STUDENT'S PERCEPTION OF THE IMPLMENTATION OF BLENDED LEARNING ON STUDENT'S SPEAKING ABILITY

THESIS

Submitted by:

Ismaya Diana

NIM. 180203219

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2023 M / 1444 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements fot The Degree
Bachelor of Education in English Language Teaching

by:

ISMAYA DIANA
NIM. 180203219

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by :

Main Supervisor,	Co-Supervisor
Prof. Dr. phil Saiful Akmal, M.A.	Mulia, M.Ed
Date : 27 / 06 / 2023	Date : 14 / 06 / 2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday, 2 Agustus 2023
15 Muharram 1445 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Dr. Phil. Saiful Akmal, M.A

Secretary,

Mulia, M.Ed

Member,

Prof. Dr. T. Zulfikar, M.Ed

Member,

Faishal Zakaria, M.A, Ph.D

جامعة الرانري
AR-RANIRY

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Ismaya Diana

NIM : 180203219

Tempat/tanggal lahir : Jeuram, 19 Maret 2000

Alamat : Lampeudaya, Darussalam, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Student's Perception of The Implementation of Blended Learning on Student;s Speaking Ability.

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Juni 2023

Saya yang membuat pernyataan

Ismaya Diana

AR-RANIRY

ACKNOWLEDGMENT

In the name of Allah, all praise be to Him, who has given grace, guidance, health, and strength so I could finish writing this thesis. Shalawat and Salam to our beloved Prophet Muhammad SAW, who has guided us to a better life and has been an inspiration in living the life of this world.

First, my deepest gratitude to my parents; Iskandar, M.Pd, and Murdiana, S.Pd. For their prayers, support, financial supports, and guidance throughout the years. Both of my parents played an important role in the process of completing my education. Being born to parents who work in the field of education makes me a bit sad because I was unable to complete my thesis on schedule. Also, I would like to thanks to my siblings; Alfath and Moula. They both have been a reminder for me to finish my studies as soon as possible and it is also became the unspoken obligation that I have to accomplish as the elder sister, yet everyone have to finish their study though.

I also indebted to my supervisors, Dr. phil Saiful Akmal, M.A, and my co-supervisors, Mulia, M.Ed. for their guidance, helps, motivations, and advice since the beginning of this research writing until the end. This thesis would not have been finished without their willingness and patience to help and guide me in writing the thesis.

جامعة الرانري
AR-RANIRY

Sending my endless love and gratitude to my guidance angles; Shinta, Ana, Ipeh, and Tata. This phase without your existence will not be as easy as this. Thank you for always being there as an angel who are always there at any moment. Every unforgettable experience, every silly story, and funny moment. Without you, I think my life is nothing more than a boring monotonous life. Life gets a little tough when you get your heartbreaks, but those girls has been there for every phase of it. The are a lot of people contribute in my life, but no one replace my girls.

During this time, I realized that people come and go. Losing friends, losing the people you love is a very common thing that used to be happen. There is no special person whose their name should be included in this acknowledgement. If there were, maybe I would just thank him for his particular roles that have helped me to get this far. Thank you for your participation in writing this thesis at Pustaka Coffee, thank you for taking me to some short trip, whether we end up on the same path or choose our own paths in the future, so far you have engaged in my life. Once again, may you win in life. May we win in our life we deserved.

Banda Aceh, 12 July 2023
The Writer,

Ismaya Diana
NIM. 180203219

ABSTRACT

Name	:	Ismaya Diana
Reg. No	:	180203219
Faculty	:	Fakultas Tarbiyah dan Keguruan
Major	:	Department of English Language Education
Thesis Working Title	:	Student's perception of the implementation of blended learning on student's speaking ability
Main Supervisor	:	Dr. phil Saiful Akmal, M.A.
Co-Supervisor	:	Drs. Mulia M.Ed
Keyword	:	Blende learning, Speaking Ability, Obstacles

Blended learning is an educational method that was implemented in the covid 19 pandemic. The implementation of blended learning is combined by face to face and online learning as a learning method, thus teaching and learning activities continue even in a covid pandemic that inhibits the education system. This study aims to explore students' perceptions in the implementation of blended learning on speaking ability and the obstacles faced by students in blended learning for English Education Department students at Ar-raniry Islamic University, Aceh. The research used a qualitative approach by conducting in-depth interviews with eight students of English Education Department batch 2019 of UIN Ar-raniry. The finding shows that, students perceived blended learning in the following ways: blended learning could boost student confidence in speaking, blended learning overcome student's boringness in learning, and the online session matter in blended learning. In the implementation of blended learning, students admit that they have some challenges such as, internet connection issue,

infrequent use of device, low comprehension ability, and low learning motivation. Hence, the implementation of blended learning could be emphasized as one of the innovations in learning that involves face to face and online learning, while most of the students stated that blended learning is not effective to be implemented in speaking course due to some learning ccobstacles they encountered during the implementation of blended learning.

TABLE OF CONTENTS

DECLARATION OF ORIGINITY ..... **i**
ACKNOWLEDGMENT ..... **ii**
ABSTRACT ..... **iv**
TABLE OF CONTENTS ..... **vi**
LIST OF TABLES ..... **viii**
LIST OF APPENDICES ..... **ix**
CHAPTER I INTRODUCTION **1**
A. Background of Study 1
B. Research Question 5
C. The Aims of Study 5
D. Research Terminology 5
E. Significance of Study 7
CHAPTER II LITERATURE REVIEW **8**
A. Blended Learning 8
B. Speaking Ability 13
C. Previous Studies 17
CHAPTER III RESEARCH METHODOLOGY **21**
A. Research Design 21
B. Research Participants 22
C. Data Collection 24
D. Data Analysis 25
CHAPTER IV FINDING AND DISCUSSION **27**
A. Findings 27
1. Student's Perception of Blended Learning Implementation 28
2. Obstacle of Blended Learning Implementation Faced by Students 34
B. Discussion 39
CHAPTER V CONCLUSIONS AND SUGGESTIONS **47**
A. Conclusion 47

B. Suggestion 48
REFERENCES 51
APPENDICES.....56

LIST OF TABLES

Table 3. 1 Profile of Participants 23

LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor

Appendix B Permission Letter

Appendix C Instrument of Interview

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

A. Background of Study

The covid-19 pandemic has affected education systems worldwide, leading to the closure of schools, universities, and colleges. UNESCO (2020) confirms that the closure of colleges and schools has several negative effects on pupils, including interrupted learning, which deprives students and children of opportunities for growth and development. To overcome this problem quickly, the government took several steps to prevent this disease from spreading, such as social distancing, learning from home, working from home, isolation, or health care, and asking people to avoid crowds. The pandemic has made things difficult for many people, especially learning activities. According to Sintema (2020), Lockdown and staying-home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease. Implementing physical distancing makes everything difficult for the student's learning process. According to Dhawan (2020), Covid-19 epidemic has allowed us to set the stage for the introduction of digital learning. During this pandemic, many techniques in terms of learning have been implemented.

Due to Covid-19 pandemic, the government and seek to minimize the existing situation so that education can continue running even if it only relies on the Internet. Yilmaz (2016) said that online digital learning systems could address this issue by providing quick internet connections and easy access to these

جامعة الرانري
AR-RANIRY

systems. The teaching and learning methods have developed rapidly, which included technology in teaching and learning activities, namely blended learning. Since education is the main factor in establishing a society's standard of living and ensuring its survival, the recent rapid improvements in communication and information technology have become essential in many aspects of daily life, including the educational sector (Lake & Ross, 2015). This innovation expands the way of teaching and learning. It can be accessed more easily than traditional learning, which requires teaching and learning activities to be in the same place. In the last two years, teaching and learning activities with the blended learning system have developed rapidly due to the COVID-19 pandemic, which requires learning activities worldwide to be carried out online using certain technology-based media.

Several schools and universities have started implementing blended learning in all learning activities, including midterm exams, final semester exams, practicum, final project guidance, thesis, etc. Graham (2013) defined blended learning as a combination of instructional methods. During distance learning, all student and lecturer learning activities are carried out through some platform such as google classroom, canvas, google meet, zoom meeting, the school website, etc.

To respond to this situation, the world of education utilizes one of the following models: appropriate learning during the pandemic using blended learning. Blended learning implemented at Ar-raniry Islamic University was caused by the Covid-19 pandemic, which required all teaching and learning activities to be diverted and carried out from home. Blended learning will be

implemented from 2019 to 2021. According to Dziuban et al. (2016), Considering how important these concerns are, numerous volumes have been devoted to compiling the research on how blended learning might be understood. Several semesters of the educational process use blended learning through Google Classroom as a medium for the continuity of teaching and learning activities.

According to Subedi et al. (2020), several research in Indonesia showed that the blended learning model is effective in learning. The advantage of this learning model it can convey material learning anywhere and anytime, offline and online learning that is mutually complemented, learning becomes effective and efficient, improves accessibility, and learning becomes flexible.

In this study, I will investigate students' perceptions on the implementation of blended learning, but will focus on the effect of blended learning on their speaking ability. as speaking is also one of the basic skills in learning a language. Speaking ability is a clear outcome of learning English. Speaking is also the result of learning a language; there are four basic skills in learning a language: reading, writing, listening, and speaking. A person is declared perfectly mastered when he masters these four basic skills. Speaking was described by Leong and Ahmadi (2017), as a process of oral language production and as one of the four conventional talents primary language abilities. Meanwhile, according to Bahadorfar and Omidvar (2014), speaking is collectively produced and based on the contributions, preconceptions, expectations, and interpretations of the participants' utterances.

A study by Husna (2021) revealed that students encountered difficulties in a variety of areas, including connection issues, difficulty hearing sounds, difficulty understanding body language, and personal traits. This study found difficulties experienced by students towards the implementation of speaking through online learning. In this case, student face many challenges in implementing online learning that affected their speaking ability and also found their own strategy to overcome those difficulties.

According to Purnomo (2019) challenges in online learning might affected students outcomes in their English speaking progression, which is those difficulties might not improve their speaking ability at all. English speaking is one of the main factor that proven someone's capability in English. The need for daily communication in English has been a key concern in the EFL environment, as students' experience with and proficiency in the newly learned language are constrained in intramural training. Students frequently need to work on applying their language expertise in communicative contexts.

Nevertheless, some of these studies explore the challenges of online learning experienced by students and the strategies used to overcome the problems. It is extremely rare to see students' perceptions and obstacles towards blended learning implementation on their speaking ability. Thus, this study I investigated students perception and obstacles in their speaking ability towards the implementation of blended learning which conducted at English Education Department of UIN Ar-raniry.

B. Research Question

This study investigated the students percetions of blended learning on their speaking ability. This study attempted to answer the following questions:

1. What is students' perception of blended learning implementation on their speaking ability?
2. What are students' obstacles in implementing blended learning?

C. The Aims of Study

The aims of this study are as follows:

1. To explore student's perception towards the implementation of blended learning on their speaking ability.
2. To find out student's obstacles of the implementation of blended learning on student's speaking ability.

D. Research Terminology

Before we go any further with this research, a few terminologies must be define:

1. Blended Learning

A combination of traditional classroom education with online learning is called a "blended" instructional technique. According to Pardede (2013), blended learning combines online learning and FTF, where BL involvement in educational contexts dealing with "computer-based learning, technology-based learning, and computer-based learning" is concerned. Blended learning is a learning model that

utilizes information technology in the form of e-learning as a medium for conveying learning. The learning process with blended learning will be more effective because the learning process will combine face-to-face and online. In addition, online media can be used for half of the teaching-learning process.

According to Husnawadi (2018), it is crucial to emphasize the blended learning primary consideration of both offline and online learning as learning methods. It is not possible to consider the current definition of blended learning, which involves using computers to enhance learning, as blended because it allows for both online and offline computer use. However, it defines the blended model as an instructional context that contains two or more modalities (online and offline learning), developing teaching methodologies, and educational context. This contrasts with the practical implications discussed above. This research will focus on students' perceptions of the implementation of blended learning and the difficulties experienced by students in the implementation of blended learning, especially in the limited facilities supporting the implementation of blended learning.

2. Speaking Ability

Speaking is a productive skill that must be connected to listening. According to Tosun (2015), Speaking is a participatory activity that calls for speakers and listeners to exchange ideas, opinions, thoughts, and feelings. Therefore, speaking skill involves several things, such as voice, vocabulary, grammar, and culture. Speaking skills are very important for students in learning English. In this case, improving speaking skills is the main goal of learning a

language. Every student who learns a new language aims to use the language as a means of communication. Several indicators, such as pronunciation, vocabulary, grammar, and fluency, support speaking ability. In implementing blended learning, this research will focus on students' speaking fluency and vocabulary in speaking classes.

E. Significance of Study

This study wants to explore the influence of blended learning on students' speaking ability. The results of this research are expected to be useful theoretically and practically for the readers. The benefit is expected as follows:

1. Theoretical Benefit

The theoretical benefit of this. The study is that it can serve as a guide for teachers or educational divisions who want to assess whether there is an influence from the implementation of blended learning on students' speaking abilities.

2. Practical Benefit

There are two points of practical benefit:

a. Adds insight for the teacher regarding the implementation of blended learning on student's speaking ability.
b. Become a solution for teachers or educational division who want to hold blended learning.

CHAPTER II

LITERATURE REVIEW

In this chapter, I want to discuss about the literature review relate to this research. Meanwhile, this chapter aims to deepen knowledge about the field to be researched.

A. Blended Learning

1. The Definition of Blended Learning

The implementation of blended learning in education is the most recent innovation, where students have the convenience of two options for learning, face to face and online learning. According to Wasis (2018), Blended Learning is learning that combines learning delivery strategies using face-to-face activities, computer-based learning (offline), and online computers (internet and mobile learning). Blended learning is the activities of students and teachers in the teaching and learning process that are not only carried out in the classroom but can be done anywhere without time and place limits only through certain platforms such as learning media. Blended learning often combines traditional learning and technological updates that facilitate student learning. In addition, blended learning is a face-to-face and online learning approach involving students in both methods.

Owing to its approach's general applicability and unavailability of a time limit, blended learning deserves to be acknowledged first. According to Pankin et

al. (2013), blended learning is defined as organized learning experiences, both within and outside the classroom, combining multiple teaching or learning modalities. Blended learning focuses on the student, and the teacher's role is to create learning platforms and media to attract students to carry out teaching and learning activities in a blended learning activity. The blended learning atmosphere also requires students to play their roles as students so that teaching and learning activities are more active. Students also seek their innovations, lesson plans, and supplemental materials. According to Rahmawati (2019), even though blended learning uses technology in it is implementation, it does not mean that it can replace conventional learning models in the classroom but strengthens teaching and learning activities by involving the role of technology.

2. Concepts of Blended Learning

Blended learning was also known as a hip-hop educational theory that combined online and offline learning, but it evolved into blended learning over time. While learning is primarily instruction, blended learning combines two learning methods. According to Angraini (2021), Blended Learning is learning that combines learning delivery strategies using face-to-face activities, computer-based learning (offline), and online computers (internet and mobile learning). Based on the previous statement, blended learning combines various teaching methods, including face-to-face instruction, the traditional teaching method that professionals of practical education frequently carry out, and teaching methods that combine online and offline instruction that emphasize the use of technology.

According to Yunizha (2021), it combines traditional classroom instruction with online or E-learning (face-to-face). Online learning makes the most of the web-based education available online. "Blended learning" refers to integrating traditional classroom instruction with multimedia technologies, including CD-ROMs, video streaming, email, and instant messaging.

3. Advantages of Blended Learning

There are several very legitimate concerns why blended learning was chosen as an alternative that facilitates student learning activities, especially during the Covid-19 pandemic. According to Sevima (2020), blended learning can be implemented even when teachers and students are not in the same room or face to face. However, they can still do this online learning, also known as distance learning, outside the classroom or on campus. Students receive lessons from lecturers or assignments needing access to an online resource for their subject matter. According to Grace (2019), with the aid of information and communication technology (ICT), blended learning mixes or blends in-person instruction and has the following benefit: Students can interact directly with the learning content provided by the educational division, able to engage with friends, open group discussion that ease students to perceive their opinion, easy accessing the e-library, virtual classroom that doesn't take place so the learning session can be run flexible, online assessment ease teacher, accessing and maintaining the learning blog, online learning can be accessed through video and audio.

4. Obstacles of Blended Learning

According to Weitzel (2021), blended learning has the potential to alter higher education and immerse students in more engaging learning experiences. Higher education institutions are working to adopt it despite the concept's many and perhaps inconsistent definitions and the multiple implementation obstacles. Moreover, blended learning is acknowledged as a practical strategy for enhancing pedagogical practice.

Blended learning is implemented to facilitate learning that cannot be fully carried out face-to-face, but blended learning has its challenges experienced by students and teachers. Rosmansyah (2021) stated that Technology is needed to create joyful, experiential, effective and interactive learning. Instead of removing the essence of education, it complements conventional learning methods.

The main obstacle faced in implementing blended learning is media needed are very diverse, so it isn't easy to apply if the facilities do not support it. Sometimes government does not evenly distribute necessary facilities, such as computers and good internet access. If facilities are limited, such as no internet access, learning activities will be hampered because they cannot access online learning media. Rahman et al. (2020) state that the lack of public knowledge of the use of technology to access learning is also becoming a massive challenge in implementing blended learning. Implementing blended learning requires the right strategy to maximize the potential of blended learning.

5. Blended Learning Design Process

The right application of blended learning certainly has a structured design that facilitates the course of a learning activity. The design of blended learning has learning indications, as stated in the research. Raihan (2013), direct or face-to-face learning (Instructor-led instruction) in an integrated manner and at the same time (classroom) or at the same time but in a different place (such as a virtual classroom). For some people, this direct learning pattern is still the main pattern. But it must be designed in such a way as to achieve the goals as needed. Combining independent learning and conventional learning (self-paced learning) which allows students to learn anytime and anywhere by using a variety of content (learning materials) specifically designed for independent learning in the form of text-based or multimedia-based (video, animation, simulations, images, audio, or a combination of these). All these learning materials can be sent online (via the web or mobile devices through audio streaming, video streaming, e-books, etc.) or offline (in CDs, prints, etc.).

Shakeel (2022) stated that combining collaboration, both teacher and student collaboration, of which can cross schools or universities. Thus, blended learning designers must be innovative in creating collaboration to link communication between teachers via email, chatrooms, discussion forums, google classrooms, canvases, websites, and mobile phones. Collaboration is directed at constructing knowledge and skills through social processes or social interaction with other people; it can be material deepening, problem-solving, project-based learning, etc.

B. Speaking Ability

1. Definition of Speaking

According to Sari (2017), speaking ability is the skill of using the oral organs to explore ideas, intentions, thoughts, and feelings to other people to make a massage delivered and well understood by the hearer. Based on the definition of speaking, speaking is an ability to deliver ideals through spoken language. Related to the definition of speaking, speaking is a productive oral skill consisting of producing systematic verbal utterances to convey meaning.

Rahayu (2018) defines speaking as the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. The similarities of the two definitions above are “oral language”, which refers to “verbal utterances”, and “well understood”, to “conveys meaning” Oral language and verbal utterances represent the place where the language came out, while well understood and conveying represent the content of sound which came out. In conclusion, speaking is an activity of delivering ideas or messages using oral or verbal utterances that have meaning to others. Therefore, a person who makes sounds without meaning cannot be considered speaking. In line with that, when people communicate with others by producing a meaningful thing but without any sounds coming from human utterance, it has the same assumption that they are not speaking.

2. The Importance of Speaking

Speaking fluency is an important dimension of communicative language teaching, but there are some constraints and misunderstandings of CLT that could neglect the implementation of it in the EFL class. Prihananto (2017) states that speaking is equally important in children's language development. Children learn a language firstly by listening to other people who speak the language. After listening to speakers, they will imitate it and begin to use the language to communicate. Speaking is not only important in childhood but also in every range of ages.

For a student who is learning a language, Azizah (2019), most of the students found it difficult to talk because of their poor grammar, lack of fluency, fear of making mistakes, and anxiousness. She also stated that their success in learning a language is measured by their ability to converse in the (target) language. Based on their statement, conversing, or speaking a certain language becomes a standard of successful learning. Successful learning will create a successful learner who can use the language maximally. When the language is maximally used, the user will benefit from it. So, speaking brings benefits for successful learners.

3. The Purpose of Speaking

The main purpose of speaking is to communicate. To convey effectively, the speaker must understand the meaning of anything that will be said and evaluate the effect on communication to the listener. Whether as a social tool or

business or professional tool, Tosun (2015) argues that there are three basic indications of the importance of speaking for everyone in using a particular language. First, to inform. We can tell others what we want and voice our opinions by speaking. The second is to entertain. By speaking, we can know someone's feelings or their situation, and then we can digest those feelings and provide support in certain situations. The last is to persuade. People speak with the interest of getting their way. Persuasion or negotiation can only be done by speaking directly.

4. Aspect of speaking

Speaking is an ability that is universally taught in many educational institutions worldwide since it has long been recognized as one that should be developed alongside other skills. Many pupils, however, need help participating in a meaningful and interactive communication context. Mustikawati (2015) states that explaining the elements of oral discourse can be elaborated for people seeking to be skilled at it is crucial. The main goal in teaching productive speaking skills is to develop a familiar voice to express feelings and ideas using appropriate student speaking competence. Speaking competence is the ability to make use of the language. It means that someone can speak fluently, grammatically correct, and understandable for listeners. To measure speaking competence there are four competences of speaking components.

a. Pronunciation

According to Dwight et al. (2016), pronunciation is the lowest level of knowledge learners typically pay attention to. To speak the English language accurately, learners should master phonological rules and be aware of the various sounds and their pronunciation. Learners should also know the stress, intonation, and pitch.

b. Vocabulary

Vocabulary is the basis of language. It appears in every language skill. It is very important because we can only say something with vocabulary in our minds. Laufer (2017) defines vocabulary as the body of words known to or used by a person in trading, profession etc. From the definition, it can be concluded that vocabulary is a word or list of words with their meaning, and they are known by their speaker and used to communicate by a language group or individual.

c. Grammar

It conducts with one's ability to apply the grammatical rules appropriately. It is also stated by Komara and Tiarsiwi (2021) that grammar is (the study and practice of) the rule by which words change their forms and are combined into sentences. It is why grammar is very useful in developing students' speaking competence. If they master the grammar, it is easy for students to produce sentences systematically to speak fluently. We can combine the sentence systematically in writing and speaking and understand them easily in reading and listening.

d. Fluency

It refers to one's ability to speak smoothly and easily. Alavi and Sadeghi 2017, defined fluency as the quality of being able and ready. It means that someone can speak without any hesitation. Sometimes, someone who is good in grammar and pronunciation still unable to speak fluently. On the other hand, someone can speak fluently even if he makes errors in pronunciation and grammar.

C. Previous Studies

Several previous studies explored the implementation of online learning on students speaking ability. The research by Husna(2022), describes the experience of UIN Ar-urinary students about learning in speaking classes during Covid-19. The research reveals students eexperiences from the implementation of distance learning faced many challenges perceived by these students, such as lack of motivation, limited internet networks, and difficulty understanding the material due to online learning.

The study conducted by Saliva (2020), found many obstacles in speaking classes during the pandemic by implementing blended learning classes in schools. In this case, the research method is qualitative. The data obtained by conducting interviews with ten students found technical challenges, namely students' weaknesses in operating technology. The lack of internet networks makes students less motivated to attend speaking classes. Still, the research found that online

جامعة الرانري
AR-RANIRY

learning is an innovation in learning and flexible in practising students' speaking skills.

Syafrayani's research (2021), found qualitative methods and conducted interviews with eight students and questionnaires for students in the 2020-2021 academic year. The results of this study show that students benefit from online learning in terms of efficiency, online advantages, and potential for improvement. However, distractions, information overload, technology, internet connectivity, lack of engagement, and inadequate support often affect students. Therefore, for online learning to be successfully implemented, this academic article also offers guidance on the importance of having adequate facilities and cooperation from stakeholders, including the government, teachers, students and parents.

There was also research by Lazim (2020), found difficulties in speaking class during Covid-19 by conducting online learning. The research method used was qualitative, and the data were collected using a questionnaire and interviews with 23 students. From the result of this study, the difficulties of online learning in speaking classes are lack of motivation, lack of vocabulary, teachers who explain the material quickly and difficulty understanding the pronunciation and bad internet connection. In addition, this study found solutions for students, namely learning with videos from the internet and other sources, improving speaking skills by doing a lot of practice, and watching movies, practising speaking in their environment.

Another related study by Ginaya et al. (2018), explains the effects of blended learning on students' speaking at vocational colleges. This study uses qualitative methods. Participants in the study were students in the tourism and travel business department, observing and concluding that third-semester students in the vocational college could speak and write more fluently by applying blended learning. The students' progress here is also helped by implementing active learning activities in WebQuest, which can increase students' interest and enthusiasm for learning. They can interact actively during the learning process. And therefore, using web-based activities in the classroom is essential to help students improve their English skills.

Some of the studies above have similarities and analyse related matters. From the results of several studies above, implementing blended learning has many shortcomings or new challenges experienced by teachers and students. Implementing blended learning facilitates teaching and learning activities. Still, the limited facilities and unpreparedness of the students also become a problem in getting effective results from implementing blended learning that affects students' speaking ability. According to Husna (2022), students may miss deadlines due to computer issues or a weak Internet connection. Online courses will be difficult for students unfamiliar with Web browsers, email, or newsgroups. Personal messages in an online course could be misinterpreted without visual cues to establish the context. Since online learning is still in its infancy, even within the same institution, online courses quality might differ greatly. It might not be easy to assess online class in blended learning section due to a lot of limited facilities.

Those previous study investigated difficulties in a broad and various context and different institution. Differ to another researches, this study conducted in difference institution which would be placed at English Education Department of UIN Ar-raniry that engaged eight students of Batch 2019. Those previous study investigated difficulties in a broad and various context and different institution.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research method in this research. It presents the research design, research participant, data collection, and analysis.

A. Research Design

The use of blended learning on students' speaking abilities is investigated in this study through qualitative research to find how students perceive it. This study aims to gain in-depth knowledge about blended learning, which has been employed as an alternative to traditional teaching methods since COVID-19, affects students' speaking abilities. Creswell (2014) claims that qualitative research could investigate and analyze the relevance of a social or human issue that impacts either individuals or groups. Also, a case study qualitative approach was used in this work to get a broad perspective and analytical understanding of qualitative concerns. Specific case studies highlight research on a single case component and assist a group of people in comprehending the case in precise detail.

In this study, I would like to collect data regarding students' perceptions of implementing blended learning that affects speaking ability and the challenges students face by using interviews as research instruments. This research was conducted on PBI UIN Ar-urinary students, where blended learning has been implemented here. Participants in this study are PBI Batch 2019 students since

Batch 2019 has taken speaking classes to implement blended learning during the pandemic. The total number of Batch 2019 students is 133; I selected eight students from two different units in this study. According to Creswell (2014), 7 participants can represent data from the population. The result of this research will be analyzed using the thematic method.

B. Research Participants

In some studies, selecting research participants is very important because it will determine the valid results according to the research objectives. For the most basic level, I determine the population as the research target. I chose the 2019 PBI students in this study, with 133 students as the population. The next stage is the selection of participants from the entire population. To choose some of the individual studies approaches so that people or individuals might participate voluntarily, sampling was established.

Acccording to Klar and Leeper, (2019) purposive sampling is used in conducting various studies to obtain information from participants who focus on some specific criteria. The 8 participants were chosen according to the indications that I had determined. Eight students from two different units, each unit selected two males and females by fulfilling the requirements. Choosing two different genders in this study aims to get balanced research results represented by two genders at once. Therefore, this research chose eight students who were enrolled in speaking class and who experienced Blended Learning were invited to participate in this study.

جامعة الرانري
AR-RANIRY

Table 3. 1 Profile of Participants

NO.	Initial name of participants	Gender	Unit	Student's Code	Lectures Name
1.	AF	Male	01	S1	MN
2.	RY	Male	01	S2	MN
3.	BU	Female	01	S3	MN
4.	IM	Female	01	S4	MN
5.	HA	Male	02	S5	AN
6.	DS	Male	02	S6	AN
7.	PN	Female	02	S7	AN
8.	IY	Female	02	S8	AN

جامعة الرانري
AR-RANIRY

C. Data Collection

An interview is a structured conversation where one participant asks questions, and the other provides answers. A one-on-one conversation between an interviewer and an interviewee is generally called an interview. Also, I choose to conduct interviews to gather research findings. The semi-structured interview was utilized to crosscheck and support the data from the questionnaire. According to Adhabi and Anozie (2017), this type of interview contains a set outline of topics and questions, but the researcher is free to modify or remove the planned questions. The method depends on the respondents' responses to the topic or the researcher's questions. Despite having a series of leading questions, the researcher can expand on those questions based on the subject's reaction and ask deeper inquiries than initially planned.

In this research, I used in-depth interviews. According to Aicart et al. (2016), an in-depth interview is a qualitative data collection method that collects much information about the interviewee's behavior, attitudes, and perceptions. During in-depth interviews, researchers and participants can explore additional points and change the direction of the process when necessary. It is an independent research method that can adopt various strategies according to the research needs. In the interviews conducted for data collection for this study, I will ask ten questions to 8 participants selected according to the criteria I mentioned earlier. The process interview will take 30 minutes for each participant and use an audio recorder to collect the information as data that will be evaluated

by the researcher. There were some questions related to this research that the researcher asked the interviewees:

1. What do you know about blended learning?
2. How long have you been learning with blended learning? And are you still implementing blended learning?
3. Are you more interested in blended learning or face to face learning?
4. Did your speaking ability improve during the implementation of blended learning or was it the other way around?
5. Do you think blended learning is suitable for daily learning method?
6. Do you have any difficulties in implementing blended learning?
7. Do you have limited facilities during the implementation of blended learning?
8. Do you find it difficult to practice speaking in blended learning?
9. Do you have any difficulties in understanding the learning material?
10. Do you think blended learning is effective to be implemented?

D. Data Analysis

According to Saldana (2013), qualitative data analysis involves classifying and interpreting linguistic (or visual) material to conclude the implicit and explicit dimensions and organization of the material and what it presents. Meaning making can affect meaning that is subjective or social. In addition, qualitative data analysis can be used to observe and describe existing issues or to analyze the structure and workflow of practices and routines. According to Kemp (2018) descriptive analysis is used to define the type and degree of sensory characteristics

accurately. Qualitative data analysis links qualitative and quantitative approaches to the analysis of the material (overview, condensation, summary).

In this study, I will use thematic analysis to analyze the data. According to Cassol et al. (2018), thematic analysis strongly emphasizes searching for, analyzing, and deciphering meaningful patterns or themes in qualitative data. Most qualitative analytic approaches, such as grounded theory, discourse analysis, narrative analysis, and interpretive phenomenological analysis, can be described as theoretically informed methodologies or frameworks for research. In contrast, thematic analysis is often understood as a technique or method (they specify the guiding theory, appropriate research questions and data collection methods, and analysis procedures). This study used six steps in analyzing data as follows:

The first step was to make a transcript of the interview results by re-listening, writing and re-reading. Then, from the existing transcript, the researcher does codinv by separating the answers from the research question, in this case the researcher combines the same initial code from the interview transcript.

Furthermore, I re-read the transcripts that had been coded by determining several themes, such as challenges and strategies that were in accordance with the component theories to answer the research question. Researchers re-analyzed the themes that had been formed to get information from the interview results. Then the analysis process was completed, the analysis method was carried out by carefully examining each participant's response one at a time.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research findings and discussion about students' perception of blended learning implementation that affected students' speaking ability and obstacles faced during the implementation.

A. Findings

In this section, the result from the data have been collected. The interviews were conducted to find out student's perceptions of blended learning implementation on speaking ability and the obstacles faced by students that affected their speaking ability. The data was collected on April 13th - 26th, 2023. The participant of this study were eight students who still active in English Education Department batch 2019 at UIN Ar-raniry. Interviews were conducted using an in-depth interview method, and ten questions were asked of each participant.

I classified the finding into two parts to answer the research question: student's perception of blended learning on speaking ability and student's obstacles of blended learning implementation. In this section, I will give each student a code, such as S1 for AF and up to eight participants. Determining this code is a stage in the thematic analysis that I use in analyzing the data in this research.

1. Student's Perception of Blended Learning Implementation

Participants had different answers regarding their perceptions of blended learning on speaking ability. From the answers of all participants, I classified them into three points. First, blended learning is an innovative learning method. Second, blended learning is more effective in a significant comparison. Third, blended learning is not effective. The findings represent the first research question are divided into two parts. Two positive findings and two negative findings.

1.1. Positive Findings

1.1.1. Blended Learning Boosted Students Confidence

Based on the interviews I have conducted; it was found that three of the enrolled participants thought that blended learning is a combination of two learning methods; face-to-face and online learning which has boosted students' confidence in learning speaking. Through blended learning, students admitted that they became more confident in practicing English.

The social distancing obligation during the pandemic has retrieved learning access; some educational divisions are also looking for innovations so that teaching and learning activities are not retrieved and can be accessed easily and flexible while social distancing rules are still implemented. Through these learning methods and environments, students have the freedom to learn and get connected with their teachers anywhere they want (Singh & Thurman 2019). The role of blended in pandemic was really important in learning continuity.

جامعة الرانري
AR-RANIRY

S1 stated:

Practicing speaking through online classes is much easier for people who are not confident.

S6 stated:

I prefer online learning because I feel more confidence practicing the speaking virtually.

The two opinions above clearly show that they feel the role of blended learning is very helpful to improve their speaking ability because it can raise their confidence.

It is also strengthened by S8:

I feel insecure every time I made mistake because people would quickly notice my mistake.

The last statement refers to the positive impact of blended learning on students' speaking ability. Through blended learning, students feel more confidence in speaking English. Moreover, it is due to the avoidance of the fear that their mistakes will be easily noticed by others. While the application of blended learning by using two learning methods is able to strike a balancing act between the difficulty of understanding the learning provided that the class takes placed online can be overcome by the face to face, and the online section can provide students with the opportunity to be more engaged in practicing their speaking ability without feeling insecure or apprehensive if there are other people

who can easily detect the mistakes they made. Confidence and willingness to speak are the most important aspects of communication and speaking fluency (Cao & Wei 2019). This positive impact should be acknowledged that the blended learning is presenting the new way to overcome students lack confidence.

From student's statements above, I can summarize that many students felt blended learning much easier than full online learning. The low comprehend abilities during online learning can be fulfilled by face-to-face learning. During the online learning section students with low self-confidence feel blended learning boosted their confidence through practicing their speaking might be from anywhere that provided through online learning. The responses of the three students above confirm that implementing blended learning in their speaking class is much more helpful for their speaking development especially in their self-confidence due to the insecurity of practicing speaking directly.

1.1.2. Overcoming Boringness

Two participants I have interviewed stated that blended learning could overcome their boredom due to face-to-face learning or full online learning. Two learning methods in one implementation became something that was able to maintain students' excitement in learning activities without feeling dull.

S3 stated:

I like learning through blended learning. Face-to-face learning for a whole semester makes me bored.

S5 stated:

Face-to-face learning for a whole semester made me bored.

Blended learning is a new breakthrough that overcomes students' boredom if the learning takes place face to face in a full semester. With the existence of blended learning, students feel a variety in accessing learning, namely with face to face and online learning. students' interest in learning is also influenced by the methods implemented. The higher student's engagement in learning, the higher outcomes will be. This is also relevant in speaking class. By overcoming the boredom of a flat learning environment with one methodology, blended learning is boosting students' interest as mentioned in previous point.

1.2. Negative Findings

1.2.1. Online Session Matter

Three participants thought that blended learning is not suitable to be implemented, due to the many challenges and limited facilities they faced. The problem with blended learning is the online learning section, which often encounters obstacles.

S2 stated:

Blended learning is not suitable. There was also no big impact on my speaking progress. Speaking should be practiced directly, but half of the application is online. I can't participate in blended learning, especially if my connection or the lecturer is bad.

S4 stated:

Blended learning presents a lot of difficulties, especially in online section even until this day. We can normalize the implementation of blended learning it is right to be implemented because there is no other way to keep learning activities.

S7 stated:

Learning becomes more challenging if some lecturers have difficulty using devices for online learning sessions. I'm not even enthusiast about learning to speak anymore."

The interview results from the students revealed that the students experience obstacles and challenges, especially in online learning session. Those problems come from students' lack of motivation, poor internet connection, and even difficulties in using devices to access online learning. Obstacles caused students to be de-motivated or less interested in learning to speak since model of blended learning has the least effect on face-to-face education (Graham, Borup, Short, & Archambault, 2019). They also confirmed that their motivation for practical speaking is much worse than during full face-to-face learning.

1.2.2. Lower Learning Outcomes

Some students also indicated that the implementation of blended learning reduced students' motivation to develop their speaking ability. This was also evidenced by the declining academic performance during the blended implementation in speaking course.

S4 stated:

I felt that my engagement decreased during this blended learning implementation.

S8 stated:

Since the implementation of this blended learning, I have become lazier, and my academic performance has also dropped.

S2 stated:

My academic performance dropped during this blended learning especially in online session. Yet my speaking ability, is it clearly improved a little bit.

Some of the opinions above are very important points of reference for me to highlight in this study. The effectiveness of an implementation can be noticed by looking at students' GPA per semester during the implementation of blended learning. Students' disinterest in blended learning has an impact on their performance. This factor was also well recognized by some students who felt that they lost their motivation to learn during the implementation of blended learning, especially in improving their speaking ability which was very low.

In the implementation of blended learning, students and lecturers have equally important roles. However, the limited preparation in blended learning makes students not enthusiastic in following it. Heilporn et. al, (2022) found in their research, that what affects student engagement is systematic in blended

learning and the role of teachers who are able to run the class well. The lack of these two elements will be reflected in the students' learning outcomes.

2. Obstacle of Blended Learning Implementation Faced by Students

The results of interviews with several participants inquiring about the difficulties and limitations students face in their speaking ability while implementing blended learning during the covid-19 pandemic showed some main challenges. They determined four main points as obstacles to blended learning implementation, especially in speaking classes that affect students' speaking skills. These challenges are a poor internet connection, infrequent use of devices, low comprehension skills during online classes, and low learning motivation.

2.1. Internet Connection Issue

Some students have difficulty getting a good network set up due to the dispersion of many students in different locations with different internet connection standards in each location. Due to poor internet conditions, it may be hard for them to talk during online lessons. Here are some of the perceptions they have stated regarding these obstacles.

S1 stated:

A poor internet connection is one of the most common problems I encounter when using blended learning.

S4 stated:

If it weren't for the bad connection problem, blended learning would be perfect to be implemented.

S5 stated:

I had to go somewhere else to get a good internet connection.

S7 stated:

If the internet is terrible, there is no Wi-Fi at home, so I must go to a coffee shop to follow the class.

S8 stated:

The problem was the poor network, so I looked for a place with a better network.

From the answers given above, students better have reliable internet access to support their online classes and their speaking ability. Thus, this will be one of the things that will make it easier for students to speak or listen to each other's speaking when the distance learning process is going on. A good internet connection greatly impacts the effectiveness of learning, but it often causes problems and difficulties for students. If they look for other places or solutions to get a good connection, they find other challenges, such as paying more for drinks at certain coffee shops. However, it turns out that there are also other problems caused by attending classes at coffee shops; students even find it difficult to focus due to the crowd and noise of the place, which is a public space.

2.2. Unfamiliar Use of Devices

Some students initially find it difficult to use online learning facilities or devices because they feel unfamiliar. Consequently, they must look up ways or watch some videos to learn how to access online classes.

S1 stated:

> When I first joined online classes, there were problems. For example, the lecturer's voice was very low, and I couldn't submit the assignment.

S2 stated:

> The problem was when I first started to join online classes, I didn't understand how to turn off the microphone on the device.

S3 stated:

> Lecturers who don't understand the use of devices, it causes the student also difficulty comprehending the lesson. Also the sound quality sometimes is so bad.

The sound quality in online classes is very important on online class. If the quality is poor, the learning content will be difficult for students to understand, but the case of poor sound quality is also often found. The operation of this device

should no longer be a problem, and there should be a briefing given by the education division to the teachers before implementing this blended learning.

S7 stated:

> At first, I didn't understand how to operate the device to join this online class, but as time went by, I understood.

The sound quality in online classes plays an important role in online learning. If the sound quality is poor, then the learning content will be difficult for students to understand, but the case of poor sound quality is also often found. The inability to use the device to access the online class is quite annoying at the beginning of implementing blended learning. As time passes, students admit that they get used to it. This is enough to be a matter that must be considered in implementing blended learning; it may be better for the educational division to give some guidance for lecturers and students before deciding to implement blended learning.

2.3. Low Comprehension Ability

The low comprehension ability of students when taking online classes is also one of the most common challenges encountered in implementing blended learning. Some students admitted it was difficult to understand the teaching materials when taking blended learning. Many of these students also thought blended learning was difficult to develop their speaking skills.

S4 stated:

I have difficulty understanding the online part.

S6 stated:

I still can't understand face-to-face classes, let alone blended learning. Speaking classes are even more difficult. It doesn't improve because the encouragement for speaking in English is slower.

S7 stated:

I find it more difficult to understand, and it's difficult to get opportunities to speak in English.

S8 stated:

I find it hard to understand blended learning. I admit that my ability to understand is low. Blended learning slows me down in improving my speaking.

From some of the statements above, students find it difficult to understand and cannot exercise their speaking skills during the blended learning class. The problem is mostly because blended learning is not so firmly implemented. Students' learning motivation should be increased to improve the perfect outcome, however, the low learning motivation during the implementation of blended learning also affects the lower learning outcome.

2.4. Low Learning Motivation

In addition to the low comprehension ability of students, some students also felt that their motivation decreased when implementing this blended learning. Students feel that face-to-face learning stimulates their enthusiasm to learn.

S2 stated:

> During blended learning, I don't feel enthusiastic about learning. Sometimes if I don't understand, I am not ambitious to ask the lecturer to understand better.

S3 stated:

> I don't even understand what the lecturer is saying at all.

S7 stated:

> I realize that my speaking is not good, I must practice it myself, not waiting for the lecture.

Three participants stated that the motivation to learn did decrease during the implementation of blended learning. However, the motivation they get should be their responsibility. Lecturers can handle the smooth running of blended learning, but students' learning motivation should be the one to manage it.

B. Discussion

Students' perceptions about the implementation of blended learning on their speaking skills in this study are expected to be an evaluation material for

teachers and education staff in the implementation of blended learning. The findings in this research are divided into two parts, in accordance with the two research questions, which are students' perceptions of blended learning and the obstacles faced by students in the implementation of blended learning.

The first finding in this study is to answer the first research question which is about students' perceptions on the implementation of blended learning in their speaking ability. Almost all students defined blended learning as a combination of face to face and online learning, which is similar to the definition of blended learning in term of literature. Eight students interviewed had sufficient knowledge about the application of blended learning and how its implemented.

Students' knowledge of the definition of blended learning proves that the application of blended learning is quite familiar to them. Therefore, I found three most common points in their answers. The eight students I interviewed had three different thoughts on the effectiveness of blended learning in their speaking ability. The three points are elaborated below.

The first perspective from students that I can highlight in the implementation of blended learning on their speaking ability is that blended learning It can boost their speaking confidence, especially for students who feel insecure when it comes to in-person interactions. This point is similar to the findings of Yilmaz and Malone (2020) research, which explains that blended learning brings many positive impacts on learning activities. I also found that students have a specific factor why blended learning is declared as a good method

by them. The factor is the insecurity that students feel when speaking in English, where for the speaking class they are required to practice their speaking ability directly.

Students' lack of confidence makes it difficult for them to express themselves and impede the progression of their speaking skills. It is also proven in the research Nadila et, al. (2020), students with low self-confidence inhibit the development of speaking. Therefore, some students thought that if they were given the option to enroll in a blended learning class, where they had the opportunity to speak virtually in the online learning section of the blended learning, they would be more confident than speaking in face-to-face.

Another reason that blended learning is an innovative and better way for developing students' speaking ability, is that blended learning has two learning methods where the face-to-face section makes students able to understand the learning properly, while the online learning section provides an opportunity to speak more confidently for those who have low confidence. The online section in blended learning also includes students being assigned to make a video of them speaking in English on a specific theme to measure their speaking ability. While it is also stated by Sarosdy (2006) that one of the advantages of assigned student to recording their speaking performance can be used as feedback or self-evaluation. In summation, the combination in blended learning especially in speaking ability is great to overcome students who have low self-confidence.

The second point highlighted from the interview results in this study is the application of blended learning. Fundamentally, the concept of blended learning is a combination of two learning methods, face to face and online learning. The implementation is balanced, with equal amounts of face to face and online learning. If examined more thoroughly, blended learning has four main models but, in this study, it will only focus on students' perceptions. One related study state there are four main models of blended learning (Christensen, Staker, & Horn, 2013). Full face to face learning makes students feel bored in learning so that blended learning can overcome boredom by combining two learning methods. This also has an impact on student enthusiasm in learning so that it can help improve learning outcomes.

In contradiction to the two statements, I highlighted above. This third point was also the most common perception I got from the students I interviewed. There are several factors that are quite strong as reasons why this app is not effective for them. Limited facilities such as a good connection, lack of motivation to learn, and so on are the most common factors that make students think that their speaking skills are not evolving at all. In the other hand, Tupas (2020) stated that blended learning increases students' interest in speaking with the freedom to explore and stimulate students' curiosity through self-learning opportunities.

Student engagement in the implementation of blended learning was frequently found. Students stated that the limited facilities and unpreparedness in the implementation of blended learning triggered low student motivation, which

also had an impact on student engagement and learning outcomes. Reflected to Heilporn et. al, (2022), found that blended learning is determined by the system and in its implementation so that the results can be seen from student performance. In that study, he found that students got higher performance when blended learning was implemented with full preparation. In contrast, in this study, it was found that students with lower learning achievement were affected by low engagement and motivation. Which is certainly can be concluded that the blended learning implementation that was implemented in this particular institution was not implemented with full preparation.

Limited facilities are also a common issue in the study of student obstacles in blended and online learning. the ineffectiveness of blended learning is evidenced by the low interest of students to learn speaking or engage in speaking classes. This is also reflected in Husna's study (2022), which found several aspects that become challenges in the implementation of blended learning especially in the English Education Department of UIN Ar-raniry.

The second research question is about the challenges students might face while implementing blended learning. From the interviews with eight undergraduate students, I summarized four obstacles' students most often go through in implementing blended learning.

The first challenges in implementing blended learning are issues related to the virtual experience, such as problems in operating applications and limited internet data. From students' statements, students felt that the ability to operate

learning applications was needed to support speaking class learning well. Other factors, such as limited internet data, also support students' challenges. The limitation of internet data greatly affects their connection in learning in online speaking classes. This is because the internet is one of the important things that can affect students' speaking ability in distance learning.

This study found the same results as the research conducted by Syafrayani (2021) distractions, information overload, technology, and the internet, as well as little engagement and inadequate support, are hurdles that often prevent students from succeeding in online learning. The unfamiliar use of devices causes a problem for students in accessing the online section in blended learning. so that the infrequent use makes students get some effects that hamper student learning activities. Specifically, students or lecturers who are not accustomed to operating their devices are often found to forget to disable the microphone on their respective devices, so the compromised sound quality from the main speaker during class can make the lesson difficult to comprehend properly.

The results of this study are almost identical to the results of Henderikx (2018), who investigated student satisfaction with the online learning section in blended learning. found that most students complained about the poor sound quality which was also caused by the lack of introduction to the use of devices to access online learning. However, the differential was that the study also examined student learning outcomes from the implementation of blended learning. While in this study, I examined the challenges faced by students.

The third challenge students face when implementing blended learning is low comprehension ability. Students admit that implementing blended learning affects their understanding of the learning. Many admit that it is not easy to understand the material during blended learning, while face-to-face learning is much easier for students to ask what they do not understand. The different comprehension ability of each student becomes a challenge that is very often encountered.

This challenge affects student outcomes in learning, so low comprehension skills lead to lower outcomes especially in speaking ability. The ease of understanding learning in the classroom becomes the main factor, so a particular learning implementation must be evaluated to see its efficiency. Blended learning implementation is appropriate if the educational division is able to facilitate the implementation from system to curriculum. This finding is similar to Barnard's research (2017), in his journal The integration of blended learning into an occupational therapy curriculum: a qualitative reflection. Finding the result if the implementation of blended learning decreases students' comprehension ability, but his study examines the impact of low comprehension on medical students which has a difference with the study I conducted which focused on the implementation of blended learning in students' speaking ability.

Learning motivation plays an important role in learning activities. However, many students argue that the implementation of blended learning makes their learning motivation decrease. This is influenced by the many distractions faced during blended learning. Some stated that blended learning will be

interesting if it is implemented with good preparation. In accordance with the research of Bates et. al, (2017) following students' participation in online activities, providing feedback to them, and keeping their interest and motivation levels high is another task of the teachers. Students' motivation greatly affects the outcome of the learning conducted, especially in speaking. This study proves that previous research has proven that students' interest in learning is influenced by the readiness in the implementation of blended learning.

Students acknowledged that they had altered their perspective from the past to increase their motivation for speaking in online classrooms. One of the students realized that he had sought to counsel and advise himself. A study by Lazim, (2020) titled "An Analysis of Students' Difficulties in Speaking Through Online Learning During Covid-19 Pandemic" confirmed the researcher's findings that one of the challenges for students in online learning is a lack of motivation. The study also revealed that the students experience boredom while learning online. According to the study's findings, most students acknowledged having self-confidence issues, even though having a high level of self-confidence will enable students to give their best performance in front of audiences and successfully convey a literary piece's message.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions. The conclusion explains the summary of data analysis and discussion. Furthermore, the suggestion presents the benefits of this study that are useful for future studies in the same field by other researchers.

A. Conclusion

Blended learning is a combination of two learning methods, face-to-face and online learning. This learning method provides online or other digital media content and face-to-face learning. Online learning engagement is more following the new generation of students, who are known to be highly engaged with technology. This method is implemented because this type of digitalization of educational activities with easier access has several advantages. This research examines the obstacles faced by PBI's students at UIN Ar-raniry batch 2019 in taking speaking classes through blended learning implementation.

This study reveals that students in the English education program at UIN Ar-raniry who have participated in blended learning feel the impact on their speaking skills. Students admit that their use of English is less frequent than face-to-face learning, where English is only when the assignment is given, and it obliges them to use English. The findings also examine that students experience obstacles in various learning aspects, including connection problems (lack of network, limited internet data), infrequent use of devices resulting in difficulties

in operating the device to access online classes (difficulty hearing the sound, problems in operating the application), low ability to comprehend learning, and lack of motivation to learn due to the lack of online learning.

During distance learning, students use a variety of strategies to get through obstacles in speaking class. Based on participants' responses to the research question, it was discovered that connectivity issues during distance learning significantly negatively impact student speaking performance. This implementation is quite challenging for some students who do not have a good internet connection to access online classes due to the limited facilities. Nevertheless, the influence of a good internet connection enhances the learning process and overcomes student obstacles in accessing online classes.

Students also felt that their learning motivation decreased greatly when implementing blended learning. Maintaining learning motivation is a problem almost every student faces while implementing blended learning. Almost all students argue that learning motivation is much more engaged during face-to-face learning only. Still, it becomes unbalanced if they are only enthusiastic when attending face-to-face classes.

B. Suggestion

According to the research, speaking skills among students, particularly those majoring in English education at UIN Ar-raniry Banda Aceh, are affected by the difficulties encountered when executing speaking skills through covid19

distance learning. As a result, the researcher offers the following advice to students, professors, university stakeholders, and aspiring researchers:

1. Teacher

I strongly encourage teachers, especially those in the English education program at UIN Ar-raniry, to consider how important it is for students nowadays to face difficulties in implementing online learning and give them access to a wider range of knowledge and thinking. To enhance students' speaking ability, I hope teachers can develop better concepts in learning speaking in the classroom.

2. Student

This research is expected to give students more knowledge and inspire them to rise to the obstacles they have encountered while learning online to reap the rewards. Researchers advise students to take advantage of extra learning opportunities like watching videos and listening to podcasts to improve their speaking during online lectures. This can also assist students in developing their hard and soft skills to increase their competence.

3. Institution

I encourage schools to inform students about their difficulties speaking in online lectures. Researchers also anticipate that universities would improve at offering the facilities required by students, such as more internet data support, to decrease the occurrence of difficulties with distant learning.

4. Further Researcher

This study discusses a limited number of topics, and its main objective is to determine how students' speaking abilities are impacted by the difficulties they encounter while learning online. Further studies should broaden their emphasis or switch to other factors connected to student demands. Research might also focus on certain difficulties to obtain more verifiable responses from the participants. Finally, research into the benefits and drawbacks of challenges is also possible because it will help teachers and institutes develop and enhance their future programs.

REFERENCES

Alavi, S. T., & Sadeghi, K. (2017). Development of fluency, accuracy, and complexity in productive skills of EFL learners across gender and proficiency: A chaos complexity approach. Teaching English as a Second Language (Formerly Journal of Teaching Language Skills), 35(4), 1-35.

Alizadeh, M. (2016). The impact of motivation on English language learning. International Journal of Research in English Education, 1(1), 11-15.

Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. Acme International Journal of Multidisciplinary Research, 2(4), 9-13.

Bates, J. E., Almekdash, H., & Gilchrest-Dunnam, M. J. (2017). The flipped classroom: A brief, brief history. The flipped college classroom: Conceptualized and re-conceptualized, 3-10.

Barnard-Ashton, P., Rothberg, A., & McInerney, P. (2017). The integration of blended learning into an occupational therapy curriculum: a qualitative reflection. BMC medical education, 17(1), 1-13.

Budiawan, R. Y. S. (2020). Improving the Students' Self-Confidence and Speaking Ability in the BIPA Class of Universitas PGRI Semarang through Video-Making Projects. Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia, 2(2), 44-53.

BURSA, S. (2023). The View of Prospecting Social Studies Teachers on Blnede Learning. Turkish Online Journal of Distance Education, 24(1), 185-199.

Cao, Y. K., & Wei, W. (2019). An investigation of Willingness to Communicate from an English as an International Language (EIL) perspective: the case Macau.

Cassol, H., Pétré, B., Degrange, S., Martial, C., Charland-Verville, V., Lallier, F., ... & Laureys, S. (2018). Qualitative thematic analysis of the phenomenology of near-death experiences. PloS one, 13(2), e0193001.

Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. The Modern Language Journal, 100(S1), 19-47.

Dwiyogo, W. D. (2018). Pembelajaran berbasis blended learning. Depok: Rajawali Pers, 1-12.

Dziuban, C. D., Picciano, A. G., Graham, C. R., & Moskal, P. D. (2016). Conducting research in online and blended learning environments. New Pedagogical Frontiers.

Erdoğan, E. (2018). Sosyal bilgiler öğretiminde ters yüz edilmiş sınıf modelinin kullanımı. Theuse of flippedclassroom model in socialstudiesteaching.(Doktora Tezi) Gazi Üniversitesi, Ankara.

Glažar, V. (2015). Challenges of Blended Learning. Machines. Technologies. Materials., 9(10), 13-16.

Graham, C. R. Graham, CR (2013). Emerging practice and research in blended learning. In MG Moore (Ed.), Handbook of distance education (pp. 333–350). New York, NY: Routledge.

Gurler, I. (2015). Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students. Curr Res Soc Sci, 1(2), 14-19.

Heilporn, G., Lakhal, S., & Bélisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. International Journal of Educational Technology in Higher Education, 18, 1-25.

Hu, X., & McGeown, S. (2020). Exploring the relationship between foreign language motivation and achievement among primary school students learning English in China. System, 89, 102199.

Husnawadi, H., & Sugianto, N. (2018). Facebook: An effective WEB 2.0 technology for blended EFL classrooms in Indonesia. EDULANGUE, 1(1), 67-86.

Ibrahim, A. H., & Yusoff, Z. S. (2012). Teaching public speaking in a blended learning environment. International Journal of Social Science and Humanity, 2(6), 573.

Komara, C., & Tiarsiwi, F. (2021). Exploring Indonesian EFL Learners' Perception of English Learning Grammar. Journal of English Language Teaching and Linguistics, 6(2), 459-470.

Lake, C., & Ross, S. M. (2015). World Journal on Educational Technology. World, 7(1), 42-62.

Laufer, B., & Aviad–Levitzky, T. A. M. I. (2017). What type of vocabulary knowledge predicts reading comprehension: Word meaning recall or word meaning recognition? The Modern Language Journal, 101(4), 729-741.

Lo Iacono, V., Symonds, P., & Brown, D. H. (2016). Skype as a tool for qualitative research interviews. Sociological research online, 21(2), 103-117.

Mars, L., Arroyo, R., & Ruiz, T. (2016). Qualitative research in travel behavior studies. Transportation research procedia, 18, 434-445.

Mustikawati, A. (2013). The effectiveness of using video in teaching speaking for the eighth-grade students of SMPN 1 Manisrenggo. Unpublished thesis. English Education Department Faculty of Languages and Arts Yogyakarta State University.

Nadila, U. (2021). Self Confidence Factors of Students in Speaking English in BanjarmasinN (Doctoral dissertation, Universitas Islam Kalimantan MAB).

Ni'mawati, N. M., Handayani, F., & Hasanah, A. (2020). Model pengelolaan pendidikan karakter di sekolah pada masa pandemi. Fastabiq: Jurnal Studi Islam, 1(2), 145-156.

Nurviyani, V., & Rahayu, A. S. (2018). A Study of Students'S Speaking Skill Through Vlog. Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching), 6(2).

Pardede, P. (2012). Blended Learning for ELT. Online Submission, 2(3), 165-178.

Purnomo, A. W. (2019). Using blended learning to promote students' speaking skill (Doctoral dissertation, UIN Mataram).

Rahman, N. A., Arifin, N., Manaf, M., Ahmad, M., Zin, N. M., & Jamaludin, M. (2020, March). Students' perception in blended learning among science and technology cluster students. In Journal of Physics: Conference Series (Vol. 1496, No. 1, p. 012012). IOP Publishing.

Yusny, R., Rizki, F., Trisnawati, I. K., & Mulia, M. (2021). Offline or online? EFL students' perceptions on working in face-to-face and virtual learning modes. Englisia: Journal of Language, Education, and Humanities, 9(1), 113-128.

Akmal, S., Muluk, S., & Azmi, K. (2022). Students' Perception on the Use of Video Conferencing Software for Learning during the COVID-19 Pandemic. Jurnal Ilmiah Didaktika, 23(1), 15-26.

Saldaña, J. (2021). The coding manual for qualitative researchers. The coding manual for qualitative researchers, 1-440.

Sari, P. (2017). Using vlog in the youtube channel as a means to improve students' motivation and confidence to speak english in intermediate 1 level of LB-LIA Jambi. International Journal of Language Teaching and Education, 1(1), 38-44.

Sárosdy, J., Bencze, T. F., Poór, Z., & Vadnay, M. (2006). Applied linguistics I. Greece: Judit Sárosdy and Tamás Farczádi Bencze.

Setiawan, A. R. (2020). Scientific literacy worksheets for distance learning in the topic of Coronavirus 2019 (COVID-19). EdArXiv. DOI: https://doi. org/10.35542/osf. io/swjmk.

Shakeel, S. I., Al Mamun, M. A., & Haolader, M. F. A. (2023). Instructional design with ADDIE and rapid prototyping for blended learning: validation and its acceptance in the context of TVET Bangladesh. Education and Information Technologies, 28(6), 7601-7630.

Shakeel, S. I., Al Mamun, M. A., & Haolader, M. F. A. (2023). Instructional design with ADDIE and rapid prototyping for blended learning: validation and its acceptance in the context of TVET Bangladesh. Education and Information Technologies, 28(6), 7601-7630.

Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). American Journal of Distance Education, 33(4), 289-306.

Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., & Shah, J. M. (2020). Impact of E-learning during COVID-19 pandemic among nursing students and teachers of Nepal. International Journal of Science and Healthcare Research, 5(3), 68-76.

Surahman, E. (2020, October). Student Satisfaction toward Quality of Online Learning in Indonesian Higher Education During the Covid-19 Pandemic. In 2020 6th International Conference on Education and Technology (ICET) (pp. 120-125). IEEE.

Sutriani, S. (2021). An Analysis of Students' Speaking Anxiety in English Classroom between male and female at the Second-Year students MTsN Parepare (Doctoral dissertation, IAIN Parepare).

Tupas, F. P., & Linas-Laguda, M. (2020). Blended Learning–An Approach in Philippine Basic Education Curriculum in New Normal: A Review of. Universal Journal of Educational Research, 8(11), 5505-5512.

Ülker, D., & Yılmaz, Y. (2016). Learning Management Systems and Comparison of Open-Source Learning Management Systems and Proprietary Learning Management Systems. Journal of Systems Integration (1804-2724), 7(2).

APPENDICES

Appendix A : Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 6443/Un.08/FTK/KP.07.6/06/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11801/Un.08/FTK/KP.07.6/9/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **06 Juli 2022**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-11801/Un.08/FTK/KP.07.6/9/2022** tanggal **6 September 2022**

KEDUA : Menunjuk Saudara:
1. Dr. phil Saiful Akmal, M.A. — Sebagai Pembimbing Pertama
2. Mulia, M.Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ismaya Diana**
NIM	:	**180203219**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Student's Perception of The Implementation of Blended Learning on Student's Speaking Ability**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 Juni 2023

Dekan,

Safwan Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip*

Appendix B : Permission Letter

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7331/Un.08/FTK.1/TL.00/07/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Ismaya diana / 180203219**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lampeudaya, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Student's Perception of The Implementation of Blended Learning on Student's Speaking Ability***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 12 Juli 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 12 Agustus 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C : Instrument of Interview

Interview Question List

The following questions were asked to get answers to the two research questions in this research. The questions are as follows:

11. What do you know about blended learning?
12. How long have you been learning with blended learning? And are you still implementing blended learning?
13. Are you more interested in blended learning or face to face learning?
14. Did your speaking ability improve during the implementation of blended learning or was it the other way around?
15. Do you think blended learning is suitable for daily learning method?
16. Do you have any difficulties in implementing blended learning?
17. Do you have limited facilities during the implementation of blended learning?
18. Do you find it difficult to practice speaking in blended learning?
19. Do you have any difficulties in understanding the learning material?
20. Do you think blended learning is effective to be implemented?

جامعة الرانري
AR-RANIRY