

ABSTRACT

THE EFFECT OF BLENDED LEARNING ACTIVITY IN IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILL IN THE CONTEXT OF ENGLISH AS A FOREIGN LANGUAGE

By

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The objectives of this research are to find out whether there is any improvement of students' speaking skill after being taught by using blended learning, and whether there is a significant difference of the students' speaking skill among different frequency of topic choice freedom in delivering a speech in a blended class. This research is a quasi experiment in which the design is one group time series.

The subjects of the research were twenty five university students aged around 19-20 years old, and they can also be categorized as advance level students. The data were elicited through the pre and the post test taking by the students in forms of delivering speeches. Their speaking performance scores were compared between the pre and the post test with the significant level 0.05. The different topics were also analyzed to find out the best topic in improving students' speaking skills for this blended model.

The result showed that there was a statistically significant improvement of the students' speaking skills after they were taught by using blended learning; moreover, there is a significant different of students' speaking skills among three different topics of speech in blended class. It can be seen from the *Anova* test where all of the significant values are lower than (0.05). This suggests that blended learning facilitates the students to improve the capability of their speaking skills; and, the topic choice freedom in making a speech gives different results of the students' speaking performance depend on how much frequency of the freedom in choosing the topic.