THE INFLUENCE OF BLENDED LEARNING ON STUDENTS LEARNING OUTCOMES IN ENGLISH SPEAKING SKILL GREETINGS MATERIAL

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Abstract : This research aims at the influence is being found in blended learning method towards students learning outcomes. This research utilized a quasi-experimental research with experimental group and control group. This research was conducted to the seventh grade students of SMP Negeri 1 Tomohon in the academic 2020-2021. The subjects of this study are 40 students. For the experimental group there are 20 students and in the control group there are 20 students. The data were collected through test given to the both groups. Blended learning can be used to develop students' learning outcomes in English speaking skill greeting material. It can be seen from the students' score of experimental group is higher than control group. The mean score of the experimental group is 85, 15 and the mean score of the control group is 45, 35. It can be concluded that blended learning method have a significant impact on students' learning outcomes in English speaking skill greeting material.

INTRODUCTION

In both formal and non-formal education, education is a learning process for each individual to attain increased knowledge and comprehension (Maru, Nur & Lengkoan, 2020). Formal education is education received in schools that is obtained on a regular, systematic, stage-by-stage basis and under clearly defined

parameters. According to M.C.Mumbu, T.K.Londa, N.V.F.Liando (2018)," The learning process that occurs in school aims to bring changes to students that occur systematically and planned to develop aspects of cognitive, affective and psychomotor. This is carried out to improve the quality of education and can educate the nation's life (Jimian P, 2018). According to Maru, M.G (2014)," The educational process not only aims to shape academic abilities, but also to establish spiritual abilities.

Learning in today's era tends to seem boring because the learning methods are not creative and boring. There are so many teachers in Indonesia who still apply the face-to-face learning method by taking notes on the blackboard. Students become bored as a result, and the teaching and learning process in the classroom becomes unproductive. I tried to apply a combined technique (Blended learning) based on the problems above, in which the author mixes the face-to-face method with the E-Learning method. In the modern society, media play an important role in English learning (Nihta V.F.Liando, Ray J.V.S, M.G.Maru, 2018). So in the teaching and learning process, I will use a learning application in which it will contain learning methods that are cool and easy to understand by students.

Blended learning is originally used to describe subjects that tried to combine face-to-face learning with online learning. Blended learning and hybrid learning are two more phrases that are frequently used in conjunction with blended learning. The terms "blending," "mixing," and "combination of learning" all have the same meaning. A program for a specific audience is The Effect of Blended Learning on Learning Motivation and Learning Outcomes. The term "blended" refers to the addition of additional electronic forms to traditional instructor-led instruction. Blended learning programs, as defined in this book, use a variety of e-learning formats, instructor-led training and other live formats can be added to the mix.

Combines aspects of Blended learning (electronic format) such as web-based learning, video streaming, synchronous and asynchronous audio communication with traditional "face-to-face" learning.

The process of implementing e-learning requires a Learning Management System (LMS), which functions to regulate the implementation of learning in the e-learning model. LMS is often also known as CMS (Course Management System), generally CMS is built web-based, which will run on a web server and can be accessed by participants through a web browser (web client). Servers are usually placed at universities/schools or other institutions, which can be accessed from anywhere by the participants, by using an internet connection.

In the mixed learning technique, there're two methods, each with its own set of benefits and drawbacks (Pikirang, Liando & Wuntu, 2021). The face to face method has the advantage that students get more complete learning materials than the E-learning method and also the face to face method makes teachers more mastery of students. While the e-learning method has the advantage that the learning is more attractive to students because it is easier to understand. Learning outcomes are abilities acquired by individuals following the learning process, which can result in behavioral changes in students' knowledge, understanding, attitudes, and skills, allowing them to become better than they were before (Lengkoan, Andries & Tatipang, 2022).

Nihta V.F.Liando and M.G.Maru (2019)," Learning activity is an educational process that provide an opportunity for students to develop their potential abilities. It's considered favorable because the new behavior is in addition to the old behavior, which tends to stick around (long lasting and not easily forgotten). It can be synthesized based on the above understanding that learning outcomes are a final assessment of the process and introduction that has been carried out repeatedly and will be stored for a long time or will not even be lost forever because learning outcomes participate in shaping individual personalities who always want to achieve better results so that it will change the way of thinking and produce better work behaviour (Tatipang, Oroh & Liando, 2021).

The authors are interested in conducting study on "The Influence of Blended Learning on Students' Learning Outcomes in English Speaking Skill Greetings Material" in order to address the issues raised above.

Research question

Does Blended Learning effect students' learning outcomes in speaking skill greetings material? These are the questions addressed by this study.

The purpose of the study

Based on the question above, the purpose of this study is: To find out the influence of blended learning on students' learning outcomes in speaking skill greeting materials.

REVIEW OF LITERATURE

Learning Method Lectures (Conventional)

Syfa S. Mukrimaa (2014) states that the lecture learning method is an oral explanation of learning materials to a to achieve a group of listeners certain learning objectives in relatively large numbers. It is carried out in spoken language to provide an understanding of a problem. Djamarah and Zain (2013) argue that the lecture technique is a method of providing teachings that involves lecturing. are carried out by teachers with direct oral narratives or explanations to students. This method is a way for the teacher to communicate material to the pupils verbally in one direction. (Suprihatiningrum, 2013).

E-Learning

According to Jaya C. Koran, electronic circuits (LAN, WAN, or internet) are employed to provide learning content, interaction, or help (2002). E-learning is a broad phrase that refers to the use of a variety of electronic technologies to impart information (Yustira K.T, Nurmin Samola, Rinny Rorimpandey, 2021).

Meanwhile, Dong in Kamarga (2002) defines e-learning as asynchronous learning activities through computer electronic devices that obtain learning materials according to their needs.

The materials in these electronic learning activities are mostly delivered through internet media, intranets, video or video tapes, Satellite broadcasting, interactive television, and a CD-ROOM (Liando, Pelekahu & Mongkaren, 2021). E-learning might vary based on the e-learning activity's organizer and how it is used, including the goal for which it is used.

From the above definition of e-learning, it can be determined that it is a form of remote learning that use electronic media as a learning medium, such as the internet, intranets, video or video cassettes, satellite broadcasting, interactive television, and CDROOM.

Blended learning

Blended learning is an etymological term that combines two words: blended and learning. "A mixture , together to increase quality in order to improve. While learning has a generic connotation, it also has the sense of learning patterns that contain components of mixing or merging between one pattern and another at a glance. According to Elenena (2006), there were two main parts that were mixed: classroom learning and online learning.

According to Driscoll (2009) in Rusman, "blended learning integrates or blends learning programs in many media to achieve a single purpose" (2012), which means to attain a goal, blended learning combines or blends learning packages in several formats. similar goals. Blended learning, according to Rusman (2012), is a fusion of several learning methodologies. As a result, blended learning can be defined as a learning strategy that blends two or more learning approaches to meet the learning process's goals.

"Blended course" is defined by Stein and Graham (2014) as "a combination of onsite (face-to-face) and online experience to produce effective, efficient, and adaptable learning." Bhonk and Graham (2006) provide another viewpoint in Rusman (2012), which states:

Blended learning combines training from two historically distinct teaching and learning models: traditional learning systems and dispersed learning systems. It underlines the importance of computer-assisted learning in blended learning." Experts define blended learning as a combination of traditional learning methods (face to face) and e-learning methods, based on the aforementioned idea. As can be seen in the image below, the combination is rather effective:
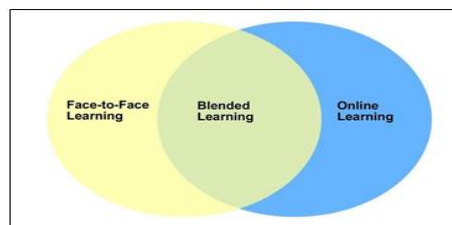
RESEARCH METHOD

In this study, researcher used quantitative method. As Aliaga and Gunderson (2002) said that, Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g. in particular statistics. It means that quantitative research requires numeric or statistical approach.

The purpose in this study is to see how blended learning affects students' learning results, namely their ability to pronounce material greetings. This study Quasi-experimental research was used methods. The goal, according to Suryabrata (2013), is to of quasi-experimental research is to obtain information which is an approximation to information that can be obtained by actual experimentation in conditions that do not allow to control or manipulate all relevant variables. The form of this research was chosen because the object of this research is students, so it is

not possible to make the condition of the object of the two groups the same. This means that there are variables whose conditions cannot be made the same, including the level of student intelligence, socio-economic conditions, and student learning motivation.

Based on the research question, which was to investigate the impact of a blended learning technique on student learning results in greetings content, at SMP Negeri 1 Tomohon, the researchers used the true experimental design with the following pattern:
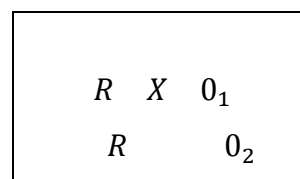
Information:

R=Random

X= Treatment

01= Post test scores from experimental group

02= Post test scores from control group

(Sugiyono, 2017)

$$R \quad X \quad 0_1$$
$$R \qquad\ 0_2$$

Research Variable

Sugiyono claims that (2013), a research variable is a characteristic, nature or value of a person, item, or activity that has a specific variance that the researcher determines to be researched and conclusions formed. The numerous factors in this study can be classified into the following categories based on their relationships with one another:

1. Variable that isn't controlled

The terms "stimulus," "predictor," and "antecedent" are commonly used to describe these variables. It's known as the independent variable in Indonesian. The independent variable is the factor that influences or causes the dependent (bound) variable to change or appear. The learning method is the study's independent

variable. This study included two different types of learning approaches, including the following:

• Experimental group

The experimental group is also referred to as the treatment group because the person or animal of this group receives the experimental procedure, test sample or treatment to obtain the results. In this way, the experimental group is used to obtain answers to the study under consideration.

• Control group

A control group is also known as a place group, and an experiment that uses a control group is called a controlled experiment. There are always variables to be tested under experiment. The control group is a different group in the experiment because the independent variables tested do not affect the results. This isolates the effect of the independent variable on the experiment and can help rule out alternative explanations of the experimental results.

2. Variable that is dependent

As a result, they're frequently Output variables or criteria are what they're called. It's commonly the dependent variable is also known as the dependent variable. in Indonesian. Because of the independent variable, The dependent variable is the one that is influenced or changes as a result of the independent variable. Student achievement is the study's dependent variable (Y).

The researchers used data calculation techniques in statistics to assess the impact of a mixed learning approach on students' capacity to speak greetings content at a high level SMP Negeri 1 Tomohon, based on the problem of determining the impact of a blended learning strategy on students' capacity to communicate greetings material on their learning outcomes.

$$\overline{x} = \frac{\sum x}{n}$$

Notes : $\overline{x}$:Mean score

∑x   : Total number of students score

N : Total number of students

<div align="center">(Gulo. W. 2002)</div>

Population and sample

The participants in this study will be all seventh-grade students from SMP Negeri 1 Tomohon.

Purposive sampling and random sampling are both used in sampling studies. This is possible since this study was carried out to test or analyze the development of a high-quality measurement instrument (average calculation), and it's Because this is a preliminary study, it can be used in conjunction with more established studies. In this study, through the scores that students' get during learning, it becomes 2 group, namely experiment group and control group. The instrument trial must be conducted with a minimum of 30 students from one or more schools, in compliance with the requirements.

Data collection

To determine the amount of success of blended learning, researchers use data collection approaches such as asking students questions. The following are the steps in data collection techniques for blended learning in schools:

1) Researcher conducted observations at SMP Negeri 1 Tomohon in order to collect data.

2) Researcher make material (greetings) and test questions that will be given to students in data collection

3) The questions that have been made are then tested on students in 2 group, namely the experimental group and the control group.

4) The value of the students in the 2 classes is then used as data processing.

Data analysis

In order to establish the success of the blended learning research, data analysis will be carried out in four stages (determining data specifications, writing data, scoring data, and evaluating data). The following is a step-by-step process in analyzing the data to get the results of blended learning research. (Depdiknas, 2004:19).

FINDINGS AND DISCUSSION

This research is a research based on instrument development, in the form of combining conventional learning technique with E-learning method (blended learning) for students of SMPN 1 Tomohon. This research was also developed using learning materials on the subject of greetings in seventh grade. Data collection using the technique of giving the questions to the experimental group and control group.

4.1 Findings

The first step is calculating the data from experimental group as described in the table below:

Table 1 The Result of experimental group

Students	Test questions			Score
	Multiple choice	Essay	T/ F	
Sachia T	16	44	24	84
Gloria Q.	14	35	30	79
Mitchel P	12	36	21	72
Alvin S	14	41	30	85
Andres	20	44	30	94
Satria .D	18	46	30	94

Rozzaaq	12	40	30	82
Rohim	16	42	30	88
Kumenit	16	46	30	92
Dellarose	10	48	24	82
Imanuel	18	38	27	83
Chelsea	16	40	24	80
Princess	10	42	30	82
Nikita D.	18	40	30	88
Queentha	16	46	21	83
Estevano	16	41	27	84
Reiny W	16	40	27	83
Varenly	18	47	30	95
Priskila	12	50	27	89
Aprilia	20	34	30	84
N= 20		$\sum X$=1.703		

There are 20 students who take the test in experimental group. Based on the table presented above, it can be seen that the highest score obtained by students from the 3 tests was 95 and the lowest was 72.

The second step is calculating the data from control group as described in the table below:

Table 2 The Result of control group

Students	Test questions			Score
	Multiple Choice	Essay	T/ F	
Christino I	14	21	18	53
David L	12	13	18	43

Name				
Imanuela	14	25	6	45
Oroh S. P	6	22	21	49
Gratcia K	10	21	21	52
Mirache P	10	32	21	63
Flo P	14	31	27	72
Rachel S	14	31	12	57
Christian	12	12	12	36
Alexander	10	20	21	51
Kevin T	20	4	9	33
Alvira K	10	18	15	43
Marsela D	16	14	21	51
Stevany K	18	13	18	48
Maria F. S	12	13	24	49
Velicyo E.	14	9	18	41
Sherin Q.	14	35	18	67
Natanael	12	0	6	18
Jesika P	16	6	21	43
Genesaret	12	34	27	73
N= 20	$\sum$X =987			

There are 20 students who take the test in control group. Based on the table presented above, it can be seen that the highest score obtained by students from the 3 tests was 73 and the lowest was 18.

It can be said that students' outcomes in English greeting material, scores higher after applying the blended learning method.

1. Frequency distribution of experimental group

S	T	F	CF	CP %
72	I	1	1	5
79	I	1	2	5
80	I	1	3	5
82	III	3	6	15
83	III	3	9	15
84	III	3	12	15
85	I	1	13	5
88	II	2	15	10
89	I	1	16	5
92	I	1	17	5
94	II	2	19	10
95	I	1	20	5

Table 3 Frequency Distribution of experimental group

The result of the calculation of the experimental group scores showed that of the 20 students sampling, one or 5% got 72, one or 5% got 79, one or 5% got 80, three or 15% got 82, three or 15% got 83, three or 15% got 84, one or 5% got 85, two or 10% got 88, one or 5% got 89, one or 5% got 92, two or 10% got 94 and one or 5% got 95.

$\bar{x}$ (experimental group) $= \frac{\sum X}{N} = \frac{1.703}{20}$ = 85, 15

2. Frequency distribution of control group

S	T	Freq	CF	CP %
18	I	1	1	5
33	I	1	2	5
36	I	1	3	5

41	I	1	4	5
43	III	3	7	15
45	I	1	8	5
48	I	1	9	5
49	II	2	11	10
51	II	2	13	10
52	I	1	14	5
53	I	1	15	5
57	I	1	16	5
63	I	1	17	5
67	I	1	18	5
72	I	1	19	5
73	I	1	20	5

Table 4 Frequency Distribution of control group

The result of the calculation of the experimental group scores showed that of the 20 students sampling, one or 5% got 18, one or 5% got 33, one or 5% got 36, one or 5% got 41, three or 15% got 43, one or 5% got 45, one or 5% got 48, two or 10% got 49, two or 10% got 51, one or 5% got 52, one or 5% got 53, one or 5% got 57, one or 5% got 63, one or 5% got 67, one or 5% got 72 and one or 5% got 73.

$$\bar{x} \text{ (control group)} \qquad = \frac{\Sigma X}{N} \qquad = \frac{987}{20}$$

$$= 49,\ 35$$

3. Result of Mean Score

Experimental group		Control group	
$\sum X(0_1)$	1.703	$\sum X(0_2)$	987
N	20	N	20
Mean score	85, 15	Mean score	49, 35

Discussion

The results of this study indicated that the total score of the experimental group test is higher than the control group test. There are twenty students who take parts in the experimental group test and there are also twenty students who take the parts in the control group test. The result of the tests in these two groups were then checked by the researcher in order to obtain accuracy and determine the success rate of this blended learning method. The researcher used the 20% examination technique for multiple choice, 50% for filling in (essay) and 30% for true or false. Before looking for the average value, the researcher assesses the students' worksheet. Then the results from the student's worksheet are calculated using the formula that the researcher has attached in chapter 3 and the value obtained is poured in the form of table 1 and table 2. After getting the average value, the nest step, the researcher looks for the distribution frequency value as in table 3 and 4. After determining the value of the frequency distribution, the researcher process to make a graph of the result of the assessment the experimental group and control group as in table 5. And after everything is achieved, the final step researcher set the average value by using the formula and the result are attached in table 6. In experimental group the highest is ninety five by one student (5%) and the lowest is seventy five by one student (5%). One student got seventy nine (5%), one student got eighty (5%), three students got eighty two (15%), three students got eighty three (15%), three students got eighty

four (15%), one student got eighty five (5%), two students got eighty eight (10%), one student got eighty nine (5%), one student got ninety two (5%), and two students got ninety four (10%). In the control group the highest is seventy three by one student and the lowest is eighteen by one student. One student got thirty three (5%), one student got thirty six (5%), one student got forty one (5%), three students got forty three (15%), one student got forty five (5%), one student got forty eight (5%), two students got forty nine (10%), two students got fifty one (10%), one student got fifty two (5%), one student got three (5%), one student got fifty seven (5%), one student got sixty three (5%), one student got sixty seven (5%), one student got seventy two (5%). The experimental group's average score is 85, 15 and the control group's mean score is 49, 35. It can be said that the result of experimental group test is better than control group. So, the result of this research shows that students' learning outcomes in English greeting material by using blended learning method is more appropriate than conventional method (lecture method) at school.

CONCLUSION

The result of this research indicate that the result of the experimental group test is 85, 15 and the mean score of the control group test is 49, 35. This indicates that blended learning method is effective in English. The experimental group's mean score is higher than the control group's mean score. As a result, utilizing the blended learning method is more beneficial in determining the extent to which students' learning outcomes increase in the English topic and make teaching and learning process effective and enjoyable. From the conclusion above, there are some suggestion that are proposed by the write: English teacher can apply the blended learning method in teaching and learning process. It can also make students feel interested in their studies and make teaching and learning process more effective and enjoyable. A teacher or prospective teacher have to know that

this is one of the many methods used when teaching English in the classroom, to make it easy for students to understand the material. Therefore, they suggesting using this method when teaching English. Teacher must use interesting media to teach English because learning English is difficult. I recommended that other scholars do the same thing, but focus on grammar, verb or vocabulary issues, and use the same method. Students and teachers can utilize such studies as a reference for teaching grammar, verb or vocabulary using the blended learning method to attract students' interest.

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