THE USE OF BLENDED LEARNING USING GOOGLE CLASSROOM TO IMPROVE SPEAKING ABILITY OF SECOND GRADERS IN MTS HASYIM ASYARI KOTA BATU

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ABSTRACT

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In this study, the researcher discovered that the English teacher in class VIII A of Mts Hasyim Asyari Kota Batu used the traditional method in teaching speaking activity. It made students have a low interest in speaking activities because they faced difficulties and hadn't other examples of speaking in English. The teachers used e-learning already available in school while given the assignment. The teachers discovered some errors in their speaking, such as vocabulary, fluency, pronunciation, accuracy, and intonation. Furthermore, based on observations and interviews with students, most students have difficulty speaking in English. In addition, most of the students of VIII A did not reach the Minimum Learning Mastery (KKM) in speaking English. The KKM is 75, and the average of most students' scores in VIII A of Mts Hasyim Asyari Kota Batu in the second year, 2021/2022, was less than 75.

Based on the obstacles above, the researcher proposed using blended learning as a teaching and learning method, with Google Classroom as the platform, to improve students' speaking abilities. In this study, the researcher used Classroom Action Research. The subject of this study was class VIII A, consisting of 31 students (17 girls and 14 boys). The study aims to improve students' speaking ability when blended learning is applied using the Google Classroom of VIII A at MTs Hasyim Asyari Kota Batu. The researcher used the quantitative data from the test to determine the improvement in students' speaking ability.

The result of the research showed that blended learning using google classroom could improve students speaking abilities of second graders of Mts Hasyim Asyari Kota Batu. The result of the mean score in the speaking test has increased from 59,55 to 78,42. In the preliminary study, 19 of 31 students failed to reach KKM. After the implementation, the students who passed the KKM were 28 students or 80% of the class percentage, and three students passed the KKM with a score of 75. It means that the mean score improved by 51%. It also indicated that the success criteria had complied in one cycle. The researcher highlighted indicators of success in this method during the teaching and learning process, 75%, because Mts Hasyim Asyari Kota Batu required their students to get at least 75 to pass the grade. The results above show a significant increase in students' speaking ability after participating in blended learning through google classroom.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, and definitions of key terms.

1.1 Background of The Study

Language has an important role in communication. People produce a language to communicate and exchange ideas with others about what they feel, what they think, and what they understand around them. Speaking and writing are two types of communication popular to use. However, speaking is a widely used communication tool because it allows us to express opinions, ask questions, and convey information. According to (Ginaya. G, 2018), speaking is a universal language daily. Nunan in (Rahmaniar, 2010) states that speaking is a tool for communication with others, or speaking is a way to bring a message from one person to another and interact with them.

Nowadays, speaking English has become a habit that teenagers must apply. Speaking English is widely used in their daily lives through slang words. With this high percentage, it turns out that many of them are found to have still difficulty speaking English as a second language.

According to (Ahmed, 2014), mastering speaking skills is the most crucial aspect of learning a second language, and success is measured by having conversations in that language. To master the skills, they must be practiced continuously and integrated into daily activities. A person's speaking ability

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evaluate during face-to-face interactions, in real-time, between the interlocutor and candidate.

In the education field, teachers evaluate students' speaking ability to determine the quality of their speaking by communicating with them or listening to what they are saying. Students must know, pay attention, and master the aspects of speaking for their speech to be accepted. According to (Isda, 2021), grammar, pronunciation, fluency, and content are just a few aspects of speaking that can be rated. Teaching speaking is an important part of learning English because it is the first assessment for students and becomes the target determining their success in speaking English. Speaking is a challenging subject in learning English. Students found it difficult to master speaking skills due to the numerous obstacles. As a result, students are hesitant to speak English (Ardiansyah, 2020). According to (Ur, 1996), Four issues come up in the speaking class, such as:

1. Inhibition: Fear of making mistakes, being criticized, losing face, or being embarrassed by the attention drawn to their speech.

2. Having nothing to say and can't think of anything to say.

3. Due to the tendency of some learners to dominate, others speak very little or not at all, resulting in low or unequal participation.

4. Students prefer to use their mother language rather than the target language while speaking in the classroom.

Related to the above statement, the teacher must create a pleasant situation filled with people who communicate in the language and use attractive learning methods.

Attractive learning methods are currently the center of attention in English learning as they can motivate students to participate in speaking. Teachers must have a variety of learning methods to teach speaking in the educational field. Direktorat Jenderal Pendidikan Tinggi (Submit KPS, 2008:26) states that the classroom teaching and learning process must be modified utilizing various models such as SCL (Student-Centered Learning), namely: small group discussions, role-playing, simulations, case studies, discovery learning, cooperative learning, and so on. Regarding speaking ability, students learn best when they have an attractive model in the teaching and learning process (Maryam, 2020).

Language learning using technology is becoming commonplace and plays a critical part in education. Robinson and Hullinger in Chen, Lamber & Guidry (2010) found that asynchronous instructional technology gives students plenty of time to develop critical and reflective thinking, simulating higher-order thinking such as analysis, synthesis, assessment, and applying knowledge. It can arouse the student's interest in learning activities while also helping them improve their language skills.

Most students and teachers prefer incorporating online learning into every lesson, especially while teaching a second language. Through online learning, teachers and students have a simple teaching method separated by space/time. Students and teachers can more easily express their opinions, actively participate in learning activities, and create a pleasant learning environment.

Nevertheless, students and teachers should be aware of the advantages and disadvantages of online learning. Online learning or e-learning should not be seen as a substitute for the enormous value of face-to-face educational experiences (Garrison, 2017). He stated that combining online and face-to-face teaching and learning processes would result in continuous and rigorous teaching.

However, despite the convenience, not many students are interested in participating in those learning activities due to barriers in the communication tools or signals in some areas that will affect the decline in students' grades and language skills. As a result, the blended learning method, which aims to assist teachers and students in learning activities, is provided.

According to (Zilka, 2019), many English teachers feel more comfortable accessing the internet as online learning using blended learning. It means that blended learning makes it more appealing for online and traditional learning methods to produce optimal learning processes and conditions. As a result, the researcher intends to incorporate blended learning into the English learning process to improve students' speaking skills and encourage students to speak fluently.

Blended learning is the combination of traditional face-to-face instruction and online instruction. It is generally a combination of face-to-face and online learning (Garrison, 2017). This learning method entails providing material via the platform used; half of the teaching and learning process had accomplished through online learning; students have the opportunity and time to understand the topics provided and group discussions to exchange ideas/opinions based on the issues provided. According to (Ginaya. G, 2018), research on applying the blended learning method can help third-semester students at SMK increase their oral and written communication skills. (Delialioglu, 2011) reports that blended learning helps students become more active and spend more time on academic activities placed in a blended learning environment.

As we know, blended learning is a new method combining two learning techniques. In this case, researchers and teachers compete to select the best platform so that the learning process can run optimally. According to (Hakim, 2016), several applications, such as Google Classroom, Schoology, and Edmodo, have been implemented to support internet-based learning.

The researcher chose Google Classroom as the online platform to help students improve their speaking skills in blended learning. Easy to use, multimedia support, content sharing, simple input, paperless forms, and connectivity with other Google products are just a few of the capabilities that let students and teachers collaborate digitally (Keeler, 2014).

Google Classroom is an online platform used in blended learning and can help students communicate and collaborate with others, provide instant teacher feedback, and offer personalized learning arrangements (Pappas, 2015). (Iftakhar, 2016) Teachers and students consider classrooms very effective in supporting integrated learning and collaborative work. Another study (Pradana, 2017) also found that classes are beneficial in improving student learning outcomes.

1.2 Research Problems

Referring to focus on the topic and knowing the benefit of blended learning and google classroom, the research problem that will identify is how can blended learning using Google Classroom improve the students' ability of VIII A second graders in English speaking?

1.3 The objective of The Study

Based on the problems identified above, this research has the following objectives: Improve students' speaking ability when blended learning is applied using the Google Classroom of VIII A second graders at MTs Hasyim Asyari Kota Batu.

1.4 Significance of The Study

The researcher hopes this study will make a significant theoretical and practical contribution to the quality of English learning. This study includes four contributions, as follows:

1. Students

   It's intended that students develop their speaking ability through effective learning methods, supposed to achieve confidence and motivation in speaking English to become more proficient and enthusiastic in learning.

2. Teachers

   Teachers can use it as a reference to get better learning results and develop a more effective learning method.

3. School

   Improve students' learning processes and language skills by providing an improved understanding of technology-based learning.

4. Researcher

   It can inspire other researchers to improve the quality of the learning methods or techniques used or assist students in improving their speaking skills during the learning process.

1.5 Scope and Limitation of The Study

The scope of this study is to improve students' ability who engage in blended learning using Google Classroom. This research shows that providing blended learning via Google Classroom could even enhance teaching's awareness of technology-based learning, which aims to improve communication between students and teachers and improve students' speaking abilities. The study's limitation is that researchers should make teaching and learn more

communicative, interactive, contextual, and practical in a blended learning context. Google Classroom had chosen as the online platform for this study.

1.6 Definitions of Key Terms

The definitions of key terms in this study will present to analyze the research questions, such as:

1. Speaking Ability

   The teacher can directly assess students' speaking ability in the classroom by communicating or listening to what they are saying. Face-to-face, real-time interaction between interlocutors can evaluate a person's speaking ability. The rating scale considers the kinds of factors to speaking, including grammar, pronunciation, fluency, and content.

2. Blended Learning

   A combination of traditional face-to-face and online learning that can help students or teachers to take an active role in the learning activities creates interactive and communicative learning. It improves their ability to communicate in English.

3. Google Classroom

   Platforms emphasizing ease of use on file sharing, file creation, and paperless assignment collection are gaining traction in education. Google Classroom is part of the G-Suite for Education category and includes several Google applications such as Gmail, Drive, Docs, Sheets, Slides, YouTube, and Calendar. Google Classroom is a flexible online platform with features that can assist teachers or students in using it.

CHAPTER V
CONCLUSSION AND SUGGESTION

This chapter contains conclusions from the research and suggestions for implementing blended learning using google classroom teaching.

5.1 Conclusion

In this study, researchers used a methodology known as Classroom Action Research to help students improve their speaking skills. The results showed a significant improvement in the students' speaking ability after participating in blended learning. The average value of student achievement in the post-test is significantly greater than in the pre-test. After going through this learning, the students' pre-test scores from 63 increased to post-test scores with an average of 89.7. Therefore, it can conclude that the average value of student learning outcomes in English using the Blended Learning platform through Google Classroom is higher than before, and the blended learning program is successful.

5.2 Suggestion

Hopefully, this study can benefit teachers. A further researcher would like to suggest that teachers pay more attention to students' speaking skills to get better results in English because speaking has a crucial role in learning English. Therefore, teachers can try different learning methods than before by utilizing existing technology in the learning process and other development models when learning speaking skills.

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