

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH
THE IMPLEMENTATION OF BLENDED LEARNING USING YOUTUBE
MEDIA AT UPT SMAN 3 EMPAT LAWANG**

(Undergraduate Thesis)

By

Nurjihan Zulfa Dzihni



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2021**

ABSTRACT

IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH THE IMPLEMENTATION OF BLENDED LEARNING USING YOUTUBE MEDIA AT UPT SMAN 3 EMPAT LAWANG

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The objectives of this research were to find out the significant improvement of students' speaking achievement after the implementation of blended learning through YouTube media and to investigate the students' responses toward it. This research was conducted at UPT SMAN 3 Empat Lawang and XI Science 1 consisting of 36 students was chosen as the sample of this research. This research used One Group Time Series Design of Quasi-Experimental as the research design. A series of pre-test and post-test was conducted to get the findings and answer the research question. The result of pre and post-tests showed that the students' scores were increase with the highest scores came from post-test 3 after the third treatment using YouTube. This result indicated that there was a significant improvement in students' speaking achievement after the use of blended learning through YouTube media since the significant value is lower than 0.05 ($0.00 < 0.05$). Besides, this research also used a close-ended questionnaire with 4 scales (*strongly agree, agree, disagree, and strongly disagree*) to know the students' responses to the implementation of blended learning through YouTube media in speaking class. The findings showed that the percentage of students' choices in most items of the questionnaire was categorized as positive. The positive responses support the result of the improvement in students' speaking achievement and proves the use of blended learning through YouTube is not only help the students to improve but also meet students' need. In conclusion, the implementation of blended learning through YouTube media in speaking class facilitates students to improve their speaking achievement and satisfied them.

Keywords: speaking, blended learning, face-to-face activity, online learning activity, YouTube, response

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By:

Nurjihan Zulfa Dzihni

Undergraduate Thesis

**Submitted in a Partial Fulfillment
of The Requirement for S-1 Degree**

In

**The Language and Arts Department
of Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : **IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH THE IMPLEMENTATION OF BLENDED LEARNING USING YOUTUBE MEDIA AT UPT SMAN 3 EMPAT LAWANG**

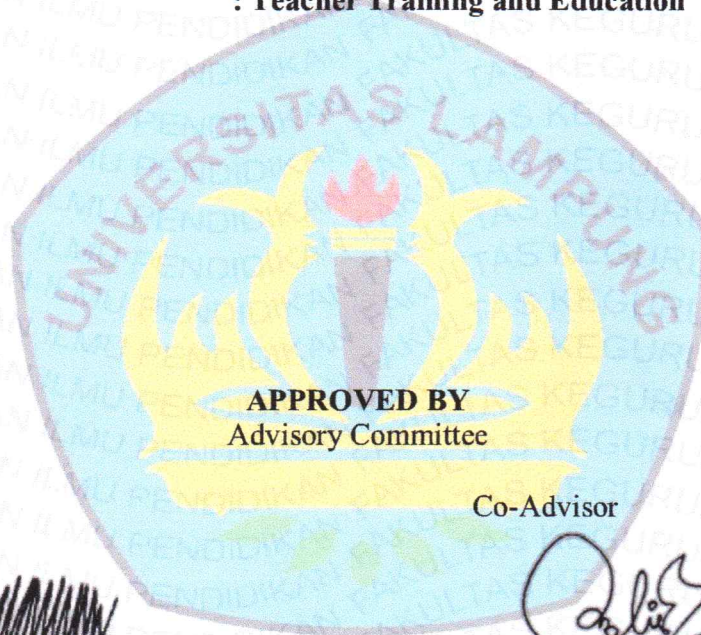
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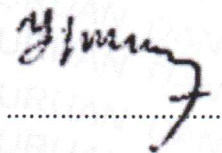
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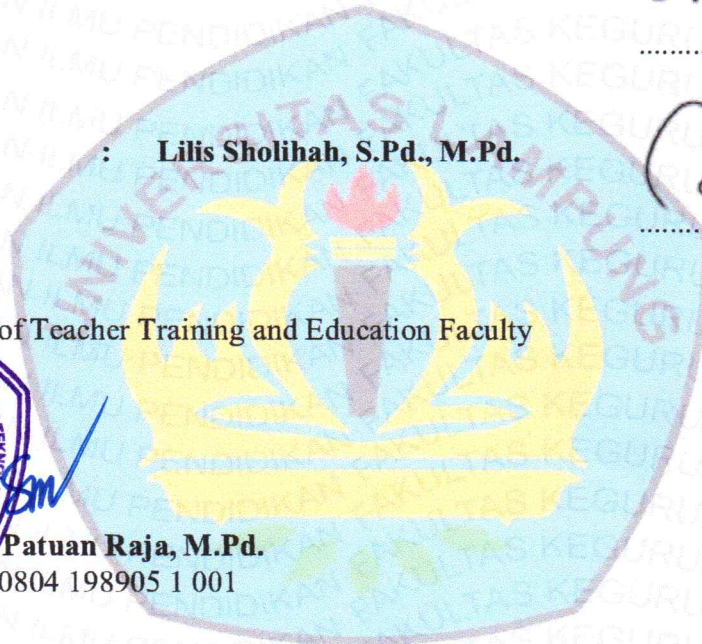


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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

This research was written by Nurjihan Zulfa Dzihni, a student at University of Lampung. She was born in Muara Pinang on November 11th, 2000. She is the first child of Asep Suhendi and Umiyati. She has two siblings consisted of one younger brother named M. Irsan Samil Hasbala and one younger sister named Khaerunnisa Nurfadilah.

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DEDICATION

By the name of Allah Subhanahu wa Ta'ala, this script is proudly dedicated to:

My dearest parents, Asep Suhendi and Umiyati,

My beloved brother and sister,

My teachers from Kindegarten to Senior high school,

My lecturers at English Education Study Program,

My beloved friends in English Education Study Program batch 17, and

My alma mater, University of Lampung.

MOTTO

“We’ve all got both light and dark inside us. What matters is the part we choose to act on. That’s who we really are.”

- J.K. Rowling, Harry Potter and The Order of Phoenix

ACKNOWLEDGEMENT

In the name of Allah Subhaanahu Wa Ta'ala, the Most Merciful and Most Gracious. First and foremost, the researcher would like to acknowledge her deepest gratitude to the Most Almighty, Allah Subhaanahu Wa Ta'ala for all the blessings to the researcher in her life and the given opportunity to be able to finish her paper entitled "Improving Students' Speaking Achievement Through the Implementation of Blended Learning Using YouTube Media at UPT SMAN 3 Empat Lawang" as partial fulfillment of the requirements to get her Bachelor Degree. Second, peace and blessing upon our beloved prophet Muhammad Shalallahu 'Alaihi Wa Salam who had brought us to the brightness of life that we can all feel now. *Allahumma Sholli Ala Sayyidina Muhammad Wa Ala Ali Sayyidina Muhammad.*

The researcher realizes that she has all good people around her who support and help her in completing this script. All the help and support are meaningful for her. Therefore, the researcher would like to express her sincerest gratitude and honor to all of them, especially to:

1. Prof. Dr. Patuan Raja, M.Pd., as the Dean of FKIP Unila and her academic advisor;
2. Dr. Nurlaksana Eko Rusminto, M.Pd., as the Chairperson of Language and Arts Education Department;
3. Dr. Ari Nurweni, M.A., as the Chairperson of English Study Program;
4. Herry Yufrizal, M.A., Ph.D., as her examiner in the seminar for his kindness, careful guidance, advice, and time;
5. Dr. Muhammad Sukirlan, M.A., as her first advisor for his patience, helpful advice, valuable guidance, and all the support in accomplishing this script;

6. Lilis Sholihah, S.Pd., M.Pd., as her second advisor for her valuable advice, ideas, helpful correction, patience, and encouragement during accomplishing this script;
7. Jabar, S.Pd., M.Pd., as the headmaster of UPT SMAN 3 Empat Lawang for his kindness in allowing the writer to conduct the research;
8. Sri Hartati, S.Pd., M.M., and all the students of XI IPA 1 of UPT SMAN 3 Empat Lawang in the academic year of 2020 – 2021 for the helpful participation and supports in conducting the research;
9. Ledi, S.Pd., Kim M.Pd., as a teacher at UPT SMAN 3 Empat Lawang for all his countless help, endless support, advice, and patience in teaching the researcher;
10. Her beloved parents, Asep Suhendi and Umiyati for the never-ending love, guidance, advice, supports, inspiration, motivation, and prayers;
11. Her beloved brother and sister, M. Irsan Samil Hasbala and Khaerunnisa Nurfadilah for the endless love, supports, and prayers;
12. Her beloved family who always support and pray for her future, especially her beloved cousin, Lifia Desya Pratiwi;
13. Her beloved friends in college who always give the best jokes, lesson of life, love, and supports; Dwita Rama Ayuningrum, Yulinda Aulia Dahlin, Nurulina Hakim, Nurul Walikhtira Pratiwi, and Putri Chema Aprilia Wulandari;
14. Her beloved friends in the English Department who always encourage her and help her; Dhea Novita Sari, Retno Setyaningsih, Alfilia Sanjaya as her best senior, the rest of Class B and ED' 17.

The writer realizes that this thesis is still far from perfection and she open to any criticism and suggestion. This thesis is hopefully will be beneficial and can be used as a reference for the reader or further researcher.

Bandar Lampung, August 2021

The writer,

Nurjihan Zulfa Dzihni

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I. INTRODUCTION

1.1 Background of The Problem

English is the second most widely used language and the most common language around the world. Moreover, as an international language, English can be used to link people from one to other countries in many fields like economics, cultures, politics, education, and many other fields. It is widely known that language has four major skills, they are listening, speaking, reading, and writing. From all the four skills, speaking is one of the most crucial skills to be mastered and developed by the students as a means of effective communication. This is in line with the statement by Ur (1996), Speaking is the most important skill of all the four skills (listening, speaking, reading, and writing) since people are referred to as a speaker of the language they learned as if speaking included all other kinds of knowing. Therefore, students need to be purposely trained in speaking skills for good communication.

The aim of teaching a language to the students is to train them to be able to use the language in their everyday activities. As stated by Davies and Pearse (2000) in Leong and Ahmadi (2017), Give students the ability to communicate in English effectively is the main aim of English language teaching. When talking about effective communication, it means talking about speaking because, in real-life situations, most people are used to communicate orally. Also, through speaking

people can share their idea, express their feeling, and produce something orally. Align with the statement, Luoma (2004) states our spoken performance can portrait how we feel, what we are thinking about, and even it can show our personality to others. So, speaking as a language skill plays a significant role in students' English ability.

According to Nunan (1991), The most significant part of learning a second or foreign language is mastering the spoken performance that is measured by the ability to communicate and carry out a conversation in the learned language. Based on the statement, when the students can speak well in English it means they have acquired the language. Consequently, most people measure their English proficiency based on their speaking performance. This is in line with the statement by Richards (2006), learners often evaluate their language ability based on their speaking proficiency.

Challenging and essential, two words that can be used to describe the meaning of speaking. Indeed, speaking English is very challenging for students especially Indonesian students. Moreover, in the Indonesian context of learning English as a foreign language (EFL) gives students a little opportunity to speak in English in their daily life. Align with this statement, Khan (2005) states that EFL students have difficulties using the language because certain psychological and social variables confine the chance of having more effective communication in the target language.

Many researchers have claimed some of the students' problems in speaking on their research. One of them is Khan (2005), who claims that psychological

problems like anxiety, hesitation and inhibition give a negative influence on his participants in learning language communication. The psychological problem is one among many reasons to take into consideration in teaching English. When the students have low motivation, lack of confidence, and afraid of making mistakes in speaking, this is the teachers' task to help them face the problems.

Students' problems are the teacher's problems. To solve the problem, teachers can use several ways in their teaching activities. One of the alternatives is blended learning. Blended learning is a combination of face-to-face and online learning activities (Garrison and Kanuka, 2004). From this view, blended learning provides teaching and learning processes both offline and online which can give more opportunities to teachers and students.

Since the use of blended learning combined teaching and learning processes in offline and online classes, it provides many benefits for teachers and students. Blended learning aids the improvement of students in the learning outcomes, flexibility access, the use of resources effectively, and meet students' complacency (Poon, 2013). Indeed, blended learning gives some advantages for the students in their learning activities and helps the teacher to find and fulfill students' needs in class. Moreover, Garrison and Kanuka (2004) investigated the benefits of blended learning implementation in the class. They describe the effectiveness of blended learning with the transformative potential it has; allows schools to embrace technology, the ability to facilitates a community of inquiry, and supports active and meaningful learning.

The rapid development of technology in this 21st century provides many advantages for teachers and students. One of which is the existence of social media YouTube. The use of YouTube as media for teaching is common nowadays. According to Mayora (2009), YouTube is a medium where both teachers and students can discover the materials they need, spoken in various languages with different levels of difficulty. Also, Jones and Cuthrell (2011) stated that YouTube is considered as a person-to-person communication site instead of just a collection of virtual videos since users can share videos and give feedback to other videos. Thus, using YouTube as teaching media can be a great choice for teachers in teaching English language speaking.

Therefore, this research aimed to investigate whether there is a significant improvement in students' speaking achievement and to see how students respond to the implementation of blended learning through YouTube media in speaking class.

1.2 Research Questions

1. Is there any significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media?
2. How are the students' responses after the implementation of blended learning through YouTube media in speaking class?

1.3 Objectives of The Research

1. To find out whether there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.
2. To find out how students respond to the implementation of blended learning through YouTube media in speaking class.

1.4 Uses of The Research

1. Theoretically, the result of this research is expected to be used as a reference for future researchers who will conduct the research and enrich the theory about the implementation of blended learning through YouTube media in speaking class.
2. Practically, this research gives information and would be a source for the English teacher in teaching students' speaking achievement.

1.5 Scope of The Research

This research was conducted to find out to what extent blended learning using YouTube media can help teachers and students in improving students' speaking achievement. Furthermore, this research investigated how students respond to the implementation of blended learning through YouTube media in their speaking class. Therefore, the researcher of this research used quantitative research to get the data she needs for her findings and answering the research question. The researcher focused on the influences of the implementation of blended learning through YouTube media and students' responses towards it. The population of

this research was the second-grade students of Senior High School in the academic year 2020/2021. The material for the speaking test was taken based on curriculum 2013.

1.6 Definition of Terms

1. Speaking

Speaking is a complex and dynamic skill that includes the use of simultaneous processes and the activation of knowledge and skills.

2. Blended learning

Blended learning is a combination of face-to-face and online learning activities.

3. Face-to-face activity

Face-to-face activity is the traditional classroom where students learn in school.

4. Online learning activity

Online learning activity is a learning activity that takes place over the internet and relies on technology.

5. YouTube

YouTube is an innovative technology tool that appropriates to teach students in the century.

6. Response

The response is a set of reactions or feedback toward something.

II. LITERATURE REVIEW

In this chapter, the researcher reviews the theories to support the research which consists of previous studies, the concept of speaking, students' problems in speaking, teaching speaking, the concept of blended learning, the challenges in the implementation of blended learning, YouTube media, analytical exposition text, the concept of response, theoretical assumption, and hypothesis.

2.1 Previous Studies

Related to the implementation of blended learning through YouTube media in improving students' speaking achievement, several researchers have conducted studies about it. Here is the description of some of them:

Firstly, Susanti (2017) states that based on the finding of her research, the implementation of blended learning in the teaching and learning process increases the students' interest and motivation in which makes them active in class.

Secondly, Kirna et al. (2015) found that most students give a positive response to the use of blended learning in the class, whether from the aspect of attention, relevance, confidence, or even the use of technology, also the expectation from students about the development of blended learning is to make it suitable for students' need.

Thirdly, Riswandi (2016) reports that students get motivated and interested in the speaking class after being taught by using YouTube media. Furthermore, he found that there is a significant improvement in students' speaking achievement after being taught by using YouTube media.

Fourthly, Albahlal (2019) after conducted his research, found that most English language teachers have positive perceptions of the use of YouTube media in speaking class.

Lastly, Rachmijati et al. (2019) reported that, after being taught by implementing blended learning through YouTube using vlog, students' speaking ability and creativity have been developed. Moreover, they state that the vlogging application through blended learning has increase students' vocabulary, fluency, pronunciation, and intonation.

The previous studies above show the findings of the research that has a relation with this research in terms of blended learning and YouTube media toward students' speaking ability. Consequently, the previous studies above have similarities with this current research, they are: (i) speaking problems faced by the students, (ii) the challenges in implementing blended learning, and (iii) the advantages and disadvantages of using YouTube media in class. Besides, it was found some differences between the previous studies and this research. The differences are: (i) the objectives of the research, (ii) the uses of the research, (iii) the scope of the research, (iv) the sample and population of the research, and (v) the subject of the research. Therefore, conducted this research is a need for completeness and confirmation of previous studies.

2.2 The Concept of Speaking

This subchapter explained the concept of speaking according to the experts. Burns (2012) states that Speaking is a complex and dynamic skill that includes the use of simultaneous processes and the activation of knowledge and skills. It means that speaking involves various things to use at the same time; knowledge, skills, strategy, and many more. According to Nunan et al. (2003), Speaking is a productive oral skill by producing utterances in conveying the meaning. In speaking, people are asked to produce something orally to share their idea, feelings, or information. This statement is in line with Eckard and Kearny (1981), Florez (1999), and Howarth (2001) as cited in Torky (2006) who define speaking as a two-way process that includes the real communication of ideas, information, or feelings. Speaking is a skill that needs to be mastered by students since it is considered a tool of communication where people can share and receive ideas. Therefore, when students are learning to speak, they are consciously practicing their listening skills.

According to Harris (1969), there are five aspects of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

1. Pronunciation

Pronunciation refers to the sound of speech. It is the ability to produce sound in speaking included pitch, volume, speed, pausing, stress, and intonation (Luoma, 2004).

2. Grammar

Grammar is an aspect of speaking that can affect what it wants to be said.

In line with this statement, Ur (1996) states that grammar is not just about how to make the correct sentence, but can also affect their meaning.

3. Vocabulary

Vocabulary is a set of words that can be used in conveying the meaning.

4. Fluency

Fluency in the narrowest definition is an ability that includes some features like pausing, hesitations, and speech rate, while in the broadest uses, it is similar to speaking proficiency (Luoma, 2004).

5. Comprehension

Comprehension is the ability to understand what is said.

It can be concluded that speaking as a skill has some aspects that are important and can affect the spoken performance. Therefore, all the five aspects of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) must be considered in teaching speaking.

According to Brown (2004), there are five basic types of speaking (imitative, intensive, responsive, interactive, and extensive).

1. Imitative

Imitative is the ability to simply parrot back (imitate) a word, phrase, or even a sentence. The focus is only on pronunciation without any inferences of the ability to understand, convey the meaning, or participate in a conversation.

2. Intensive

The word intensive commonly uses in assessment contexts. Intensive means oral language production that is designed to demonstrate competence in narrowband grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

The focus of responsive speaking is the interaction of speakers in a short conversation, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

Different from responsive, interactive speaking focuses on the length and complexity of the interaction. The interaction can take the two forms of transactional language (to exchange the specific information), or interpersonal exchange (to maintain the social relationships).

5. Extensive (monologue)

Extensive speaking includes speeches, oral presentations, and story-telling. The language style is deliberated (involves planning), and formal for the extensive task.

From the explanation above, each type of speaking has its focuses that are different from others. So, it depends on the students' needs and what they want to achieve in learning speaking.

2.3 Students Speaking Problems

Several problems can influence students' speaking ability. According to Ur (1996), there are 4 (four) student problems in speaking.

1. Inhibition

Speaking is different from other skills (listening, reading, and writing) because students are required to speak and respond spontaneously to the audience. Students are often inhibited to use the foreign language in their classroom since they are afraid of making mistakes, worried about criticism, or even shy of the attention of their speech.

2. Nothing to say

Even if the students are not inhibited, some of them said that they cannot think of anything and have nothing to be conveyed.

3. Low or uneven participation

Students have little opportunity to speak in class. Moreover, in a large class that consists of many students, each of them has a very limited talking time. This problem is compounded with some students who tend to dominate the class, while the rest of them will speak a little or not at all.

4. Mother-tongue use

Every or some of the students who share the same mother-tongue are tended to speak by using their mother tongue in class. They use it because it is a familiar language, it is easier for them to speak in their mother tongue, and they feel that it is unnatural when speaking to others by using a foreign language.

It can be concluded that there is some possibility of student problems in speaking and each problem has a different factor. So, it is important to help students to overcome the problem in speaking and makes them able to be a good speaker of the target language.

2.4 Teaching Speaking

Teaching speaking is the activity to teach students to develop their ability in expressing themselves through speech. Burns (2012) states that the teaching of speaking should prioritize the roles of the teacher, students, and materials. Indeed, the roles of the teacher, students, and the teaching material will contribute to the success of teaching and learning activities. According to Harmer (2007), there are three roles of the teacher to makes students speak:

1. Prompter

In spoken performance, students may forget what to say or lose the fluency the teacher expects from them. The teacher can let them struggle out with the situation on their own because it could be the best solution. However, if they are still not able to continue the speech, the teacher as a prompter can help them by offering some discrete suggestions.

2. Participant

Sometimes, the teacher wants to participate in the discussion or role-playing with the students. Teachers as the participant can help students by prompt covertly, introduce new information, and maintain a creative atmosphere. The teacher can participate by plays a role in dialogue or just engage in direct conversation with their student. However, ensure that be careful to not participate too much and take over the classroom. So, the teacher will not dominate the conversation and the students will get much opportunity to speak.

3. Feedback provider

The teacher needs to carefully choose the right time to give feedback to the students' spoken performance. Over-correction in the middle of the performance is not suggested because it may inhibit them. Besides, the teacher can give them a helpful and gentle correction or just give feedback at the end of the students' activity.

A crucial job of the teachers is to ensure that students understand what they are learning about. Another teacher's task is to follow the principles of teaching speaking. Nunan et al. (2003) say that there are five principles of teaching speaking:

1. Teachers must be aware of the differences between second language and foreign-language learning contexts. It happens because teaching speaking for second language learners and foreign language learners is different.
2. Teachers must allow students to practice their fluency and accuracy. In teaching speaking, students need to develop their fluency and accuracy because it will help them to speak well in the target language. Therefore, the teacher must give students opportunities to keep practicing and not interrupting them.
3. Teachers must provide opportunities for students to speak in both group work and pair work. It is necessary to give students the chance to express themselves in a group with their friends and keep practicing speaking more. So, the students will get more speaking time and also get new experiences.

4. Teachers must plan the speaking tasks that involve negotiation for meaning. It is important to know whether students understand what someone is talking about, and get the idea or information from others.
5. Teachers must design classroom activities that involve guidance and practice in both transactional and interactional speaking. Since students are trained purposely to be able to speak, the teacher must design the classroom activities like real communication outside the classroom by providing some illustration or even use media that can help students in learning speaking.

In conclusion, teaching speaking is believed to the activities to give students more opportunities to speak in the classroom. Also, the teacher has an important role and task to help students learn how to produce something orally, express themselves, and share their idea.

2.5 The Concept of Blended Learning

Blended learning is a combination of face-to-face and online learning activities, (Garrison and Kanuka, 2004). This learning approach has become popular in this 21st century. Moreover, with the great development of technology nowadays, teachers and students can easily get online sources and learning materials that can be used in learning activities. However, blended learning is not just online learning but also face-to-face activities. Face-to-face activities are the traditional classroom while online learning activities are activities that take place over the internet and rely on technology. The implementation of blended learning in the classroom is not as simple because it fits this modern era, but also provide some

benefits for teacher and students. According to Stein and Graham (2014), there are three specific benefits to the implementation of blended learning:

- 1. Increased access and convenience**

Since blended learning means replace some face-to-face activities with online learning activities, it allows increased access and convenience. Blended learning also helpful in enhancing students' satisfaction and give an effective learning experience.

- 2. Improved learning**

A 2009 US Department of Education reports that students who have both face-to-face and online learning classes can perform better than those who just have face-to-face classes. From the finding, it can be said that blended learning is effective as or even more effective than just face-to-face or just online learning activities.

- 3. Decreased (or More Flexible) Costs**

In blended learning, part of the learning activities can be done home, as result teachers and students can get benefit from less travel time, transportation savings, and little parking cost.

Indeed, blended learning will give benefits to teachers and students. However, all the benefits can be obtained if the blended learning design is done purposely and adherence to standards.

Design is essential to releasing the potential of blended learning (Garrison, 2011). He also added that there are some elements in designing blended learning:

1. Organization

The organizational structure must consider the social presence and the dynamics of establishing trust because it is important as a foundation to open communication and group cohesion. It can be done verbally in a face-to-face classroom, online, or even both.

2. Delivery

Delivering the educational experience speaks to the ideals of a collaborative educational environment and how the purposeful learning activities are created and sustained.

3. Assessment

In assessment, graded activities that require collaboration and constructivist thought are important to encourage students to work. Examples of the activities are group projects, peer assessments, presentations, and structured academic debates.

From the explanation above, blended learning means the integration of face-to-face activities with online learning activities. The implementation of blended learning itself gives benefits for both teachers and students as long the learning activities are well designed.

2.6 The Challenges in The Implementation of Blended Learning

The implementation of blended learning in the classroom is not as simple as it said. Since the term blended learning means combining both face-to-face and online learning activities, the implementation of it is quite challenging. According to Garrison (2011), the most challenging part of the implementation of blended

learning is how to design purposeful educational experiences by utilizing the great potential of online learning to link teachers and students without losing focus on the learning activities. Specifically, how to design an educational experience by integrating the potential of face-to-face and online learning activities. Indeed, designing teaching and learning activities is not an easy task to do. Moreover, in designing blended learning, the teacher needs to wisely integrate the different strengths of face-to-face and online activities. Therefore, the teacher must pay attention to the three elements of learning design as mentioned in the previous subchapter in designing blended learning activities.

2.7 YouTube Media

YouTube is one of the media where people can share and watch videos that can be accessed easily. O'Neill (2014) says that YouTube is more than just a platform that provides videos as it is described. Moreover, Jones and Cuthrell (2011) state that YouTube is an innovative technology tool that appropriates to teach students in the century. The use of YouTube as a medium is a great choice because it can facilitate students' needs in learning activities. According to (O'Neill, 2014), there are some benefits of using YouTube in teaching and learning activities. They are: (i) it facilitates certain uses like easy uploading, watching, commenting, and connecting through subscriptions, (ii) shapes user experience, and (iii) imposes certain limits on the use. It can be concluded that YouTube provides many benefits and opportunities for teachers and students to facilitate learning activities, especially in this modern era.

2.8 Analytical Exposition Text

Analytical exposition text is used as the material for the treatment and speaking test of this research. Exposition text is a text that elaborates someone's idea or argument about a phenomenon that happens in life. This text purposes to persuade people to look at the issue from the writer's point of view. As stated by Bashir (2017), an exposition text is a text that evaluates critically a topic and focuses only on one side of the point of view. In composing exposition text, students need to pay attention to the content of the text. Because exposition text does not only contain the opinion about a topic but also the fact that can help or support the idea. Bashir (2017) also points out the generic structure of the text. The structure of the text divides into four parts: title, introduction, body, and conclusion. The title tells about the topic. The introduction states the thesis statement of the text. The body of the text contains factual data to support the thesis statement (opinion). And the conclusion is the restatement of the thesis statement.

2.9 The Concept of Responses

According to Effendy (1984), the response is a set of reactions or feedback toward something. The student responses are vital for the teaching and learning process. Based on the responses, the teacher can evaluate and improve the teaching and learning activities. According to Paris and Byrnes (1989) in Ertmer et al. (1996), Each student has their way to respond to the learning activities since they come from different background knowledge, achieved different levels of cognitive, and have different motivations in learning the materials. Therefore, the teacher cannot expect that all the students will have the same responses toward something.

2.10 Theoretical Assumption

Speaking is a vital skill for communication. Through speaking, students can share their idea, their feelings, and the information they have. But in fact, students face some difficulties in speaking. There are several possibilities for student problems in spoken performances. Consequently, the teacher has some roles to help students in spoken performance also to the success of the learning process in teaching speaking.

Blended learning as a learning approach provides many benefits for both teachers and students in speaking activities. However, the implementation of blended learning is a challenge for teachers. It happens because the teacher must consider some factors in designing blended learning by combining the potential of face-to-face and online learning activities wisely. Another challenge is to provides learning media that appropriate to students' needs and can get their interest. In the era of technology, the use of media is not something new. One of the popular media in this era is YouTube. The existences of YouTube give a huge expectation to the success of teaching and learning activities since this media provide opportunities for teacher and students to develop learning materials, communication through comment, and gives new experiences. Therefore, the implementation of blended learning through YouTube media may help students in improving their speaking achievement and help the teacher in teaching speaking. The researcher assumed that there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

2.11 Hypothesis

The researcher formulates a hypothesis based on the literature and theoretical assumption above. The hypothesis is:

H_0 : There is no significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

H_1 : There is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

III. METHODOLOGY

This chapter discusses research design, variable, population and sample, instrument, the procedure of data collection, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

In this research, the researcher applied a quantitative research design. The first research question was answered by using the one-group time-series design of quasi-experimental. The design was presented as follows:

T1 T2 T3 X T4 T5 T6

T1: Pre-test 1

T2: Pre-test 2

T3: Pre-test 3

X: Treatment

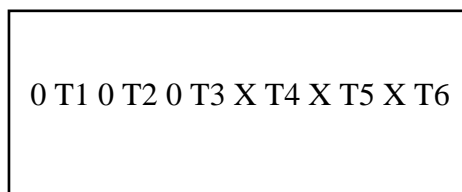
T4: Post-test 1

T5: Post-test 2

T6: Post-test 3

(Setiyadi, 2018)

The sign X of the formula above explained that T4, T5, and T6 were the tests after the treatments. However, there were more than 1 treatment in this research. This research design can be simplified as below:



The sign 0 there were not actually means that the students have not been taught. In one group time-series design, the researcher conducted the series of data or test before and after the treatments. So, the researcher tried to compare the mean of the results from the series of test (Setiyadi, 2018). As its name, this research design only used one group of students.

Then, the researcher used a closed-ended questionnaire to answer the second research question to know students' responses after being taught by using blended learning through YouTube media in speaking class.

3.2 Variable

According to Marczyk et al. (2005), a variable is everything that has different values. There are two variables contained in this research: the independent variable and the dependent variable. An independent variable is a variable that influences another variable while a dependent variable is a variable that depends on another variable which is an independent variable (Flannelly et al., 2014). In this research, the independent variable was blended learning and the dependent

variable was students' speaking achievement. It means that blended learning might influence students' speaking achievement.

3.3 Population and Sample

The population of this research was the second years' students of UPT SMAN 3 Empat Lawang in the academic year of 2020/2021. There are eight classes of second-year students in UPT SMAN 3 Empat Lawang with four science classes and four social classes. In this research, the researcher used purposive sampling. Purposive sampling is a sampling technique with the purpose that the sample can represent the case of the study (Setiyadi, 2018). For the sample of this research, the researcher took XI IPA 1 as the experimental class of 36 students.

3.4 Instrument

The term instrument is used to measure the data from the subject of the research. In this research, the researcher used two types of instruments, which were the speaking test and a questionnaire. Speaking test is used to answer the first research question related to the significant improvement of students' speaking achievement after being taught by using blended learning through YouTube media. While questionnaire is used to answer the second question related to students' response after the implementation of blended learning through YouTube media in speaking class. The instruments for collecting the data were:

3.4.1 Speaking Test

In the speaking test, the research used pre-test and post-test to measure students' speaking achievement. The pre-test was conducted before the students being taught by using blended learning through YouTube media. Besides, the post-test was conducted after students being taught by using blended learning through YouTube media. The speaking test was in the form of a presentation. Students make their exposition text of the given topic and present it in front of the raters or camera. Their spoken performance was recorded by using a voice recorder.

3.4.2 Questionnaire of Students' Responses

The questionnaire is a popular instrument to be used in collecting the data for both quantitative and qualitative research. According to Setiyadi (2018), the questionnaire is an effective instrument to measure aspects or variables that have a relation to the attitude or any other psychological and sociological aspects. According to (Setiyadi, 2018), there are two types of the questionnaire: open-ended questionnaire and closed ended questionnaire. In this research, the researcher used closed-ended questionnaire with four options: *Sangat Setuju*, *Setuju*, *Tidak Setuju* and *Sangat Tidak Setuju*. Each option has a different score:

Sangat setuju: 4

Setuju: 3

Tidak setuju: 2

Sangat tidak setuju: 1

The total number of questions in this questionnaire is 20.

In conducting the instruments, the researcher needs to consider the validity and reliability of the instruments.

3.4.3 Validity of The Test

Validity means the measurements of what is intended to be measured. According to Marczyk et al. (2005), Validity refers to the conceptual and logical sufficiency of the research study. There are three types of validity: face validity, content validity, and construct validity. The test has face validity if the instruments of the test relate and suitable to the participant of the test. In simple, face validity is the validity of how its appearance. Content validity is the validity of how it represents the materials that have to be tested. In other words, the test has content validity if the instruments cover everything that must be included in the test. Meanwhile, construct validity is the validity of how it contains all the theories of what is being tested. The test has construct validity if the instrument is encompassing the theory in testing what is being claimed to test.

3.4.3.1 Validity of Speaking Test

In this research, the researcher used two types of validity to support and ensure the correctness of the data and conclusion. The researcher used content validity with the instrument was taken based on *curriculum 2013* which also used in UPT SMAN 3 Empat Lawang. For the topic of the test, the researcher chose analytical exposition text. Also, the researcher applied

oral proficiency test scoring categories by Harris (1969) in construct validity. This measurement is based on the five aspects of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). Here is the description:

1. Pronunciation

There are five scales in this aspect. Five points for the students who have few traces of foreign accent, four points for the students that conscious of definite accent, three points for students who have pronunciation problems that necessitate concentrated listening and occasionally lead to misunderstanding, two points for students that must frequently be asked to repeat and very hard to understand because of pronunciation problems, and one point will be given for the students who have so severe pronunciation problems as to make speech virtually unintelligible.

2. Grammar

There are five scales in grammar. Five points for the students that make few (if any) noticeable errors of grammar or word order, four points for students who occasionally makes grammatical and/or word order errors which do not, however, obscure meaning, three points for students who makes frequent errors of grammar and word order which occasionally obscure meaning, two points for students who must often rephrase the sentences and/or restrict her/himself to the basic pattern because of grammar and word-order errors make comprehension difficult, and one point for the

students who have so severe grammar and word order errors as to make speech virtually unintelligible.

3. Vocabulary

There are five scales in this aspect. Five points for the students with vocabulary and idiom used is virtually that of a native speaker, four points for students who used inappropriate terms sometimes and/or must rephrase the ideas because of lexical inadequacies, three points for students who frequently use the wrong words; conversation somewhat limited because of inadequate vocabulary, two points for students who misused of words and have a very limited vocabulary which makes comprehension quite difficult, and one point for students who have so extreme vocabulary limitation as to make conversation virtually impossible.

4. Fluency

There are five scales in fluency. Five points for students with speech as fluent and effortless as that of a native speaker, four points for students with the speed of speech seems to be slightly affected by language problems, three points for students with the speed of speech and fluency are rather strongly affected by language problems, two points for the students that usually hesitant; often forced into silence by language limitation, and one point for students with so halting and fragmentary speech as to make conversation virtually impossible.

5. Comprehension

There are five scales in this aspect. Five points for students who appear to understand everything without difficulty, four points for students who understand nearly everything at normal speed, although occasional repetition may be necessary, three points for students who understand most of what is said at slower-than-normal speed with repetition, two points for students who have great difficulty following what is said and can comprehend only “social conversation” spoken slowly and with frequent repetition, and one point for students who cannot be said to understand even simple English conversation.

The researcher adds up the total number of student points for each aspect and multiplies by four to get the final score of students’ speaking tests. For example, a student gets 5 points for pronunciation, 3 points for grammar, 4 points for vocabulary, 3 points for fluency, and 3 points for comprehension, the final score will be 18 multiply by 4 which is 72. So, the final score of students’ speaking performance is 72.

3.4.3.2 Validity of The Questionnaire

The questionnaire of students’ responses in this research was adapted from the previous study by Kirna et al. (2015) and it was modified to make it proper with this research. This questionnaire was made based on three aspects of Keller’s theory (attention, relevance, and confidence) and one

aspect based on student literacy of technology. To know whether the questionnaire was valid or not, the researcher tried out the questionnaire to the second grades students from a different class of the sample of the research. The researcher used an inter-rater to measure the validity of the questionnaire. The first rater is the researcher herself and the second-rater is the English teacher of the sample. The face validity of the questionnaire means that the items are easy to understand and suitable for the participant. In this questionnaire, the researcher used Bahasa Indonesia to enhance the face validity of the questionnaire.

3.4.4 Reliability of The Test

Reliability concerns the extent to which the instrument of the test is consistent. According to Setiyadi (2018), Reliability is the consistency of the measurement that shows the same result when measuring the same subject at different times.

3.4.4.1 Reliability of Speaking Test

In this research, the researcher used inter-rater reliability or also called inter-observer reliability. Just like its name, this reliability means there are two raters or observers in measuring the students' spoken performance. The raters are the researcher and English teacher of XI IPA 1. The raters will judge students' spoken performances based on oral proficiency test scoring categories by Harris as has been explained above.

3.4.4.2 Reliability of The Questionnaire

Regarding the reliability of the questionnaire, the researcher analyzed it by using Statistical Package for the Social Sciences (SPSS). Also, the researcher used *Cronbach's alpha coefficient* between 0 to 1. If the items of the questionnaire is reliable based on the Cronbach's scale, the researcher can use the items. In this research, the researcher used the Cronbach's Scale by Cohen et al., (2007) that presented in the following table:

Table 3.1 Cronbach's Scale

Coefficient of Cronbach's Alpha	Reliability Level
>0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

Based on the table above, the items are reliable if the alpha of an item is 0.60 or more than 0.60 ($\alpha \geq 0.6$), then the item is reliable and can be used in measuring students' responses.

3.5 The Procedure of Data Collection

There are some steps that the researcher did in collecting the data:

1. Conducting the Pre-Test

The pre-test was conducted before the treatment. The pre-test aimed to measure and know students' speaking ability before being taught by using blended learning through YouTube media. In this pre-test, the

students were asked to present their exposition text based on the given issue or topic. The pre-test was conducted three times in face-to-face activity and recorded by using a voice recorder. Two raters judge and give scores for students' spoken performance and the scores were divided by two. The raters are the researcher herself and the English teacher of the sample.

2. Conducting the Treatment (Teaching Speaking)

The treatment was conducted after the pre-test. There were three treatments conducted in both face-to-face and online learning activities. The researcher presented material or issue related to exposition text in form of video that can be accessed by students through YouTube media. In another meeting, the researcher explained more about exposition text and give students instruction about what they have to do to practice their speaking in the forms of face-to-face activities.

3. Conducting the Post-Test

The post-test was conducted three times after each treatment. Post-test aimed to measure and know students' speaking ability after being taught by using blended learning through YouTube media. The post-test was conducted online through YouTube media. Given the instruction and the issue that must be carried out, the students presented their exposition text in the form of a video. Each student will be given three to five minutes to performs their spoken performance in groups, pairs, and individually. The students' spoken performance was

measured by two rates. The two rates who give the score are the researcher and an English teacher of the sample. Then, the score was divided by two.

4. Distributing the Questionnaire of Students' Response

After conducted the post-test, the researcher distributed the questionnaire of students' responses. The aim of distributing the questionnaire was to know students' responses after being taught by using blended learning through YouTube media. There are 20 items that must be answered by students with four scales, *Sangat Setuju*, *Setuju*, *Tidak Setuju*, and *Sangat Setuju*.

3.6 Research Procedure

There are some steps applied by the researcher in conducting this research:

1. Identifying the Problems

The focus of this research is to investigate whether there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media and how students respond to the use of it.

2. Determining the Population and Sample

The population of this research was the second grades students of UPT SMAN 3 Empat Lawang, and the sample is students of XI IPA 1. In this research, the researcher used one experimental class with no control class..

3. Conducting the Pre-Test

The pre-test was conducted before the treatment and the purpose of this test was to know the students' speaking ability.

4. Conducting the Treatment (Teaching Speaking)

The researcher conducted the treatment by implementing blended learning through YouTube media in teaching speaking. There were three different treatments and conducted in both face-to-face activities and online learning activities.

5. Conducting the Post-Test

The researcher conducted the post-test to know students' speaking ability after being taught by using blended learning through YouTube media. From the result of the post-test, the researcher found out whether there is a significant improvement in students' speaking achievement.

6. Distributing the Questionnaire of Students' Responses

The researcher distributed the questionnaire to know students' responses to the implementation of blended learning through YouTube media in speaking class. This research used a close-ended questionnaire.

7. Analyzing the Data

The data were analyzed by using Statistical Package for Social Science (SPSS) and the result will be used in testing the researcher's hypothesis. For the students' responses, the researcher analyzed them by making a conclusion based on students' answers in the questionnaire.

3.7 Data Analysis

The researcher analyzed the data by using the following steps to see whether there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media and to concludes the questionnaire of students' responses.

In analyzing the data of the speaking test, the researcher compared the average of pre-test and post-test. To know the average score of pre-test and post-test, the researcher uses the following formula:

$$M = X/N$$

M = Mean (average score)

X = The total number of students' score

N = The total number of students

The data of the test was calculated by using the One Way Repeated Measures Anova of Statistical Package for Social Science (SPSS) to see whether the students' speaking achievement after being taught by using blended learning through YouTube media is improved or not. Then, the researcher interpreted and concluded the data.

Meanwhile, to see students' responses to the use of blended learning through YouTube media in speaking class, the researcher used description analysis in analyzing the questionnaire. The researcher measures students' responses after the treatment by using students' scores on the questionnaire. The researcher used the following formula to know the percentage of students' responses.

$$P = \frac{f}{n} \times 100\%$$

P: Percentage

F: The frequency of the questionnaire

N: The total of ideal score

(Sugiyono, 2013)

After that, to know whether the students gave positive responses, the researcher used the criteria of the questionnaire by Ratminingsih, Artini, and Padmadewi (2017) in classifying the students' responses:

Table 3.2 Criteria of Questionnaire

Criteria of questionnaire	
Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70 \leq P_c \leq 84$	Positive
$55 \leq P_c \leq 69$	Moderate
$40 \leq P_c \leq 54$	Negative
$P_c \leq 39$	Very negative

3.8 Hypothesis Testing

The hypothesis of the research was:

H_0 : There is no significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

H_1 : There is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

Hypothesis testing aimed to know whether the hypothesis is accepted or rejected.

In hypothesis testing, the researcher used the level of significance (alpha) of 0.05.

It means if the p-value is higher than 0.05 ($p > 0.05$), H_0 is accepted. Instead, if the p-value is lower than 0.05 ($p < 0.05$), H_1 is accepted.

V. CONCLUSION AND SUGGESTION

The focus of this chapter is to present the conclusion and suggestions related to the findings of this research.

5.1 Conclusion

This research was aimed to find out whether the implementation of blended learning through YouTube media can influence and help students in improving their speaking achievement. Besides, the research was also conducted to find out how students respond to the use of it. After conducted and analyzing the data of speaking test and questionnaire, the researcher would like to present the conclusion of the research as follows:

1. There is a significant improvement in students speaking achievement after being taught by using blended learning through YouTube media. This happens because the implementation of blended learning through YouTube media influenced the students' speaking achievement. This means the use of it facilitates the students to improve their speaking achievement.
2. The students give positive responses to the implementation of blended learning through YouTube media in speaking class. Most of the students are satisfied with the implementation of blended

learning through YouTube media. It shows on their answer to the questionnaire by choosing *sangat setuju* (strongly agree) and *setuju* (agree) in most items. This means the use of it meet the students' need in speaking class and helpful for them.

5.2 Suggestion

The researcher would like to present some suggestions concerning the conclusion above. The suggestion was presented as follows:

5.2.1 Suggestion for the English teacher

1. It is suggested for the English teacher to implementing blended learning through YouTube media in class, especially in speaking class. Since the students are usually being taught traditionally, the use of blended learning through YouTube will give a new experience for the students and also help them to improve their speaking achievement.
2. It is suggested for the English teacher who wants to use blended learning in class to design a purposeful educational experience before implement it. The teacher can utilize many different applications or mediums in both face-to-face and online learning activities.
3. It is suggested for the English teacher to try using YouTube as a medium in teaching and learning activities since this application has so much contents that can help students to understand more about their studies.

4. It is suggested for the English teacher to pay attention to each aspect of speaking when teaching speaking.

5.2.2 Suggestion for the further researcher

1. It is suggested for the further researcher to try another topic, treatment, and application in conducting the research related to blended learning.
2. It is suggested for the further researcher to have more than two meetings in every treatment to have more accurate data and findings.
3. It is suggested for the further researcher to use an open-minded questionnaire to know the students' reason for saying so and get an even better description.
4. It is suggested for the further researcher to implementing blended learning in different skills or studies.

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