing. According to Patil, (2023) mastering language skills was essential to becoming fluent in English. All of these skills must be mastered to be fluent in English. According to these four skills, speaking was considered the most important skill to mastered because it allows individuals to communicated effectively with others. According to Kadamovna, (2021) speaking allows students to share thoughts and learn about those of others. In that case, students can express their opinions when students can communicated properly.Speaking ability was the capacity of an individual to communicate orally. In speaking, a person is required to used clear pronunciation so that it is easy to understand. Since a mispronounced word can produce misunderstandings and a bad impression on the other person, pronunciation was crucial to effective communication (Srakaew, 2021). This helps people communicate students ideas clearly and confidently. There were a number of factors that influence pupils' English proficiency when speaking. To be able to talk effectively, one must acquire several speaking skills, including grammar, vocabulary, fluency, accent, pronunciation, and comprehension (Prayuda, 2021). Those were some of the factors that affect English fluency.

The used of an innovative approach can provide a different atmosphere for learning English. In the contemporary era, students require instructional approaches that can enhance students interest and engagement in the learning process. Combining learning with technology was something that is interesting for students. The learning process was given a new dimension by ICT (Information and Communication Technology)-enabled instruction, which exposes students to a vast array of information and creates infinite possibilities for them to learn, unlearn, and relearn (Lalima & Lata Dangwal, 2017). In this case, ICT can provide an interesting atmosphere for student learning. The approach that combines ICT with learning was blended learning.

Blended learning was an approach that combines traditional face-to-face teaching with technologically integrated methods and used as an effective educational strategy (Rahim, 2019). Blended learning was a learning approach that combines traditional face-to-face classroom learning with online-based learning that utilizes technology. Blended learning offers innovative solutions to mitigate these issues by providing personalized support and creating a safe environment for practice (Xin & Zhongbao, 2021). Through features like adaptive learning paths, interactive feedback, and peer collaboration, students can gradually build their skills and confidence at their own comfort level. Online platforms enable shy or anxious students to participate anonymously or asynchronously, reducing pressure during interactions (Simanjorang et al., 2023). Therefore thus it can help students in training their self-confidence. In addition, incorporating motivational techniques into a blended learning framework can increase students' confidence and enthusiasm to help students' speaking skills. (Ninsiana et al., 2024). Motivation itself can open up students' self-confidence.

There are several studies that have shown that students' speaking skills are improved with blended learning. First, Research from Isda (2021) entitled “The Effect of Using Blended Learning Model on Enhancing Students' Speaking Skill in Senior High Schools”. The results of the research showed that blended learning has a positive impact on students' speaking skills. Other researchers also found that students' speaking abilities were successfully enhanced by blended learning (Sari et al., 2021). Based on the results obtained, it shows that blended learning has a significant influence on students' speaking skills. Another researcher, Dwi (2025), also investigated the use of blended learning entitled “The Effect of Using

Blended Learning Model on Enhancing Students ' Speaking Skills at Man 4 Pekanbaru". In this research, the researcher used experimental research with a quantitative design. The results of this research showed that the use of blended learning has an effect on students' speaking skills.

In addition to research on blended learning, there are several researchers has investigated the use of discovery learning methods and problem-based learning for students' speaking skills. First, penelitian dari Tarigan (2025) entitled "The Effect of Problem-Based Learning on Students' Speaking Skill of the Eighth-Grade Students at SMP Swasta Anastasia Medan". This research used a quasi-experimental design to determine the effect of problem-based learning (PBL) on student speaking skills. The participants were 45 students at a junior high school. The results showed that problem-based learning can encourage students to actively participate during learning and students can use meaningful language. Other researchers also conducted the implementation of discovery learning on students' speaking skills (Udin, 2022). This research used a quasi-experimental. The participants were 49 students. The results of this research stated that the use of the discovery learning method can improve students' speaking skills.

Based on previous research, it was stated that the use of blended learning can improve students' speaking skills, which only compares blended learning with traditional learning. For this reason, there was a gap in the literature, namely that there has not been any research that specifically compares the level of effectiveness of using blended learning with using other different learning methods, such as comparing the discovery learning method with problem-based learning, where both were conducted in blended learning. Based on the research gap, this research seeks to examine the effect of the blended learning approach implemented with discovery learning and problem-based learning on students' speaking skills, especially in the context of junior high school students. Previous research has explored the use of blended learning on student speaking skills; however, the previous research has not examined the student's responce in the use of blended learning on student speaking skills.

METHODS OF RESEARCH

This research employed a quasi-experimental design in this research to investigated the effect of blended learning as a teaching method. According to Anantasia (2025), measuring the impact of a specific treatment on a variable without the used of full subject randomization was known as quasi-experimental research. This research was conducted at SMP Negeri 3 Dawan. The sample of the research was two classes, which consisted of 26 students in the 8a class and 26 students in the 8d class. In this research, the researcher used purposive sampling. The meetings consisted of 5 sessions that included a pre-test, treatment, and post-test. The research instruments used in this research were a speaking test and a questionnaire. The researcher used two data in analysis the scores. Descriptive and inferential statistics were used to analyze the data using the Independent T-Test. In the data analysis, the researcher also used the SPSS 26 version.

RESULT AND DISCUSSION

The researcher analyzed the findings using the SPSS 26 application, which shows the data below. The researcher describes the data obtained from a sample of eighth-grade students, VIII A as the experimental group and VIII D as the control group at SMP Negeri 3 Dawan. The data obtained were from experimental participants and the control group through pre-test and post-test.

Results of the Effect Blended Learning On Students Speaking Skill

The participants taken for the experimental group were the eighth-grade students of SMP N 3 Dawan, consisting of 26 students who were taught by providing treatment using a blended learning approach with the discovery learning method. The minimum score of a student was (00), and the maximum score was (100). Pre-test data were taken before treatment was given and post-test data were taken after treatment was given.

Table 1. Experimental Group Score

Test	N	Range	Minimum	Maximum	Means	Standart Deviation
Pre-Test	26	32.00	24.00	56.00	38.00	9.483
Post-Test	26	32.00	60.00	92.00	76.46	7.701

Based on the table above, the minimum from the pre-test of experimental group was increasing, seen from the value 24.00 to 60.00. The maximum data also can be seen increasing from 56.00 to 92.00. Based on that, the mean pre-test from the experimental group was 38.00 and increased in the post-test to 76.46.

The participants taken for the control group were the eighth-grade students of SMP Negeri 3 Dawan, consisting of 26 students who were taught by providing treatment using a blended learning approach with the Problem-Based learning method. The minimum score of a student was (00), and the maximum score was (100). Pre-test data were taken before treatment was given and post-test data were taken after treatment was given.

Table 2. Control Group Score

Test	N	Range	Minimum	Maximum	Means	Standart Deviation
Pre-Test	26	28.00	24.00	52.00	35.54	8.641
Post-Test	26	32.00	48.00	80.00	65.08	7.381

Based on the table above, the minimum from pre-test of the control group increased, from the value 24.00 to 48.00. The maximum data also can be seen increasing from 52.00 to 80.00. Based on that, the mean pre-test from the control group was 35.54 and increased to 65.08 in the post-test.

Based on the results of the post-test, there were significant differences between both groups in the post-test, can be delivered in the table:

Table 3. Experimental and Control Group Comparison

Test	N	Range	Minimum	Maximum	Means	Standart Deviation
Post-Test Experimental Group	26	32.00	60.00	92.00	76.46	7.701
Post-Test Control Group	26	32.00	48.00	80.00	65.08	7.381

Based on the table above, the minimum from the post-test of the experimental group 60.00, is higher than the post-test control group 48.00. The maximum data from the experimental group was 92.00 higher than the control group 80.00. Based on that, the mean from the experimental group was 76.46 and the control group was 65.08.

After the descriptive analysis was carried out, the researcher conducted a normality test to find out

whether the data were distributed normally or not. The researcher used the Shapiro-Wilk test for the normality test because the participants used in 1 class were less than 50 participants. The results of the Shapiro-Wilk test show that the data from the two groups were distributed normally, the data criterion can be said to be normal is p-value (>p = 0.05). After the data was distributed normally, the researcher conducted a homogeneity test to see if the data were homogeneous or not, the condition for conducting a parametric test was that the data must be normal and homogeneous. The Levene's test was used for homogeneous tests of the two groups.

The normality test was carried out with the aim of finding out whether the data obtained were distributed normally or not, this is a requirement for the parametric data test, which must be normal. The author used the Shapiro-Wilk test because the sample was less than one hundred.

Table 4. Normality Test Result

		Shapiro-Wilk		
		Statistic	df	sig
Students Result	Pre-Test Experimental Group	.939	26	.085
	Pre-Test Control Group	.936	26	.126

A Shapiro-Wilk test was conducted to assess the normality of the data. The results indicated that both of the data pre-test were normally distributed, because the data has exceeded the specified significance, namely p-value (p =>0.05).

Table 5. Normality Test Result

		Shapiro-Wilk		
		Statistic	df	sig
Students Result	Post-Test Experimental Group	.942	26	.148
	Post-Test Control Group	.972	26	.671

A Shapiro-Wilk test was conducted to assess the normality of the data. The results of the normality post-test also showed that the data were distributed normally, because the data exceeded the specified significance, namely p-value (p = >0.05).

Homogeneity tests are performed after the data were distributed normally. The test was carried out in order to be able to perform the parametric test, so the data must be homogeneous. The data was said to be homogeneous or not the same as the normality test, the significant value was higher than 0.05.

Table 6. Result Of Homogeneity Pre Test Control And Experimental Group

Levene Statistics	df	df2	.Sig
.159	1	50	.692

Table 7. Result Of Homogeneity Post-Test Control And Experimental Group

Levene Statistics	df	df2	.Sig
.197	1	50	.659

Based on the table above, the significant value of the pre-test data between the experimental and control groups was 0.692, while the significance value of the post-test data between the experimental and control groups was 0.659. These results indicate that the significant value was higher than 0.05, indicating that the data were homogeneous. Therefore, it can be concluded that the pre-test and post-test data for the experimental and control groups are homogeneous. Because the data were normally distributed and homogeneous, the parametric Independent T-Test was carried out.

In this research, the hypothesis testing used was the Independent T-Test because the data obtained were normally distributed and homogeneous.

Table 8. Result of Independent-Test Pre-Test

Independent	T	df	Sig. (2-Tailed)
T-Test	-.978	50	.333

Table 9. Result of Independent-Test Post-Test

Independent	T	df	Sig. (2-Tailed)
T-Test	-5.442	50	.001

Based on the results of the Independent T-Test above, the results of the pre-test showed a score of .333, which means that it was larger than *the p-value* so there was no significant difference between the two groups. This indicates that the two groups have the same skills. If you look at the results for the post-test showing a score of .001, this means that it is smaller than *the p-value,* so there is a significant difference between the two groups. So in this study, it is stated that the alternative (Ha) hypothesis is accepted.

Results Of Students' Perceptions To The Use Of Blended Learning

This section showed data related to students' perceptions to the use of blended learning in learning, especially for students' speaking skills. The researcher used questionnaires as a data collection instrument. Questionnaire items modified from Lestari (2022). The questionnaire used a Likert scale, namely: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

Table 8. Result of Questionnaire

Descriptive Statistics			
Statements	**N**	**Mean**	**Std. Deviaton**
1. Learning speaking through blended learning gives me a different learning experience compared to conventional learning methods.	52	3.27	.866

2. The learning activities in blended learning make me more interested in learning speaking.	52	3.29	.871
3. I feel more motivated to learn speaking when blended learning is applied.	52	3.46	.874
4. Online discussion activities help me become more confident to express my ideas in English.	52	3.38	.953
5. Blended learning helps me access speaking materials more easily anytime and anywhere.	52	3.56	.802
6. Blended learning allows me to learn speaking more flexibly.	52	3.38	.973
7. Blended learning helps me understand the material before doing the speaking practice.	52	3.48	.939
8. Learning speaking through blended learning feels easy for me to follow.	52	3.13	1.010
9. Blended learning helps make speaking lessons more effective.	52	3.65	.789
10. Blended learning is suitable to be used in learning speaking for junior high school students.	52	3.48	.852
11. Blended learning encourages me to be more active during speaking activities.	52	3.38	.953
12. I feel more fluent in expressing ideas in English after learning through blended learning.	52	3.13	.841
13. Blended learning provides a balance between independent learning and teacher guidance.	52	3.46	1.056
14. Blended learning provides various interesting activities in learning speaking.	52	3.50	.828
15. Blended learning makes it easier for me to submit speaking assignments.	52	3.37	1.030

Based on the table above, it can be seen that the 9th statement, namely *"Blended learning helps make speaking lessons more effective"*, shows the highest mean value with a mean score of 3.65. Most students say that using blended learning makes learning flexible. The factor of giving video assignments that students have been given can help train students' speaking skills in real life with practice. From the results of the table above, in addition to showing the highest score, there was also the lowest mean value, namely from the 8th statement, namely *"Learning speaking through blended learning feels easy for me to follow"* and the 12th statement, namely *"I feel more fluent in expressing ideas in English after learning through blended learning"* with the mean value of the two statements being 3.13. Some students were still not used to the use of online learning media and some students have difficulties in using the smartphones they used. From this mean on the table, most students agreed that the collection of assignments became easier using blended learning. The overall mean total score is 50.92. The total result was divided by 15, because there were 15 statements and the result is around 3.39. Based on the results of the data, it shows a positive response from the use of blended learning in speaking learning.

This research was conducted the significant effect of the use of blended learning on students' speaking skills in eighth-grade students of SMP N 3 Dawan. This research identified a suitable approach in learning, namely blended learning by comparing Blended learning with Discovery learning for the Experimental group and Blended Learning with Problem-Based Learning for the control group. The researcher was determined to see the good potential of the blended learning approach to teach speaking

skills to students. The results of the post-test statistical calculation of the participants showed a significant difference between the progress results of the two comparisons. The researcher compared the post test data from the control group and the experimental group using the T-Test. The results showed that the p-value was lower than p-value = <.001. Based on these results, the researcher concluded that there was a significant effect and difference in the use of the blended approach by comparing two different learning methods at SMP N 3 Dawan. The score of students from the post-test in the experimental group taught using blended learning with discovery learning was higher than the group taught using blended learning with problem-based learning.

Based on the descriptive analysis of the data, both the experimental group and the control group showed that the mean of the experimental group was greater at the beginning than the control group. This can be seen based on the data from both groups, namely, 38.00 for the mean of the experimental group while the mean of the control group is 35.54. This shows that from the beginning of the experimental group in terms of mean is higher. This happens because the topic for the pre-test given was the same topic for both groups and the learning motivation of the two groups was different because at the time of learning the two classes were taught by two different teachers at the time before the research was conducted. This can be seen from the results of direct observations made by researchers when the research took place. The direct observation showed that almost some of the students of grade 8a showed activeness in the learning process, inversely proportional to class 8d as a control group, only a few students tended to show activeness in the learning process.

The results of this research were influenced by the continuity of the treatment given during the research. During the research, the researcher also emphasized with Jean Piaget's theory of constructivism theory, the learning process of students develops knowledge through active interaction, this theory provides the application of concepts and materials about new things and changes in some concepts and dealing with new information (Friday et al., 2017). Asking questions to students helps students use the thoughts that students have. The researcher also views the theory of Lev Vygotsky in constructivism theory, which states that the process of gaining knowledge is built through the process of social interaction. According to this perspective, social and cultural activities are inextricably linked to human growth (Nuraini & Nagari, 2019). From this theory, it can be said that students would be learn more effectively by doing something that is in line with social activities.

The results of this research are in line with previous research from Isda (2021) it was stated that there was a significant effect in the use of the blended learning approach. This research showed that the mean pre-test score showed 77.04, while the score from the post test showed 88.95. The researcher did not use the T-Test because the data were not normally distributed and homogeneous therefore the researcher used the Wilcoxon test. The results of the Wilcoxon test showed that sig. 2-tailed = 0.000 < α (0.05). This means H0 is rejected and Ha is approved. That means that the use of a blended learning approach has a significant impact on students' speaking skills. Another researcher also researched blended learning with the title The Effect of Using Blended Learning Model on Enhancing Students' Speaking Skills at Man 4 Pekanbaru (Dwi et al., 2025). The results of this study show that sig. (2-tailed) showed 0.000, which is less than 0.05. It can be concluded that Ha is accepted and Ho is rejected. The results of this research showed that there was a significant effect of using blended learning for students' speaking skills.

Other researchers also stated that there was a significant effect of using a blended learning approach to discovery learning (Cianda et al., 2019). This research showed that the mean score of the pre-test

experimental group was 50.7 while the control group was 50.3. The mean value of the experimental post-test showed 66.1, while the control group was 56.9. The researcher used a parametric test, namely the T-test. The results of the test showed that $\alpha = 0.05$ then. Therefore, it can be concluded that H0 was rejected and Ha can be accepted. From these results, it can be said that there was a significant effect of the use of blended learning approach to the use of discovery learning.

The results of the second research question showed that there was a positive response from students to the use of blended learning approaches in the student learning process. This can be seen from the total score produced from the descriptive analysis conducted by the researcher. This result shows that the mean total score was 50.92. The total result was divided by 15, because there were 15 statements and the result was around 3.39. Based on the results of the data, it shows a positive response to the use of blended learning in speaking learning. The mean result of each statement given to students shows a score above 3.00, this states that there was a positive response from students to each statement given to students. The results of this research are also in line with the research by Lestari (2022) with the title "Students' Perceptions of Blended Learning in Speaking Course at English Education Department". The results of the questionnaire showed a percentage of 74.80 % in good condition. This percentage shows that there is a positive response from students to the use of blended learning for speaking learning.

In conclusion, the researchers found similarities in the results with previous studies. The use of blended learning can improve students' speaking skills. This can be seen from the lift of the T-Test results obtained. There was significant differences between the two groups. Scores for the experimental group (M = 76.46, SD=7.701) and control group (M = 65.08, SD=7.381); $t(50)= -5.442$ $p=<.001$. Apart from these data, the researcher also saw differences in learning motivation between the two groups. Researchers see that the experimental group was more interested in learning than the control group. This can also be seen from the data from the pre-test results showing that there was a difference in mean between the two groups. The mean value of the experimental group was already higher than the control in the pre-test results.

CONCLUSION

This research was conducted to obtain empirical evidence regarding whether there was a significant difference between blended learning and discovery learning and blended learning and problem-based learning. Based on the statistical results, there was a significant difference between the experimental group and the control group. In terms of mean, the experimental group had a higher mean score than the control group. This can also be influenced by the different learning motivations of students between the two classes. This can be seen from the results of the pre-test on the mean value, the experimental group has obtained a higher score at the beginning compared to the control group.

In addition, the researcher also examined students' perceptions of the use of blended learning for speaking learning. The researcher used a likert scale for student perception. Based on the results of the decripitive analysis, the overall mean total score was 50.92. The total result was divided by 15, because there were 15 statements and the result was around 3.39. Based on the results of the data, it shows a positive response to the use of blended learning in speaking learning.

From the results of this research, the research provides limitations that can be considered for future researchers. The limitations of this research require sufficient research time to apply blended learning as a learning approach. Students need to adapt to the existence of technology in student learning. Adaptation

requires more relevant time so that students really know and easily follow learning with a blended learning approach. The small number of samples was also a limitation in this research. Despite the weakness of the use of technology in learning, there were still many students who were constrained by the internet and not all students have the same technological conditions. This is also a limitation of the use of blended learning that can be considered for future researchers.

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