

## **CHAPTER II**

### **LITERATURE REVIEW**

This part discusses the theory that underpinned this study to shape the framework of this research.

#### **2.1 English Language Teaching**

##### **2.1.1 Definitions**

In general, teaching is the act of explaining something to someone in order for them to understand it. Teaching a language entail assisting someone in comprehending a specific language and its structure in order for them to properly According to Ginaya (2018), blended learning is used as an alternative technique or activity in English class. The lecturer should take an active role in facilitating learning by implementing online activities that encourage students' critical thinking skills, such as comparing, classifying, inducing, deducing, analyzing errors, constructing support, and abstract analyzing perspectives. The lecturer's creativity in designing fun and dynamic communicative activities will stimulate their learning interest and motivation. Furthermore, Pramila (2019) demonstrates that blended learning can result in remarkable progress in the use of the English language.

Blended learning, as defined by Brew (as cited in Sofiana, 2015), combines online and face-to-face learning to create a more effective learning experience. Lecturers can use Blended Learning to attract students' attention and help them become more active and effective learners by utilizing online learning resources in face-to-face learning. According to Sofiana (2015), blended learning is a flexible learning approach that combines face-to-face learning activities with online learning, allowing students to exchange feedback and responses collaboratively. It can be done directly or indirectly in four areas: learner feedback, learner strategies, and assessment alternatives.

Marsh (2012) identified several benefits of blended learning, including: providing a more individualized learning experience, providing more personal learning support, supporting and encouraging independent and

collaborative learning, increasing student involvement in learning, accommodating various learning styles, providing a place to practice target language outside of the classroom, reducing stress in practicing the target language, providing flexible learning, anytime or anywhere, and providing a place to practice target language outside the classroom.

As technology advances and the world progresses, more people are becoming aware of the importance of learning other languages. The English language is by far the most widely studied language in the world. According to Jason (2011), English is one of the world's most spoken languages, and as such, many people have taken up the study of it. As a result, it is critical for educators to understand the proper methods for teaching English. Teaching English in the modern era has been influenced by advanced technology. People can find online English classes in addition to learning English in school or through courses. They can gain access to some reputable online English learning sites that offer courses and tests, and at the end of the period, they will receive a certificate.

### **2.1.2 English Language Teaching Method**

Lecturers can now choose which teaching methods are best applied to their students because the options for teaching methods have become more diverse. For example, using games while teaching can make in-class learning more enjoyable. The flash card game is one of the most popular games used when teaching English. It not only improves students' vocabulary but also allows them to enjoy the learning process. Aside from games, lecturers can teach students using authentic materials. Authentic material has long been used to assist students in learning a foreign language, and its application in EFL classes is not new. As the CLT approach spread, lecturers began using authentic materials in the 1970s (Hedge, 2000 as cited in Al Azri & Al-Rashdi, 2014). Gebhard (1996) (as cited in Belet Boyaci, 2018) classified authentic materials into three types: audio/visual materials, visual materials, and written materials. Because the majority of people now use the internet, all of these materials are now available online, making the learning process easier and more accessible. Lecturers are expected to have access to authentic

materials because they have been widely used to improve their teaching methods.

Scholars have used blended learning pedagogies for language teaching for several decades. According to Sharma (2010), the concept of blended learning was first introduced in relation to language teaching around 1990, when it was defined as "a combination of face-to-face and online teaching, a combination of technologies, and a combination of methodologies." The first definition, he claims, is the traditional view of blended learning, in which traditional face-to-face language teaching classes are combined with sessions delivering additional supplementary course materials via online platforms. Virtual class materials include synchronous and asynchronous tools, chats, discussion blogs, and are accessed through a virtual management system such as Blackboard. The second definition refers to courses in which there is no direct face-to-face interaction between the instructor and the students because instruction is delivered via email and virtual classes online. This definition included e-learning, a purely distant learning format in which instructors never physically meet their students. When referring to blended learning, the term 'e-learning' is sometimes used as a synonym (Ja'ashan, 2020). Sharma (2010) proposes a broad third definition that refers to a combination of pedagogical methods involving various technologies.

Furthermore, it is preferable if lecturers combine some teaching methods, such as allowing students to access the internet during in-class learning to search for authentic materials such as news, English songs, English soap operas, or even poems. The students will then be asked to describe what the authentic materials are in front of the class. This combination is beneficial because it will assist lecturers and students who are accustomed to using the internet as a means of learning. It is critical in today's education system that both lecturers and students are exposed to internet technology in order to improve the quality of English learning. According to Arianie (2017), the internet is regarded as a vital and rich source of authentic material (p. 117).

## **2.2 Types of Teaching Class**

### **2.2.1 Traditional Teaching Class**

A lecturer moderates and regulates the flow of information and knowledge in traditional teaching. Education in a traditional classroom is primarily based on a teaching system and frequently focuses on the material itself rather than the learners and differences in abilities and learning skills. Simultaneously, learners are obligated to harmonize their own techniques and learning ability. Traditional classrooms do not stimulate the senses or the mind, but rather encourage rote learning, according to Kinshuk (2005).

Traditional classrooms are divided into two types: lecturer-centered classrooms and learner-centered classrooms. Traditional lecturer-centered classrooms aim to impart knowledge to students, and students frequently focus on something the lecturer is saying, write down information they are receiving, and think something independently about what they are listening to. Then, in learner-centered traditional classrooms, students must participate fully in courses in addition to listening, writing, and thinking. They have more opportunities to answer questions, ask questions, work with classmates to complete tasks, or deliver a prepared.

### **2.2.2 Online Learning Class**

An online learning class is one that is conducted using a device that connects to the internet. According to a study conducted by Jackson et al. (2006), students who used the internet more frequently received higher scores and grades. According to Kern (1995), the internet alters the interaction between students and lecturers; in computer classes, there is less lecturer and more learner talk. Furthermore, it shifts the roles of lecturers and students, according to Peterson (1997), and makes learning more student-centered, according to Warschauer, Turbee, and Roberts (1996). As a result, online learning can be a novel method of teaching-learning.

## **2.3 Blended Learning**

### **2.3.1 The Nature of Blended Learning**

Blended learning is an instructional methodology that leverages technology to provide a more personalized approach to learning, giving students control over the time, place, path and pace of their learning. The Clayton Christensen Institute, one of the most well-known thought leaders on blended learning, defines it as a formal education program in which the student learns in part through online learning, and partly in a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected in order to provide an integrated learning experience, Brooke (2017).

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Blended Learning has become one of the most common ways to teach EFL (English as a Foreign Language) due to its double component, which integrates Face-to-Face classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. Over the years, lecturers and students have changed the way this educational process is seen because new technologies have been implemented and lecturers have to propose new ways of working to display materials that complement EFL Face-to-Face classes (Alpala, C. A. O., & Flórez, E. E. R., 2011).

Blended Learning has emerged as an alternative method of teaching English as a Foreign Language, combining face-to-face classes with virtual learning experiences in order to provide students and lecturers with a diverse set of materials and resources organized methodically. For decades, the development of ELT methods and approaches has been rapid, and the needs of technology in education have offered a new way in language teaching.

Traditionally, English teaching methods were developed through face-to-face interaction in a lecturer-centered classroom using techniques such as drilling and imitating. The method then began to shift toward student-centered communicative teaching, in which lessons were delivered more interactively and based on the learners' needs and learning styles. Problem solving, task-based learning, collaborative learning, and many other techniques are introduced in this area. Fortunately, the rise of the internet and technology has provided students with more readily available materials and sources. The learning environment is not limited to an indoor classroom; rather, it allows students to engage in more extensive learning exploration. This is the stage at which online learning is incorporated into students' learning experiences. One well-known term is blended learning.

lecturers Blended learning, face-to-face learning, and online learning are all defined differently in different instructional contexts. BL is defined in this study as a combined instructional environment in which face-to-face learning and online learning are combined within a single teaching and learning environment. As previously stated, face-to-face learning refers to traditional classroom instruction in which instruction is given within the classroom. The term "online learning" refers to computer-based synchronous or asynchronous web-based and self-directed learning. This entails utilizing various virtual resources and tools such as online learning materials, chat, message boards, and net meetings (Huang, 2016).

So, blended learning is more than just using technology because it is available; it is about finding better ways to support learners in achieving learning objectives and providing them with the best possible learning and teaching experiences, as well as supporting lecturers in their role (including course management and administration). Of course, the incorporation of blended learning in courses will naturally vary depending on factors such as discipline, year level, learner characteristics and needs, course or program learning objectives, academic approach to teaching, and confidence and experience in using technology.

Nowadays, most lecturers and students use blended learning methodologies. However, many are unaware that they are using them. In our opinion, the starting point for devising any efficient teaching technique or methodology must be by considering learners' perspectives. Students often express the desire for more direct contact with academic staff, and this may not always easily be fulfilled by electronic means, Higgins, G. & Gomez, H. (2014). Teaching English studies through blended learning. The higher education academy.

The concept of blended learning can not be defined precisely as different scholars put different content into the term, though all of researchers agree that blended learning is an integrated learning experience that is controlled and guided by the instructor whether in the form of face-to-face communication or his virtual presence. Technological innovation is

expanding the range of possible solutions that can be brought to bear on teaching and learning.

English teaching and learning using blended learning for the last three decades, the use of technology, specifically information and communication technology (ICT), in education has been extremely popular in Indonesia. English-language ICT implementation Teaching and learning can improve the quality of teaching and learning in both face-to-face and online settings. Learning as well as online learning It cannot be denied that the use of online media in English teaching and learning can help students improve their vocabulary mastery and create the flexibility to assist students in better understanding material (Shen, 2004). The reason for this is that authentic and realistic media, such as video of English native speakers using the language, can help to facilitate the teaching and learning process. Furthermore, Riley (2000) claims that the use of online technology encourages students to learn more effectively and improves their learning achievement.

Bahadorfar & Omidvar (2014) argue that technology can stimulate the playfulness of learners and involve them in a diverse range of communicative situations. Technology helps students engage in self-directed actions, self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Researcher emphasized when links are provided to include explanations, additional support, and reference, the value of technology in language learning and teaching is further augmented.

Blended learning is a learning strategy that incorporates technology into the learning protocol by incorporating e-learning activities to supplement face-to-face instruction (Allan, 2007). Furthermore, as Stein and Graham (2014) state, this approach improves learning access and flexibility while also increasing students' learning engagement and motivation. Furthermore, lecturers can easily track and evaluate their students' learning. Furthermore, blended learning can help students improve their communication skills.

Using blended learning has numerous advantages, all of which contribute to student language acquisition and affective values (Adas & Bakir, 2013; Ghazizadeh & Fatemipour, 2017; Sheerah, 2020; Shivam & Singh,

2015). Researchers contend that (1) improving lecturers' and students' digital literacy skills; (2) providing students with two knowledge transformation spaces (offline and online); (3) encouraging increased student affective values (learning motivation, responsibility, discipline, and autonomy); (4) providing up-to-date teaching material; and (5) providing students with opportunities to practice communicating in English with native English speakers from various countries. These advantages are a result of blended learning in an English as a Second Language (ESL) or Foreign Language (EFL) class.

These benefits encourage English professors to pay close attention to incorporating blended learning into their educational process. A lecturer may implement a number of steps in the implementation of blended learning, including the following:

1. Introduce students to the concept of blended learning.
2. Discuss with students the various applications that are used in online learning.
3. Agree on the number of classroom meetings and online learning sessions with students.
4. Work with students to develop a schedule for classroom instruction and online learning.
5. Determine which materials will be used in classroom and online learning.
6. Define the material content of each language skill taught in the classroom and online.
7. Agree on the roles of lecturers and students in classroom and online instruction.
8. Determine the type of assessment to be used in accordance with the goal of each language skill learned.

### **2.3.2 Blended Learning Models**

According to Valiathan (2002), there are kinds of Blended Learning models. The following models are described as follows:

### 1) Skill-driven model

Blended learning that is skill-driven combines self-paced learning, such as Web-based courses and books, with engagement with a facilitator via email, discussion forums, and face-to-face meetings. This method is similar to a chemical reaction, in which interaction with the instructor or facilitator serves as a catalyst for the intended reaction, which is learning.

Based on a Masie Center survey from 2000, 88 percent of learners and 91 percent of managers believe the trainer or facilitator should be an active participant in the online training session. The trainer should monitor progress and contact the student, review online project work, develop and organize an online community for course participants, and be available through email or threaded conversation to reply to topic questions, according to survey respondents. It's evident that combining self-paced learning with facilitator support keeps the student from feeling isolated, which aids in completing the self-paced courses successfully.

When people are acquiring stuff at the knowledge or application levels, this approach works well. Creating a closely scheduled group learning plan employing instructor-led overview and closing sessions using synchronous learning labs and offering help to learners via email are two techniques for incorporating skill-driven blended learning.

### 2) Behaviour-Driven Model

Traditional classroom-based learning is combined with online collaborative learning events in this approach. The nature of the content, as well as the ultimate objective (forming attitudes and behavior), may necessitate the inclusion of collaborative learning, which can take place in face-to-face sessions or through technology-enabled collaborative events. This method should be used to teach content that requires learners to experiment with new behaviors in a safe environment. A behavior-driven method should be used in soft skill classes that include role playing a performance appraisal or negotiating with a customer, for example. Discussion forums, Webinars, group projects, and online debates with chat

modules are all activities that developers should add into the overall learning experience.

### 3) Competency-driven model

Employees' ability to make decisions rapidly in the workplace is critical to their success as knowledge workers. While common facts and working principles help individuals make decisions, they also require tacit knowledge, which is commonly held by experts. A competency-driven strategy is required for learning that aids in the transfer of tacit knowledge. People learn tacit information through witnessing and interacting with experts on the job, thus activities could include a mix of online performance support tools and real mentorship.

### 2.3.3 Components of Blended Learning

The five components of blended learning are as follows:

#### 1) Component of the media

Media components are primarily defined as devices that deliver content. However, some pedagogical media may be better suited to establishing a synchronous or asynchronous learning environment than others, but no media is necessarily better or worse.

#### 2) Component of the Learning Environment

It is possible for the learning process to be synchronous or asynchronous. Growing educational environments come with their own unique set of benefits and drawbacks. The purpose of blended learning is to take use of the positive aspects of each environment to guarantee that resources are utilized to their full potential in order to meet the educational and learning objectives.

#### 3) Instructional Component

This section is used to select the most effective instructional methods for achieving the learning objectives. Such techniques are the result of learning objectives, and they aid in the protection of learning objectives and the transfer of information. When building blended learning, it is critical to maintain educational quality.

#### 4) Live Classroom

Lecturers and students are able to interact face-to-face in traditional classrooms. Complex, specific, programmatic, or novel content that necessitates face-to-face interaction, expert observation, organizational design, teamwork, communicating, business problem-solving abilities, or resources offered by a lecturer or facilitator are typical topics.

The benefit of a live classroom is that it enables for the dissemination of previously unreleased material. Students get access to their classmates as well as professionals. Practice and group discussion can be exciting, increasing interest in a single topic. Learners with certain learning styles, particularly those who rely on highly lecturer-centered methods, benefit from traditional classroom learning.

Traditional classrooms, on the other hand, have the disadvantage of being costly if learners must travel to the location of the classroom. Apprentices are frequently asked to attend courses at a set time, which requires significant time commitment on the part of the learner.

If the event is lecture-based, there will be less time for discussion and participation. Classrooms can put students in a passive role and cause them to lose interest.

#### 5) Virtual Classroom

Lecturers and students can be in different places at the same time in a virtual classroom, and the lecturer can record the experience for future reference. Typically, internet meeting tools are used to run these events. The topics discussed may be similar to those discussed in a live classroom, unless they are too complex or controversial.

The learning material may be presented and distributed to students effortlessly in the learning platforms, which is an advantage of this virtual classroom. The disadvantage of the virtual classroom is that everyone must be online at the same time. The majority of the participants will require a customized workspace as well as a high-speed internet connection. The instructor must have the necessary technical abilities, resources, and a

personal commitment to inter activating the situation, for example a live classroom.

### **2.3.4 Strategies in Blended Learning**

A strategy is an approach for addressing a problem or task, a mode of operation for achieving a target, or a design for managing and controlling certain data. As a lecturer must use strategies as a tool to address any issues that arise during the teaching and learning process in order to accomplish effective learning outcomes and goals. In this situation, the instructor, as an educator, should have a set of broad goals, well-crafted content, and well-developed planning concepts to assist students in meeting their objectives. The employment of technique, structure, method, system, procedure, and process by the instructor is referred to as lecturer strategies. Lecturers frequently have difficulties in teaching and encouraging learning in the classroom due to students' diverse demands, backgrounds, and personalities.

### **2.3.5 Strategy in Implementing Blended Learning**

Technology is inextricably linked to blended learning, which is defined as a combination of face-to-face and online learning. Technology can act as a catalyst and enable the adoption of more active learning methods. Lecturers must, however, select appropriate tactics and resources to help them overcome the problems of blended learning. Lecturers need to be prepared in questioning, imagination, interpretation, distinction/scaffolding, and generating possibilities for communication and networking, according to Victoria Education. Instructors who will teach both online and face-to-face must complete professional development. There is a probability that new technological improvements will be brought about via mixed e-learning. The lecturer must be able to provide cost-effective solutions to the ever-changing nature of technology expecting this training could assist lecturers in overcoming issues or problems while using mixed learning.

Jennifer Hoffman, on the other hand, believes that lecturers can use a variety of ways to solve their problems:

- a. Do not introduce all possible technologies to address the issues in the learning process's technology. To emphasize your point, make sure to employ the most basic technology feasible.
- b. Immerse lecturers in a blended learning environment to give them a greater understanding of the participant experience. A team-teaching strategy, which includes another facilitator as well as an online learning producer, can assist maintain energy and interest while also ensuring that all of the elements are covered.
- c. Assessment results can be tracked, monitored, and used to ensure that all learning process objectives are accomplished. Furthermore, lecturers should maintain contact with pupils in order to guarantee that expectations are met 34 Blended learning: A summary of research findings in Victorian education 2006-2011, Department of Education and Early Childhood Development (Melbourne: the State of Victoria, 2012). Jennifer Hoffman, Solutions to the Top 10 Blended Learning Challenges (In sync Training, 2014).
- d. Students will present a description of the entire process, including instructions on how to access and use technology, as well as requirements for participation and attendance/completion.
- e. The technology should be chosen as the final step in the design process. To validate learning objectives, instructional designers must conduct a thorough assessment.

## **2.4 Language Learning and Teaching Speaking**

### **2.4.1 Language Learning**

The way lecturer view the role of media in classroom teaching will to a large extent determine the level and degree of its usage. Lecturer forms an impression which is favorable or otherwise, depending on specific traits lecturer attribute to media. Romiszowski (2008) has grouped the roles of media into two. In the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the lecturer's presentation. Media used in this way are basically one-way transmitters quite incapable of interpreting any messages that the learner may transmit. Secondly, media are

used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting.

According to Morris (1962) the function of technological media is to supplement the lecturer through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the lecturer, these media will determine more than anything else the quality of our educational effort.

#### **2.4.2 Teaching Speaking**

According to Negara (2021) one of aspects in English competence is speaking. While Richards (2008) and Bahadorfar & Omidvar (2014) stated that speaking skill is a productive skill and become the main priority that must be mastered by students in the learning and teaching process of foreign languages. The usage of an appropriate method and strategy in teaching can improve student ability and skills to overcome their learning achievements. According to Maulidar et al (2019) in the teaching process, it is crucial to apply suitable learning strategies. By using an appropriate teaching strategies, it supports the students' attention to the learning process. In addition, Tahir (2012) adds the first step in determining the application of appropriate methods, approaches, techniques and tactics to be used in managing the classroom in order to achieve successful language teaching and increase student learning achievement is the learning strategy. By means of these facts, the teaching strategies might be improve in order to develop the success of teaching and learning process.

According to Rivzi (2006:92), speaking is an interactive communicative process that involves both speakers and listeners. When someone is speaking, there must be a listener who is attentive to the content and message. So, the speaking must be understandable and comprehensible for the speaker partners. Meanwhile, according to Bygate (1997:4), speaking is the most frequently judged skill, and it is through this skill that people make or lose friends. This ability is a communication tool that can deliver

any message. Speaking requires paying attention to every single word of the speaker in order to understand the entire message because if the listener misses some words, the message will be incomplete.

According to Gert and Hans (2008), "speaking is speech or utterances with the intention of having the speaker's intention recognized, and the receiver processes the statements in order to recognize their intentions. In addition, Rebecca (2006) stated that

"Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change". Speaking is crucial in language learning; if someone wants to master a language, he or she must learn how to say something in English" (Thornbury, 2015). Finally, speaking is a skill that can be used to express what the student will say.

Institutional factors, lecturer factors, teaching factors, and learner factors are the four factors that contribute to good or effective teaching (Richards, 2001). The authors focused on teaching factors in this study because it is concerned with teaching materials, teaching strategies, and learning assessments in the teaching and learning process of speaking in the classroom.

Bailey (2005) demonstrates his point of view on speaking ability by defining it as spontaneous and productive verbal ability. The term "English speaking ability" in this study refers to students' abilities to participate in a role-play presentation, particularly in terms of appropriate grammar, vocabulary, pronunciation, and interactive communication.

However, in the teaching speaking, there might be some problems in its implementation. As Brown (2001) stated that there are four problems in speaking skill those are: (1) Inhibition. Since speaking is being very important to acquire however, in real situation they warned about making mistakes, fearful of criticism, and simply shy in getting attention of their speech. (2) Have nothing to say occurs when there's no motivation in expressing the idea and also boredom in speaking then as consequences, they

cannot bring their ideas out. (3) Low or uneven participation is when learners do not have much time to practice the speaking because the condition in class itself is lecturer centered, and overcrowded classroom. Otherwise, there will be dominated learner while other speaks very little or not at all. (4) Mother tongue use happens because Indonesia has its own mother tongue, they are the vernaculars or Bahasa then it makes English considered as the foreign language and it does not use daily in society.

Speaking is one of the skills acquired during language study. The ability to speak is regarded as proof of language learning success. The reason for this is that language learners may require courage when speaking. Speaking requires bravery because it requires knowledge of how to pronounce, deliver meaning, and turn ideas into words in addition to producing sounds. Speaking has some sub-skills, and it may become necessary for language learners.

According to Hughes (2002:6), "speaking is not a discrete skill." It cannot stand alone because it includes some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, language inputs, phonology, and pronunciation.

People speak using words that have meaning that the speakers must choose and use appropriately, and this activity, of course, requires skill in choosing and using the proper ones. Not only should people notice the word order, but they should also notice the knowledge of how to pronounce words when speaking. The reason why pronunciation should be noted is that when speaking in a foreign or second language, the written form and pronunciation are vastly different. These sub-skills are only required for communication activities to be successful.

Bygate (2006) in Nunan stated "Speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other's contributions". The brief explanation of speaking inspires the writer to believe that when speaking, speaker produce language with meaning in order to express some ideas or thoughts. In other words, people speak to express their ideas and to

provide information to the people with whom they communicate. This means that speakers rely on their audience to keep the conversation going. Interaction occurs between speakers and listeners.

Speaking is the activity of using language to communicate ideas in an interactive situation. When doing the activity of communicating, the speakers must show their attitude and take turns, which is referred to as discourse management. The interactive situation itself includes the condition in which several speaking interactions in active English are demonstrated among the students and between students and their lecturer. The students' attitude should demonstrate their ability to speak regardless of obstacles encountered, as supported by discourse managements in which students and lecturers take turns speaking and communicating during the learning-teaching process.

The action of guiding students to be able to communicate and show any interaction to another person involved in the conversation is known as teaching speaking. Thus, when teaching speaking skills, it is essential to ensure that students have a clear understanding of what is involved in speech.

Speaking is interactive, as Thornbury (2015) stated, and requires the ability to cooperate in the management of speaking turns.

According to Handayani (2019) speaking is a useful skill for language learning. It includes communicative performance as well as other important aspects such as pronunciation, intonation, grammar, vocabulary, and so on. They should be taught in any language learning program to prepare students to communicate in the target language. Speaking is the most important skill that learners will be judged on in real-life situations. It is an essential component of everyday interaction.

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One of the most important aspects of improving spoken English is consciously involving students in their own learning process as they work to improve their spoken English.

According to Morley in Manalu (2017: 5), the goal of teaching speaking is to help students achieve four goals:

1. To gain confidence in speaking and listening to English.
2. To improve speaking and listening comprehension in English.
3. To improve one's ability to speak English fluently.
4. To improve one's English-speaking accuracy.

According to the experts' explanations, the researcher concluded that teaching speaking is the action of facilitating the learning process of the students with various strategies to be able to be called successful learning.

According to Brown (2010:270-271), some aspects of spoken language can make oral performance easier or more difficult:

1. Clustering, fluent speech is phrasal rather than word-by-word. Through such clustering, learner can organize their output both cognitively and physically (in beat groups).
2. Redundancy, the speaker has the opportunity to clarify meaning through language redundancy. Learners can benefit from this aspect of spoken language.
3. Reduced Forms, contractions, elisions, reduced vowels, and so on, all resulting from a unique problem in teaching speaking English.
4. Performance variables, one of the benefits of spoken language is that it allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. It is possible to teach students how to pause and hesitate.
5. Colloquial language, ensure that your students are reasonably familiar with colloquial language words, idioms, and phrases, and that they practice producing these forms.
6. Rate of delivery: Another distinguishing feature of fluency is the rate of delivery. One of your responsibilities in teaching spoken English is to assist students in achieving an acceptable speed as well as other aspects of fluency.

7. The most important aspect of English pronunciation is stress, rhythm, and intonation. The stress-timed rhythm of spoken English, as well as its intonation patterns, convey critical messages.
8. Interaction, learning to produce waves of language in a vacuum without an interlocutor would deprive speaking skill of its richest component, conversational negotiation creativity.

There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment (Lindsay and Knight, 2016: 58).

According to the experts, the purpose of speaking is to develop effective speaking skills that can be understood by classmates, faculty, staff, and others for academic and social purposes such as conversations, classroom discussions, and oral presentations.

La'biran & Dewi (2022) said that every model in teaching speaking English influences the students. Therefore, the students can give their perception of the model of teaching spoken English, and the students can provide their knowledge about the performance of the lecturer, such as how to teach speaking English material, general attitude, and behavior in the teaching process.

Gulmez & Shresta (1993) state that speaking is affected by exposures, formal environment and informal environment, in different ways. The former occurs when the students consciously learn such a skill in the classroom through the instructional materials which the lecturer is presenting. The students go through with what the lecturer asks them to do. Sometimes, the students also do various text-related tasks.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message

due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help learners develop communicative efficiency in speaking, the lecturer can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of lecturer talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Communication efficiency is the goal of teaching speaking skills. Learners should be able to make themselves understood by maximizing their current proficiency. They should try to avoid message confusion caused by poor pronunciation, grammar, or vocabulary, and they should follow the social and cultural rules that apply in each communication situation. The lecturer can use a balanced activities approach that combines language input, structured output, and communicative output to help students develop communicative efficiency in speaking. Lecturer talk, listening activities, reading passages, and language heard and read outside of class all contribute to language input. It provides learners with the materials they need to begin producing language on their own.

According to Brown and Yule (2010) and Thornburry (2015) the following strategies can be used to encourage second language learners to speak English:

1. Making Use of Recordings and Transcripts

This strategy is used to increase learners' awareness of spoken language features. It is to expose them to examples. The strategy involves showing learners recordings of monologues or multiparty conversations. By participating in this activity, students will gain an understanding of how the speaking activity works and how discourse management is implemented. For example, a lecturer may provide a transcript on a specific topic that is appropriate for recording. When it plays, students listen to the transcript and imitate the native speaker from the recording.

## 2. Making Use of Live Listening

This strategy is also used to increase learners' awareness of spoken language features. By utilizing live listening, students have a greater opportunity to participate in a learning activity with their lecturer. The benefit of live listening is that learners can interact with one another to ask questions, clarify details, and request repeats. Example: A lecturer presented a topic to students, who then paid attention by asking questions, providing criticism, or arguing about the topic.

## 3. Observing-Gap-Activities

This strategy is used to ensure that learners receive important messages about their current level of proficiency by paying attention to their own output and comparing it to that of others. Learners of speaking may benefit from "having a go" first and then observing a skilled practitioner perform the same task. For example, students form groups, each with the same topic, and then they tell about the content of the topic and compare it to the other groups.

## 4. Chants and Drilling

Drilling and chanting are strategies for appropriation activities. Drilling is the practice of imitating and repeating words, phrases, and even entire sentences. As a result, after students have heard a dialogue, the lecturer can isolate specific phrases or utterances and ask them to repeat them. Repeating them is bound to make them more noticeable. Drilling also provides a means of gaining articulatory control over language-of "getting your tongue round it". Chants, on the other hand, are a more playful form of practice that mimics the repeating and chunking nature of drilling. Chants are more memorable than traditional drills. For example, students may imitate some words before memorizing them. Following that, students were asked to repeat those words.

## 5. Writing Assignments

Writing serves as an initial stage in the acquisition of newly encountered language for speaking. It can help to ease the transition from learning to using. In face-to-face interaction, learners tend to rely on a very

limited repertoire of memorized expressions. As a result, one important function of classroom speaking activities is to assist students in expanding their repertoire of such characteristics. The activities can take the form of dictation, paper conversations, computer-mediated chat, or writing. For example, if the lecturer tells a story, the students write it down and then retell it orally.

#### 6. Discussions

Dialogue practice has a long history in language teaching, which is not surprising given that language is essentially dialogic in its use and that any grammar structure or lexical area can be worked into a dialogue with a little creativity. Dialogue practice also serves as a useful diversion from lecturer-led classroom interaction. Setting up pair work in large classes with fixed furniture is not an insurmountable management challenge. For example, students form groups with their friends and practice a dialogue on a topic assigned by the lecturer.

Varela and Torre (2017) support this idea by stating that "role-playing contributes to the development of conversational skills and is appropriate for developing student fluency and interaction". As a result, the primary goal of this strategy is to prepare students for real-life language use by simulating real-life scenarios in the classroom. Dialogue can be used as a strategy to require students to be involved in information sharing and participate actively in conversation when practicing transactional-interactive talk where message and interaction are important.

#### 7. Repetition of Tasks

Contextual teaching can influence learners' English-speaking fluency. This strategy will also have an impact on the students' accuracy and complexity of production. With the introduction of task-based learning, it has been discovered that by manipulating the condition of speaking tasks:

- a. Allowing learners unlimited time to complete a task improves their accuracy but decreases their fluency.
- b. Setting aside time for pre-task planning improves fluency, resulting in faster speech and fewer silent pauses.

- c. Pre-task planning has a similar effect on the complexity of the language produced.
- d. Repetition of a task resulted in improvements in accuracy (including pronunciation), fluency, and complexity.

#### 8. Presentations and discussions

Whether or not learners will be required to give presentations or talks in the future, the experience of standing in front of their colleagues and speaking for a sustained period of time is excellent preparation for real-life speaking. This is especially true if they are also required to respond to questions. For example, she may ask students to present on a topic, and then another student may ask the same question.

#### 9. Anecdotes, stories, and jokes

Storytelling is a universal function of language and a key component of casual conversation. Learners can not only practice the essential skill of storytelling through their stories, but they can also get to know one another: we are our stories. Narration has always been a popular way for students to retell folk tales or amusing or dramatic incidents based on a series of pictures. The importance of encouraging students to tell their own stories has been recognized, and coursebooks now routinely include personalized narrating tasks, whether monologic or dialogic. For example, she asked students to read a fairy tale, then she asked them to retell the story aloud.

Story telling can help students improve their speaking skills in Speaking. According to Chastain in Sokowati (2012:3), speaking is an active activity, so students must make an utterance. She also discusses the method's procedure. First, students can summarize a tale or story they heard from someone else beforehand, or they can create their own stories to tell their classmates. Storytelling promotes creative thinking. It also assists students in expressing ideas in the format of beginning, development, and ending, as well as the characters and setting that a story must have.

#### 10. Drama, role-playing, and simulation are

Speaking activities with a drama component, in which students take an imaginative leap outside of the classroom, serve as a useful springboard for

real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated, and a wider range of registers than is normally available in classroom talk can be practiced. Furthermore, simulation and artifice suit the temperament of some learners, who may feel uneasy "being themselves" in a second language. For example, she asked students to write a drama script and then present it to the class.

#### 11. Debates and discussions

The best classroom discussions are those that arise spontaneously in the English speaking class, either as a result of the students' personal experiences that they report in the classroom or as a result of a text or topic in the textbook that sparks some debate. It is becoming increasingly important for lecturers to be able to create situations in which discussion and debate can be formed in a more formal manner for teaching English speaking. Example: The lecturer assigned a topic to the students and then divided them into groups. After that, the lecturer asked the students to debate the pros and cons of the topic content.

#### 12. Conversation and chit-chat

Classroom conversation and casual conversation have evolved over time. Conversation and chat are beneficial in English as a second language classes. Conversation and chat work best in a traditional grammar-focused class. For instance, she asked students to practice with their friends.

#### 13. Extracurricular activities Speaking

With the ease of transition from the classroom to the outside world, learners can improve their speaking ability; the lecturer can use the strategy as a task to do outside of class. For example, she accompanied students to class. She asked the students to look around them. She then asked students to speak about what they had observed about their surroundings.

So, the strategy is something that is important for lecturers to teach and deliver teaching materials properly, as well as to create a fun and interesting classroom environment in order to achieve learning goals, particularly speaking comprehension. According to the researcher, lecturer strategy is a method of making decisions about a course, an individual class,

or even an entire curriculum that begins with an analysis of key variables in the teaching situation. These variables include learner characteristics, learning objectives, and the lecturer's instructional preferences. After analyzing these variables, informed decisions about course content, structure, assessment methods, and other key components can be made.

## 2.5 Speaking in Blended Learning

Speaking can be described as a person's ability to express ideas and thoughts that attract others into communication by sorting them out word by word. The ability to speak can be said to be an interesting ability Practice because it is not easy due to lack of vocabulary, lack of confidence, grammatical errors, fluency, etc. Brown (2001) points out that there are many aspects that make speaking a complex language skill. In addition, the students' lack of vocabulary, lack of confidence in speaking, and the perception that English is a difficult subject make speaking a complex language skill.

Many material designs are taught in academic settings to help students improve their speaking skills. Academic speaking is intended to help students improve all aspects of their speaking abilities, particularly in academic settings. Students receive feedback on their classwork on their own, with the assistance of an instructor.

The implementation of Blended Learning in Indonesia English Club to improve speaking skill was done in two cycles. In every cycle conducted online learning and traditional face to face learning. The online learning source were announced in WhatsApp group before face to face meeting. The online learning sources are websites (One Stop English, [www.youtube.com](http://www.youtube.com)), Instagram accounts (@englisharound, @lecturersandralli, @grammar\_tips), Applications (English Speaking & Listening, English handbook). It is proven that Blended learning can solve the students' problem in the class like inadequate learning and practicing time, afraid of making mistakes, being shy and unconfident to practice, by seeing their average score in every cycle they had been through. The score shows improvement in every aspect of English-

speaking skill. Moreover, the students really enjoyed learning using Blended learning model. Ginaya et al. (2018) he implementation of blended learning can improve the speaking and writing proficiency of the third-semester students at the vocational college. The improvement achieved by the students here is also supported by the fact that the application of WebQuest active-learning activities can improve the students' learning motivation and interest. As a result, they can interact actively during the entire process of learning. Therefore, the application of the web-based activities in the classroom is really needed in order students can maximize their English language skills.

Lecturers must be careful when preparing lesson plans for teaching speaking using the blended learning model, and they must select appropriate technological materials to successfully implement their lesson plans. The lecturer considered the speaking skills that were intended to be developed in this study and learner-centered activities. Furthermore, it is frequently derived from integrated skills texts. Then, in order to complete a task, the students share information online by asking and answering questions. In the meantime, the highlighted words in the texts are selected as keywords. As a result, the key structure of each lesson is chosen to aid comprehension of the text. Its function for each meeting is related to the topic and main theme of the text.

## **2.6 Previous Studies**

Some recent studies have been conducted as complementary research. Mohammed (2018) has conducted a study that focus on overview of the use of Blended Learning in English Language Teaching Contexts. His study use some literature reviews from the previous studies. The main result of his study seems that different blends and strategies used in implementing blended learning in ELT contexts are granted. Literature survey in recent study reveals that blended learning is more enjoyable than pure traditional or online teaching and suggest advantages of Blended learning approach over them. Different with this study, the author wants to find the understanding of blended learning directly from the lecturers.

Syaifudin (2017) conducted research on the implementation of Blended to improve students' speaking ability. The research was gathered in Learning at Indonesia English Club to improve speaking skill was done in two cycles. In every cycle conducted online learning and traditional face to face learning. The online learning source were announced in WhatsApp group before face to face meeting. The online learning sources are websites (One Stop English, [www.youtube.com](http://www.youtube.com)), Instagram accounts (@englisharound, @lecturersandrani, @grammar\_tips), Applications (English Speaking & Listening, English handbook). It is proven that Blended learning can solve the students' problem in the class like inadequate learning and practicing time, afraid of making mistakes, being shy and unconfident to practice, by seeing their average score in every cycle they had been through. The score shows improvement in every aspect of English-speaking skill. Moreover, the students really enjoyed learning using Blended learning model.

Rahman, Sudiyono, and Phonix (2021) have investigated the study to clarify how the lecturers and students' perceptions of conducting blended learning in English at high schools in Bandung. The study method used in of this study is a mixture of qualitative and quantitative methods. Randomly selected lecturers and students from up to 9 high schools in Bandung participated. Technology and data processing was carried out by distributing a questionnaire that each participant had to fill out in. The questionnaire included seven aspects of how the English blended learning method responded to the benefits of lecturers and students. After data was collected, the analysis was performed by calculating the perceptions of the lecturer and students. The main benefit of lecturer recognition was the lecturer's challenge in preparing teaching materials and using the media (93% perceptual response). On the other hand, according to students, the main advantage was that blended learning English could improve language ability (77% perceptual response).

The three above previous studies have investigated the similar research to this study, however there still any gap between them. This study actually expects to investigate the phenomenon of why the students have

different attitude towards offline and online class especially in speaking class. The students seem to be more active to response through online than in an offline classroom. The previous research investigated the general challenges and the strategies in English class to solve the problems in the implementation of Blended Learning. This study, indeed did the research in the are of higher education. The similarity between this study and previous study were the issue of Blended Learning in English teaching and learning.

In this manner. This study expected to analyze the lecturer's and students' strategies in order to overcome the students' speaking competence based on the phenomena of the distinguish attitude on the students between online and offline class particularly in speaking class.

