The Effects of Blended Learning to Students' Speaking Ability: A Study of Utilizing Technology to Strengthen the Conventional Instruction

by Gede Ginaya

Submission date: 14-Apr-2023 04:48PM (UTC+0700)
Submission ID: 2064293622
File name: SLOAP-Blended_learning.pdf (503.88K)
Word count: 7948
Character count: 44782

International Journal of Linguistics, Literature and Culture
Available online at https://sloap.org/journals/index.php/ijllc/
Vol. 4, No. 3, May 2018, pages: 1~14
ISSN: 2455-8028
https://sloap.org/journals/index.php/ijllc/article/view/158

The Effects of Blended Learning to Students' Speaking Ability: A Study of Utilizing Technology to Strengthen the Conventional Instruction

Gede Ginaya [a]
I Nyoman Mei Rejeki [b]
Ni Nyoman Sri Astuti [c]

Article history:

Received: 10 December 2017
Revised: 10 April 2018
Approved: 20 April 2018
Published: 21 April 2018

Keywords:

Speaking Ability;
Blended Learning;
Conventional Teaching;

Abstract

This paper describes a structured attempt to investigate the effect of blended learning through the application of WebQuest project tasks embedded in a modified conventional teaching model to students' speaking ability in a vocational college. Participants were 51 (27 males and 24 females) third-semester students enrolled in a three-year diploma program in Tourism and Travel Business at one public higher education institution in Bali. Data was collected through the procedure of planning, action, observation, and reflection. Results from the pretest-posttest control group design were evaluated by paired t-tests and a mixed design ANCOVA (analysis of covariance) in order to identify any statistically significant improvements following the intervention. Meanwhile, qualitative data was analyzed based on the whole observation of the action and the result of the questionnaires. Findings revealed that the students participating in the treatment were significantly improved in terms of English speaking ability, and the improvement was also supported by their increased learning motivation and interest. Suggestions for successful online WebQuest-integrated instruction are provided.

Author correspondence:
Gede Ginaya,
Tourism Department, State Polytechnic of Bali, Denpasar, Indonesia
Email address: ginaya@pnb.ac.id

1. Introduction

Blended learning is a face-to-face learning (traditional) method accompanied by online learning, it is often defined as the combination of face-to-face and online learning (Garrison, 2011). From Garrison's point of view,

[a] Tourism Department, State Polytechnic of Bali, Denpasar, Indonesia
[b] Tourism Department, State Polytechnic of Bali, Denpasar, Indonesia
[c] Tourism Department, State Polytechnic of Bali, Denpasar, Indonesia

online learning or e-learning should not be viewed as replacing the enormous value of face-to-face educational experience. He further states that the power of blended online and face-to-face experiences, that can provide sustained and rigorous educational discourse. A blended learning environment is a flexible approach, which combines traditional face-to-face instruction with computer-mediated or online instruction (Bonk and Graham, 2012, Gecer, 2013, Graham, 2013, Oliver and Stalling, 2014).

In line with this view, Khan et al (2012) state that the charm of blended learning approach lies in the adaptation of technology aided learning methods in addition to the existing traditional based learning. Huang and Chiang (2010) state that one of the characteristics of blended learning is flexibility of providing learning resources in the case that it is usually supported by virtual learning environments (VLEs), which are a computer-based standardized learning system and are used to sustain content delivery of online learning as well as to promote online communication between an instructor and learners.

In accordance with using a computer in classroom activities, Ngoc (2017) found that instructional methods using computer-based activities (CPA) for translation courses could reduce the teacher-centeredness and increase the interaction in class. Picciano et al (2013) explained an implementation of blended learning model in one semester. Such a model of learning is involving students do a collaborative project, maintain regular communication with one another through email, wikis, and group discussion boards, meet face-to-face to present and discussed the online course materials, and at the end of the semester, there is group project presentation.

Hoic-Bozic and Boticki (2009) investigated the use of the blended e-learning model, which is based on a mixture of collaborative learning, problem-based learning (PBL) and independent learning, in the University of Rijeka, Croatia. This research revealed that students were satisfied with the pedagogical approach, and their academic achievements were also better than expected. Wang (2010) conducted a study on the contribution of ICT tools to student learning. By analyzing students' online utterances and offline interactions, to determine the extent of collaborative learning among students from two colleges. This study showed that the implementation of ICT tools in blended learning does promote social interaction among students and their engagement. While Alayyar et al (2012) investigated the ICT integration in education for preparing pre-service science teachers at the Public Authority of Applied Education and Training in Kuwait. After separating the subjects of the study into two groups, each group received a different treatment. The first group was coached by ICT while the second group was offered blended condition of an access to an online portal with different tutorials and examples. The findings show that the blended condition got a higher increase in the participants' technological knowledge.

The implementation of blended learning in language classroom was conducted by Huang and Chiang (2010). The students who were studying Chinese as a foreign language taught using the Drupal platform and web 2.0 tools as supplements to traditional face-to-face classroom instruction. Students completed various selective tasks and assignments and received instructor's feedback through several online. The findings revealed that the instructor and students alike responded positively to blended learning and it was suggested that web 2.0 is a promising tool in promoting effective learning of Chinese. Several studies were also done in English language class by Tomlinson and Whittaker (2013), Bueno and Lopez (2014), Ali et al (2014), Shaykina (2015), and Vandika (2016). The studies discuss blended learning approach can assist English language students to improve their learning skills by using technology. In addition, the implementation of an intervention to students for improving their English skills was done by Chuo (2007), Kirkgoz (2011), Yang et al (2013), Hung (2015), and Alshumaimeri (2012).

Chuo (2011) investigated the effects of the WebQuest Writing Instruction (WQWI) program on Taiwanese EFL learners' writing performance, writing apprehension, and perception of web-resource integrated language learning. The results of the study indicated that students in the WQWI class improved their writing performance significantly more than those in the traditional classroom writing class. Kirkgoz (2013) conducted a study to investigate designing and implementing a speaking course through task-based learning blended with the use of technology for the first-year student teachers of English in Turkish higher education. Analysis of quantitative and qualitative data revealed that students made a noticeable improvement in their oral communication skills, and they were positive in their perceptions of integrating technology into the lesson.

Yang et al (2015) in their study examined the effectiveness of integrating critical thinking into individualized English listening and speaking instruction using Moodle, a virtual learning environment. By involving 83 participants of university students in Taiwan with four dependent variables, namely critical thinking skills (CTS), critical thinking dispositions, English listening, and speaking proficiency. The results of the study showed that learners participating in the treatment significantly improved in terms of English listening and speaking, as well as on all CTS subscales.

Hung (2015) investigated a structured attempt to integrate flip teaching into language classrooms using a WebQuest active learning strategy. Adopting a quasi-experimental design, three different formats for flip teaching were developed in this study. The results indicate that the structured and semi-structured flip lessons were more effective instructional designs than the non-flip lessons to help the students attain better learning outcomes, develop better attitudes toward their learning experiences, and devote more effort in the learning process. However, Alshumaimeri (2012) focused on one of the students' receptive skills by investigating the effects of using WebQuest on Saudi male EFL to students reading comprehension performance. By applying a quasi-experimental research design, the experimental group received WebQuest as supplementary activities while the control group received traditional teaching method. The result of the post-test in the experimental group indicates that using WebQuest can improve students' reading comprehension performance.

All literature reviewed above give some perspective views on the application of blended learning approach. Yet they could not accommodate the needs on improving the students' speaking ability in the charm of blended learning approach at the vocational college, either concerning context, respondent, data analysis, as well as data collecting instrument. Chuo (2007) found that there were correlated relationships among students' writing performance, writing apprehension, and perception of WebQuest writing instruction. Kirgoz (2011) found that there was a significant improvement in oral communication skills of the student teachers of English after the treatment and they had a positive perception of the application of the blended learning. The similar finding was reported by Yang et al (2013), Hung (2015), and Alshumaimeri (2012) who found that the treatments applied for the blended learning had a significant effect on students' English listening and speaking, learning outcomes, and reading comprehension. However, the study of incorporating information and communication technology into English foreign language teaching in order to investigate students' speaking ability need to be conducted in vocational college. In addition, few studies have been conducted in Indonesian context that investigates the integration of web-based and language learning on promoting EFL language skills. The visible gap brought and made this research a useful investigation to undertake to find out the effectiveness of blended learning when it is applied in EFL class at vocational college. This research was aimed at finding out the effect of blended learning to students' speaking ability as one of the language production skills.

Research Questions

This study aims to investigate the effects of blended learning to students' speaking ability. It seeks to answer the following questions:

a) Is there any significant improvement in the students' speaking scores in control and experimental groups in the post-te
b) Are there any significant differences between the control and experimental groups in the post-tests in relation to the implementation of blended learning?

2. Research Methods

2.1 Research Design

The design of this study is a quasi-experimental by dividing the students into experimental and control groups. The experimental group received WebQuest project tasks embedded in a modified conventional teaching model which was set up from communicative activities, practices, and presentation. While the control group received the conventional teaching model (presentation, practices, communicative activities) only. The students' scores of speaking in the post-test were compared for both groups in order to determine whether there were significant differences between the groups in relation to the treatment.

2.2 Participants

The study was conducted in Tourism Department at State Polytechnic of Bali involving the third-semester students. The participants were 51 students in the Travel and Tourism Business Study Program in the 2017/2018 academic year. There are four levels of English proficiency in the study program. The first semester is the false beginning, the second semester is pre-intermediate, the third and fourth semesters are intermediate, and the fifth semester is advanced. There were two classes of the third-semester students. 3A class with 23 students (13 males and 10 females) was assigned to the experimental group and 3B class with 28 students (14 males and 14 females) as the control group.

2.3 Instruments

There are two kinds of instruments used in this research, one instrument for recording the students' performances during the action given, such as teaching diary and observation sheets, and the other instrument was in the form of tests and questionnaires. There were two kinds of test used in this research, such as pre-test (test 1) for the preliminary observation in speaking, post-test (test 2) for the final performance in speaking. The questionnaires were used to collect the data especially those that were related to the students' feeling, motivation, interest towards the implementation of blended learning.

Before the tests and questionnaires were administered their validity and reliability were tested. For this purpose, focus group discussions (FGD) were conducted in the class with different participants in order to measure the validity and reliability of the instruments before they were standardized by one of the professors in the faculty of teacher training and education at one public university in Bali.

2.4 Data Collection

The data was collected based on the procedure of classroom-based research which is consisted of planning, action, observation, and reflection Kemmis and McTaggart (2013). This research project was conducted in a six-week period in which each week consisted of two meeting sessions and one session was completed in 2 x 50 minutes. In the first week, both experimental and control groups received 2 sessions teaching instruction. The materials that were used in the instruction taken from the lesson book provided for the students in which the learning method was mostly deductive, the topic discussions were set up in a chronicle order from presentation, practices, and communicative activities. In the second week, pre-test (test 1) of the oral presentation was administered to both groups in order to ensure that the subjects in this study were at the same proficiency level in speaking ability before the treatment was given.

The treatment period was three weeks. During the treatment period, the experimental group received researcher-designed WebQuest (web-based activity) as a project task through e-learning using Edmodo network. Each WebQuest project task was completed within 3 days and submitted based on the due date of task submission in the Edmodo. In the following classroom meeting session, the students practiced speaking activities by the modified teaching model which was set up from communicative activities, practices, and presentation. The control group received only the conventional teaching model provided in the lesson book. This teaching model was set up in chronicle order of presentation, practices, and communicative activities without WebQuest supplementary. In the sixth week after the teaching-learning process completed, the students in experimental and control groups received the same post-test (test 2). The speaking tests in pre-test and post-test were scored based on oral proficiency scoring categories (Brown and Abeywickrama, 2004). The description of the students' speaking scores was a modified form of scale 0-100 which included 5 speaking components, namely grammar, vocabulary, comprehension, fluency, and pronunciation.

2.5 Data Analysis

The data were analyzed in two ways, namely quantitatively and qualitatively. The quantitative data were analyzed base on the speaking performances during the instructions. The students' scores in the preliminary observation (test 1) were analyzed using SPSS-17.0 program and a t-test was computed to ensure that there was not any difference between the experimental and control groups. While the scores of the students in the post-test (test 2) were again analyzed in the SPSS. Then, paired sample t-tests were computed for the results of both groups in order to investigate the differences between the pre-test and post-test in each group. In order to investigate the differences between the experimental and control group in the post-test, an analysis of covariance (ANCOVA) was conducted. Meanwhile, the qualitative data were analyzed based on the result of the observation conducted after the treatment applied, and the result of the questionnaires. Here, the condition and the situation of the class during the teaching-learning process took place, the interaction, the motivation, the attitude, and the interest of the students in doing the communicative activities and practices were analyzed in order to know the effectiveness of the learning model applied. And also, in order to know the problems that might be faced by the students during the teaching-learning process, which caused they could not improve their speaking ability.

3. Results and Analysis

This study concerns with analyzing of the quantitative data from the answer of the research questions and qualitative data from the whole observation of implementing blended learning through 3 applications of WebQuest project tasks embedded in the conventional teaching model and the result of questionnaires. The research questions

in this study were concerned about the effect of the blended learning to students' speaking ability. In order to provide a plausible answer to the research questions the procedures of implementing blended learning through the applications of WebQuest project tasks embedded in a modified conventional teaching model were conducted to generate the students' speaking ability. In addition, the students' responses towards the implementation of the blended learning were investigated by distributing questionnaires in each application of the WebQuest project tasks. Results of the research questions concerning the application of the conventional teaching model in the control group and WebQuest project tasks embedded in the modified conventional teaching model in the experimental group and the result of the questionnaires are discussed in this part.

4.1 The Result of the Pre-test

There were 15 topics discussed in the semester and each topic consisted of two teaching sessions in a week. 3 topics were chosen to be applied in the blended learning. The lesson was conducted in 3 weeks with 2 meeting sessions every week. Before the students received the treatment, both experimental and control groups were taught by the conventional teaching model for one week or two meeting sessions. After the teaching-learning process was conducted, pre-test (test 1) of speaking was administered to both groups in the following week in order to ensure that the subjects of this study were at the same proficiency level in speaking ability. The results of the pre-test showed that the mean averages of the subjects' grades on the pre-test were very similar as they were seen in table 1. These results were computed through Independent Samples Test (t-test) and revealed at the $p<.05$ level in scores for the two groups [$t = -.117$, $p = .908$].

Table 1
T-test results for the groups' equivalence

	Group (No)	Mean	St. deviation	t Value	Sig. (2 tailed)
Conventional	Control (28)	55.4393	6.34	.117	.908
Blended	Experiment (23)	55.2609	5.26		

The result of the pre-test showed a poor result. The mean scores of the students after an oral test was assigned by using the conventional teaching model were only 55.44 in the control group and 55.26 in the experimental group. This means score was categorized into low beside that the students seemed not focused, uninterested, and often getting prone during the teaching-learning process.

4.2 The Result of the Post-test

Base on the result of the preliminary observation, the research was started for the next instruction by applying the treatment. In the planning step the researcher concerned on improving the students' speaking ability on the English subject through blended learning in the experimental group. For this purpose, an instructional planning or teaching-learning scenario and instruments were prepared. Before the students worked online, face-to-face instruction on the application of the treatment was presented. The teacher displayed the WebQuest project task on the whiteboard and assigned the students into small groups and each group consisted of 3 until 4 students. In this case, there were 6 groups of 23 students, 5 groups consisted of 4 students and 1 group consisted of 3 students. The 6 groups of the students then divided into 2 groups, group 1-3, and group 4-6, to be registered in the Edmodo application as members of the e-learning. There were 3 WebQuest project tasks for the 3 chosen topics and each of them was completed in 6 meeting sessions in 3 weeks before the post-test was assigned to both groups.

The structure of WebQuest was presented into four stages namely, introduction, task explanation, process, and evaluation. The introduction stage included introducing the overall theme of the WebQuest, presenting the WebQuest's homepage which the students would need to understand for completing the given tasks. The second stage as task explanation was the description of tasks that the students would have to do as they work their way through the WebQuest. The task contained WebQuest topics which were chosen from various topics on travel and tourism business. The topics were in line with the English subject of that semester and they were expected to be highly motivating and intrinsically interesting for the students. The third stage of the process was setting communicative activities and practices which were facilitated with group discussions, the pair works, business

games, role-plays, and problem-solving. Finally, the fourth stage of the evaluation was evaluating the students' performances in the communicative activities and practices by recording them in the observation form. The last two stages (stage 3 and 4) were conducted after the students completed their WebQuest project tasks.

After face-to-face instruction in the class completed, the instruction was switched into e-learning using Edmodo. By this e-learning, the teacher could manage communication with the students online concerning the completion of the WebQuest project tasks. The students had about 3 days to complete each task and it was submitted based on the due date stated in the Edmodo. After the submission of the task, the students returned to the class in the following meeting session of the week to practice speaking in a modified teaching model. On the other hand, the control group was remaining to be taught conventionally, as in the first instruction, without WebQuest supplementary. However, the students in this group given the same post-test as the students in the experimental group.

In the application of the first WebQuest project task, the researcher assigned the WebQuest project task to the respective group in the first meeting session of week 3. The topic for this task was *inquiries and reservation* in travel and tourism business. The terms and condition of this task had been uploaded in the Edmodo which could be accessed by the students. Each group of the students had about 3 days to complete the task and it was submitted in accordance with the due date in the Edmodo. The task was checked by the researcher before the students practiced speaking activities in the class. In the second meeting session of week 3, the teaching-learning process was conducted in the class. The teacher prepared the instructional planning or teaching-learning scenario before giving the learning action. The action was conducted in the form of communicative activities and practices which were facilitated by group discussions and pair works prior to the presentation of language expressions of the discussed topic. The students' performances in the communicative activities, practices, and presentation were recorded in the observation sheet as an observation step of this research.

The whole observation of the first application, it was found that the students still felt not too confident and the slow students also found themselves still difficult to adjust with others in the group discussions. Knowing the weakness found in this first application and then it was done a reflection. As the reflection, it can be stated that the students needed facilitation to encourage the skill of constructing support required in the communicative activities and practices so that it could release the factors that cause the learning security in the language activities and practices. The researchers thought that business games and role-plays could be the solution.

In the second application of the WebQuest project task, the whole instruction of the first meeting session was conducted via e-learning. The topic for the WebQuest project task was *explaining places of interest*. Similarly, in the previous application, the students submitted the task via Edmodo before practicing speaking in the class. In the second meeting session of week 4, the classroom instruction was initiated by setting up the teaching-learning scenario in which the action was facilitated by business games and role plays in the communicative activities and practices. In the observation step of this application, it could be stated that the students began to feel comfortable. They became more active to participate in the group discussions and they were keen to perform an action in the role-play activity. However, there were some students often borrowed their friends' works in their respective group before doing an oral presentation. This problem was considered as a short-term utility learning. As the reflection step, every student would be given the ill-structured problem to be solved in the next application.

In the third application, the students accessed the WebQuest project task with the topic of *suggesting tour program* to be submitted via Edmodo. In the second meeting session of week 5, the researcher started the classroom instruction by setting up the teaching-learning scenario before giving the learning action. The action was then given by using problem-solving for the communicative activities and practices prior to the presentation of language expressions on the discussed topic. In the observation step, it was found that the students were really active in doing the communicative activities and practices. For the reflection of this application, it can be stated that the students were really highly motivated in learning English. However, this present study only consisted of three applications of WebQuest project tasks so the research was stopped.

After the third application was completed, in week 6 the post speaking-test (test 2) was administered for both experimental and control groups. The speaking test was a set of situations in travel and tourism business related to some topics, such as *inquiries and reservation*, *explaining places of interest*, and *suggesting tour programs*. The mean score of the post-test achieved by the students in control group was 63.05 and 84.43 in the experimental group.

In order to answer the first research question (Is there any significant improvement in the students' speaking scores in control and experimental groups in the post-test?), descriptive analysis and paired samples t-tests were used to investigate any statistically significant differences in the results of the posttest compared with those of the

pre-test for both groups. Table 2 below shows the paired samples t-test results for speaking scores in the control and experimental group.

Table 2
Paired t-test results for control and experimental group (differences between pre- and post-test)

Instruction	Group (No)	Variable	Mean		St. Deviation		t value	Sig. (2-tailed)
			Pre-test	Post-test	Pre-test	Post-test		
Conventional	Control (28)	Speaking Ability	55.4393	63.0536	5.71849	6.69209	-5.417	.000**
Blended	Experimental (23)		55.2609	84.4348	5.06294	4.64979	-23.485	

** significant at .05 level

Table 2 shows that the performance of the students in the control group improved significantly in speaking ability [t = -5.417, p=.000]. There are significant differences between the two proficiencies in favor of the post-test scores at the level of p<.05. These results might be due to the exposure of explicit functional and grammatical rules more intensively than in the previous learning so that they had a better experience in doing the practices and communicative activities. Whereas, the experimental group improved significantly in speaking ability [t = -23.485, p=.000] at the level of p<.05 in favor of the post-test results. These results were due to the effectiveness of implementing blended learning. The students became more confident in doing the communicative activities and practices. However, the margin of the mean scores between the mean scores in the pre-test and the post-test is higher in the experimental group than in the control group. Figure 1 below shows the overall look of the mean scores of the control and experimental groups in the pre and post-test.

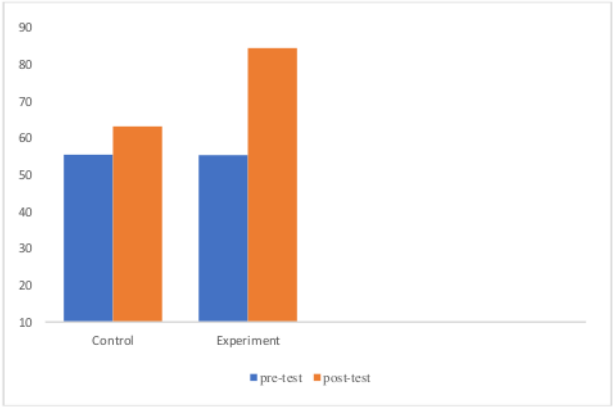

Figure 1. Mean scores of the control and experimental groups' speaking ability in the pre and post-test

The results of both groups showed that there were significant improvements in students' speaking ability after receiving treatments in the three applications of WebQuest project tasks. However, the treatment effects were investigated in order to answer the second research question: Are there any significant differences between the control and experimental groups in the post-tests in relation to the implementation of blended learning? In order to answer the second research question, an analysis of covariance (ANCOVA) was conducted controlling the pre-test scores.

Table 3
ANCOVA tests for the group's post-test results after controlling the pre-test effects

Instruction	Group (No)	Variable	Mean	St. deviation	F	Sig. (2-tailed)
Conventional	Control (28)	Speaking Ability	63.0536	6.69209	90.888	.000**
Blended	Experimental (23)		84.4348	4.64979		

**significant at .05 level

Table 3 shows that there were significant differences between the experimental and control group in the post-test controlling the pre-test scores [F=90.888, p=.000] at the level p<.05. The strongly significant differences occurring in the students' post-speaking test support the claim that using the application WebQuest project tasks integrated to the modified conventional teaching model can improve students' speaking ability. Figure 2 below shows the differences in post-test mean scores of both groups.

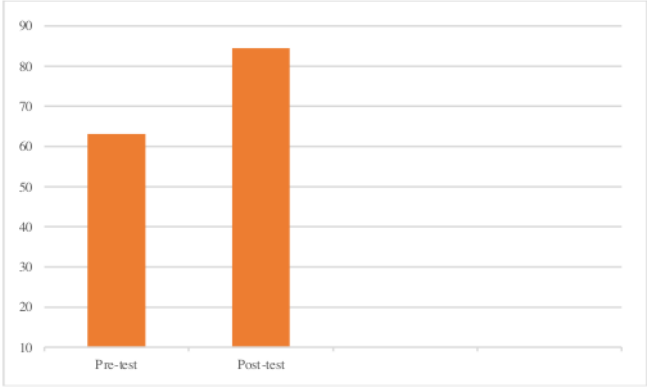

Figure 2. Mean scores of both groups speaking ability in the post-test

The figure shows that the experimental group's mean score is higher than the control group in the post-test. However, it can be concluded that based on argumentative and narrative applications of WebQuest project tasks under different planning conditions, there were highly significant differences between the conventional teaching model and the application of WebQuest project tasks embedded in the modified conventional teaching model. The application of this learning is in line with the philosophical essence of e-learning that e-learning itself doesn't mean to replace totally the conventional learning model in the class, but it can strengthen the model of learning through diversifying the learning content and utilizing the educational technology.

The students' responses toward the implementation of blended learning in the English subject showed positive indication. The evidence of this statement could be seen as the result of the application of the questionnaires on each application. In the first application there was 22% of the students said that they were very happy and there was 75% of them said that they were happy, and 3% said that they were happy nor unhappy, when they were asked about the feeling and interest in learning English through blended learning as it is shown in figure 3 below.

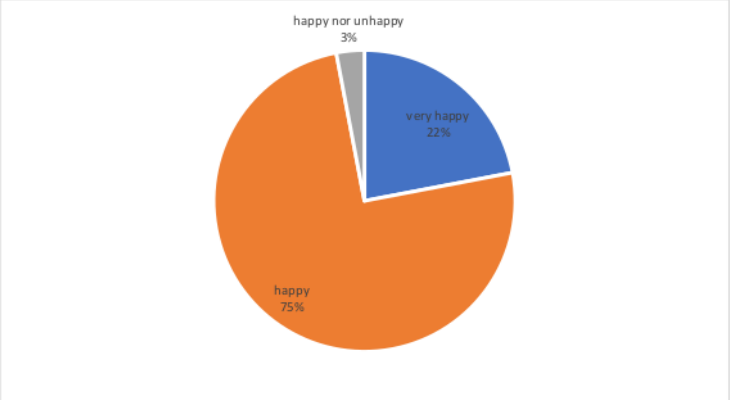

Figure 3. The students' perception of the implementation of blended learning

This students' positive perception towards the implementation of the blended learning through the application of WebQuest project tasks was indicated by their active participation in the classroom interaction. Whereas there were some problems recorded that faced by the students during the teaching-learning process, such as some students felt less confident in speaking English because they were afraid of making mistakes in grammar and pronunciation, limited vocabularies and expressions in producing utterances, difficult to understand other students' utterances during the presentation. However, most of the students said that the blended learning used in the English class could minimize the problems faced by the students. It was due to the reason that communicative activities and practices with the facilitation of group discussions, pair works, business games, role plays, and problem-solving were carried out excitingly, and also could release such feelings as boring, hesitant and afraid in learning.

Discussion

From the result of the pre-test to the result of the post-test after the three applications of WebQuest project tasks, it showed rather an extreme improvement. This significant difference between the students' achievement in the pre-test and post-test is the effect of the three applications of the WebQuest project tasks embedded in the modified conventional teaching model. The advantages of the first application of WebQuest, which was facilitated with group discussions and pair works in the communicative activities and practices, could be stated as the students performed actively like questioning, responding others' and the teachers' questions. However, this technique was still not contributing an optimal result. The students became not too confident in expressing their ideas and the sharing knowledge was still not maximum in the group discussion and pair works. This condition happened because they still thought about mistakes of expressing the language items to be made in speaking. In addition, some students still felt insecure working in a group, especially the slow students who were still hesitant to learn from others.

As the application continued, the students' interactions were getting better in which they were challenged to be active in learning due to the technique applied in the second application facilitated with business games and role plays in the communicative activities and practices. As a result, the students became more actively participated in the learning since they found the learning was fun and interesting. In addition, they could release their tension and stress in learning as they could freely express their ideas in the activities and share ideas with other students through group discussions. Even, the slow students could learn here from others and they got phrases, sentences, and grammatical points from their friends, which were used for oral presentation.

Finally, in the third application which was facilitated with problem-solving in the communicative activities, the students could get engaged in collaborative activities, shared learning experiences and new knowledge. This progress of learning due to the implementation of blended learning by applying WebQuest embedded to the modified conventional teaching model. In order to ensure a learning progression, the teacher may apply strategies like explaining some principles or concepts, providing the students with simpler versions of a problem to facilitate their understanding and support their learning. Such support is continued by the teacher until a time the students are able to handle the expected complexity level on their own. In this case, scaffolding is really needed for teaching English as a skill. The WebQuest project tasks offer this facility of supported learning. The tasks provide the

students with practice space and ample time to learn English for achieving the learning outcomes which are stated in the syllabus of the curriculum.

In relation to the classroom interaction, the students tried to interact maximally in order to get a better solution for the problems. These activities and practice were intended to stimulate their speaking creativity. So here, it could be clearly seen that the students' participation in the teaching-learning process improved well. It also meant that the students enjoyed the class and they were pushed to work hard in maximizing their potential to use their English. Consequently, their speaking ability was improved significantly as it was shown by the result of the post-test.

Another interpretation of the finding has to do with the kind of language input which students were exposed to. The language input for oral activities which can be derived from wide range of sources that form the basis for communicative activities and practices will help the students deal with real situations they are likely to encounter in the future provided to students in the conventional instruction for speaking was somewhat insufficient, that is, affected to the students' present level of English proficiency. In addition, the instruction received by the students in conventional method was so monotonous that they could not perform optimally during the teaching-learning process. Consequently, they often felt low motivated, less interest, and lack of participation in the teaching-learning process. On the other hand, through the scaffolding Web exploration, students in the experimental group were guided to surf pre-selected Web materials that were rich in quantity and relevant and elaborate in quality for the intended study content. The learner reads on internet websites, can be incorporated into the learner's speaking repertoire (Laborda, 2009). In other words, the Web materials in the WebQuest tasks offered the kind of language input that Doughty and Long (2002) described as possessing "linguistic complexity, quality, quantity, variety, genuineness, and relevance" when they commented on the capability of computer technology in providing input to language learners. Therefore, the exposure to rich, relevant, and elaborate language input may offer yet another reason why students in the experimental group outperformed those in the control group instruction in their speaking ability.

Another advantage of the learning model said by the students was that the language items that had been learned were not easy to forget as they found them through the learning process and not merely been told by the teacher. Moreover, they also listed some advantages of the blended learning with WebQuest application, such as the learning model could encourage them in speaking through the challenging technique applied in the classroom procedure like group discussions, business games, and problem-solving. By the activities, their interaction in the class could push them to be active during the learning process so that they could enjoy the class and do not feel boring in learning. The communicative activities and practices were also influencing the other language skills like listening, reading, and writing. While the disadvantages of the learning method, they listed the points, like it was less efficient in times since it needs more time in completing every topic due to the complexity of the students' characteristics in the sense that not all students had the same ability in understanding the materials. Some students need more time to catch them and slightly slow when they did an oral presentation.

Overall, it should be noted that the WebQuest task was effective in itself in significantly reducing students' speaking anxiety. From this perspective, this particular finding echoes other quantitative and qualitative research results that the Web-based language-learning environment reduces students' anxiety in speaking (Alias and Hussin, 2002, Laborda, 2010).

4. Conclusion

Based on the result of the findings and discussion stated earlier, it can be concluded that the 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.

Considering the conclusion formulated above, blended learning can be used as an alternative technique or activities in English class. The teacher should be active in facilitating the learning through the application of online activities so that the activities can encourage students' critical thinking skills, such as comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, analyzing perspectives. The teacher's creativity in designing fun and dynamic communicative activities will be able to stimulate their learning interest and motivation.

Acknowledgments

The authors are very grateful to some parties who have given contributions and encouragements in completing this article. Particular thanks are owed to the following:

1. Kementerian Riset dan Teknologi Pendidikan Tinggi or the Ministry of Technology and Research of Higher Education who funded the authors' research in the scheme of Penelitian Terapan Unggulan Perguruan Tinggi (PTUPT) or the Excellence of Higher College Applied-Research 2018.
2. Mr. I Ketut Suarta, the Head of Tourism Department and Mrs. A.A.A. N. Harmini, the head of Travel and Tourism Study Program, State Polytechnic of Bali who gave an access to the authors to conduct a research in the study program.
3. The third-semester students of Travel and Tourism Study Program in 2017/2018 academic year as the participants of the research.
4. Prof. Dr. Ni Putu Kerti Nitiasih, MA as an expert who standardized the research instrument.
5. Mrs. Ratih Oktarini and Mr. Rai Jaya Widanta, the authors' colleagues in the study program or the Institutional Language Centre who gave some language correction of the article.
6. Mr. I Dewa Made Cipta Santosa, the Assistant Deputy of the Institutional Research Centre, who gave advice to the authors about writing the article in the international journal.
7. The editors of IJLLC who guided the authors to complete the publication of the article.

References

Agyei, D. D., & Voogt, J. (2012). Developing technological pedagogical content knowledge in pre-service mathematics teachers through collaborative design. *Australasian journal of educational technology*, *28*(4).

Ali, S. D., & Abdallaabdalganaem, M. (2014). Adopting Blended Learning Instruction to Promote Learner s Oral Competence. *Research Journal of English Language and Literature*, *2*(4), 279-287.

Alias, N., & Hussin, S. (2002). E-learning in a writing course at Tenaga National University. *TEFL Web Journal*, *1*(3).

Alshumaimeri, Y. A., & Almasri, M. M. (2012). The effects of using WebQuests on reading comprehension performance of Saudi EFL students. *TOJET: The Turkish Online Journal of Educational Technology*, *11*(4).

Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.

Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. *White Plains, NY: Pearson Education*.

Bueno-Alastuey, M. C., & López Pérez, M. V. (2014). Evalu

Chuo, T. W. I. (2007). The Effects of the WebQuest Writing Instruction Program on EFL Learners' Writing Performance, Writing Apprehension, and Perception. *TESL-EJ*, *11*(3), n3.

Delgado, G. R. E., Meza, A. K. T., & García, A. E. G. (2018). Resilient Factors in Students with Disabilities. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, *5*(2), 23-31.

Doughty, C., & Long, M. H. (2002). Creating the optimal learning environment in a DL language course. In *Title VI conference on distance learning of the less commonly taught languages. Retrieve January* (Vol. 20, p. 2003).

Dudeney, G., & Hockly, N. (2012). ICT in ELT: how did we get here and where are we going?. *ELT journal*, *66*(4), 533-542.

Garrison, D. R. (2011). *E-learning in the 21st century: A framework for research and practice*. Taylor & Francis.

Gecer, A. (2013). Lecturer-student communication in blended learning environments. *Educational Sciences: Theory and Practice*, *13*(1), 362-367.

Hoic-Bozic, N., Mornar, V., & Boticki, I. (2009). A blended learning approach to course design and implementation. *IEEE transactions on education*, *52*(1), 19-30.

Huang, C. K., Lin, C. Y., & Chiang, Y. H. (2010). Incorporating competency-based blended learning in a Chinese language classroom: A Web 2.0 Drupal module design. *International Journal on E-Learning*, *9*(4), 529-548.

Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, *28*(1), 81-96.

Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.

Khan, A. I., Shaik, M. S., Ali, A. M., & Bebi, C. V. (2012). Study of blended learning process in education context. *International Journal of Modern Education and Computer Science*, *4*(9), 23.

KIRKGÖZ, Y. (2011). A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction. *TOJET: The Turkish Online Journal of Educational Technology*, *10*(4).

Laborda, J. G. (2009). Using webquests for oral communication in English as a foreign language for Tourism Studies. *Journal of Educational Technology & Society*, *12*(1), 258.

Laborda, J. G. (2010). Fostering face to face oral interaction through WebQuests: A case study in ESP for tourism. *Trabalhos em Linguística Aplicada*, *49*(1), 275-292.

Mandala, H. (2018). Divergent Principles of Politeness in Verbal and Non-Verbal Directive Speech Act. *International Research Journal of Engineering, IT and Scientific Research (IRJEIS)*, *4*(2), 41-51.

Ngoc, N. T. N. Computer-Based Activities For translation Courses at Tertiary Level: A Case Study in Vietnam.

Oliver, K., & Stallings, D. (2014). Preparing teachers for emerging blended learning environments. *Journal of Technology and Teacher Education*, *22*(1), 57-81.

Picciano, A. G., Dziuban, C. D., & Graham, C. R. (Eds.). (2013). *Blended learning: Research perspectives* (Vol. 2). Routledge.

Shaykina, O. I. (2015). Blended learning in English language teaching: open educational resources used for academic purposes in Tomsk Polytechnic University. *Mediterranean Journal of Social Sciences*, *6*(3 S5), 255.

Suparsa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Learning Methods of Indonesian as a Foreign Language. *International Journal of Social Sciences and Humanities (IJSSH)*, *1*(2), 51-57.

Tomlinson, B., & Whittaker, C. (2013). Blended Learning in English Language Teaching. *London: British Council*.

Vandika, A. Y. (2016, May). The application of web based learning by using a blended learning approach in speaking ii class of English education study program of teacher training and education faculty of Bandar Lampung University. In *International Conference on Education and Language (ICEL)*(p. 170).

Wang, M. J. (2010). Online collaboration and offline interaction between students using asynchronous tools in blended learning. *Australasian Journal of Educational Technology*, *26*(6).

Yang, Y. T. C., Chuang, Y. C., Li, L. Y., & Tseng, S. S. (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking. *Computers & Education*, *63*, 285-305.

Biography of Authors

Gede Ginaya teaches English in the Tourism Department, State Polytechnic of Bali. He received a bachelor's degree in English language teaching from The Faculty of Education and Teacher Training Universitas Udayana, Bali (Currently is UNDIKSA Singaraja) and a master's degree in cultural studies from Universitas Udayana, Bali. His research interests include classroom-action research, cultural studies, and tourism.
The previous publication:

1. The Application of Guided Discovery-Learning Strategy on the English Subject Matter (Proceeding of the Research Studies III, TPSDP DIKTI 2007).
2. Tourism and Commodification of Culture: A Case Study on Balinese Culture (SOSHUM, Vol. 1, No. 1, 2011).
3. Understanding Russian Tourists' Characters in Tourism Industry of Bali (Jurnal Kepariwisataan STP Nusa Dua Bali, Vol. 9, No. 2, 20015).
4. Conflict of Interests between the Tour Guides and Foreign Representatives in Handling Russian Tourists at PT. Tiga Putrindo Lestari, Nusa Dua Bali (Jurnal Perhotelan dan Pariwisata STIPAR-Triatma Jaya, Vol. Vol 1-5, 2015).
5. Enhancing Students' Speaking Ability Using Scaffolding Technique (SOSHUM, Vol. 4, No. 3, 2018).

I Nyoman Mei Rejeki teaches English in the Tourism Department, State Polytechnic of Bali. He received a bachelor's degree in Business from The Faculty of Economy and Business Universitas Udayana, Bali and a master's degree in Marketing from STIE Artha Bodhi Iswara. His research interests include entrepreneurship, marketing, and managing community-based tourism.
The previous publication:

Pengembangan Ekonomi Kreatif di Kota

1. Developing Creative Economy in Denpasar: Marketing and Production Prospective (JBK, Vol. 9, 2013).
2. Analytical Hierarchy Process (AHP) Method in the Study of Excellence of Product in Bangli Regency (Jurnal Profitika, Vol. 5, No. 1, 2013).
3. Community Based Village Management Model in Blimbingsari Tourism Village Melaya Jembrana Bali (Procceding, 2017)

Ni Nyoman Sri Astuti teaches Front Office and Tourist Attraction Management in the Tourism Department, State Polytechnic of Bali. She received a bachelor's degree in hospitality tourism program from Tourism Study Program Universitas Udayana, Bali and a master's degree in Tourism Program from Universitas Udayana, Bali. Her research interests include attraction and destination research, cultural studies, and tourism.
The previous publication:

1. Foreign Tourist Perception on Bali Tourism Product (Proceeding International Conference on "The Development of Bali Tourism in The Global Era)
2. The Role of Tourism Departement and Regional Tourism Promotion Agency Developing Community Based Tourism (International Conference on Asian Tourism Forum 2016)
3. Transportasi and Accommodation Model for Backpacker Supporting Community Based Tourism (Tourism and Events International Seminar 'Implementing Green and Sustainable Tourism')
4. Begging Tradition: A Challenge To Develop Muntigunung Village As A Tourist Village In Globalization Era (The 3rd International Indonesian Forum for Asian Studies: Borderless Communities & Nation With Borders Challenges of Globalization)
5. Cultural Commodification and The Effect to Local Wisdom in Kuta Village, Bali (The 5th International Conference on Education and Social Sciences (ICCES)
6. Green Integrated Learning (Seminar Nasional Terapan Riset Inovatif 2017)

The Effects of Blended Learning to Students' Speaking Ability: A Study of Utilizing Technology to Strengthen the Conventional Instruction

ORIGINALITY REPORT

19%	13%	10%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	tesl-ej.org Internet Source	3%
2	us.edu.pl Internet Source	1%
3	Submitted to Mansoura University Student Paper	1%
4	G. Alayyar. "Developing pre-service teacher competencies for ICT-integration through design teams", 'University Library/University of Twente', 2011 Internet Source	1%
5	researchoutput.ncku.edu.tw Internet Source	1%
6	Submitted to University of Louisiana at Monroe Student Paper	1%
7	epdf.pub Internet Source	1%

8	hdl.handle.net Internet Source	1 %
9	www.ascilite.org.au Internet Source	1 %
10	www.tandfonline.com Internet Source	1 %
11	Arshya Keyvnfar, Lida Yeganeh Sadr. "Virtual writing: A new experience for Iranian EST students", 2010 IEEE International Professional Comunication Conference, 2010 Publication	<1 %
12	Lamhot Naibaho. "THE EFFECTIVENESS OF SCAFFOLDING METHOD ON STUDENTS' SPEAKING ACHIEVEMENT", International Journal of Research -GRANTHAALAYAH, 2019 Publication	<1 %
13	repository.sustech.edu Internet Source	<1 %
14	Submitted to Segi University College Student Paper	<1 %
15	Submitted to Universiti Teknologi Malaysia Student Paper	<1 %
16	Submitted to University of the Philippines - Main Library Student Paper	<1 %

17	etd.repository.ugm.ac.id Internet Source	<1 %
18	www.bib.irb.hr Internet Source	<1 %
19	old.oalib.com Internet Source	<1 %
20	Murizah Kassim, Mahanijah Md Kamal, Maizura Mohd Sani, Juliana Johari. "Self-learning website development through online internet knowledge among engineering students", 2015 IEEE 7th International Conference on Engineering Education (ICEED), 2015 Publication	<1 %
21	Afaf Arlee. "Students' Perception Toward Implementation Of Blended Learning Method In English Language Teaching (ELT) After Pandemic at Forth Semester Students of English Department at Fatoni University", Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHIC), 2023 Publication	<1 %
22	Malek Ahmad Kord. "The Effect of Task Complexity and Strategic Planning Time on Writing Accuracy: A Case Study of Undergraduate Students at AMU",	<1 %

	International Journal of Language and Linguistics, 2018 Publication	
23	dspace.utpl.edu.ec Internet Source	<1 %
24	Submitted to Bridgepoint Education Student Paper	<1 %
25	Submitted to Higher Ed Holdings Student Paper	<1 %
26	Submitted to University of Salford Student Paper	<1 %
27	Submitted to Bowling Green State University Student Paper	<1 %
28	ejournal.radenintan.ac.id Internet Source	<1 %
29	Mathews Nkhoma, Clara A. Nkhoma, Susan Thomas, Long Tu Tu, Nha Quoc Le. "Transforming a First-year Accounting Course Using a Blended Learning Pathway", Issues in Informing Science and Information Technology, 2019 Publication	<1 %
30	worldwidescience.org Internet Source	<1 %
31	Submitted to University of Huddersfield Student Paper	<1 %

32	Submitted to University of Hull Student Paper	<1%
33	Omer Deperlioglu. "The effectiveness and experiences of blended learning approaches to computer programming education", Computer Applications in Engineering Education, 07/21/2010 Publication	<1%
34	Property Management, Volume 31, Issue 1 (2013-01-29) Publication	<1%
35	Submitted to Universiti Kebangsaan Malaysia Student Paper	<1%
36	Submitted to Kenyatta University Student Paper	<1%
37	Submitted to Canterbury Christ Church University Turnitin Student Paper	<1%
38	M.C. Bueno-Alastuey, M.V. López Pérez. "Evaluation of a blended learning language course: students' perceptions of appropriateness for the development of skills and language areas", Computer Assisted Language Learning, 2013 Publication	<1%

39	Selami Aydin. "WebQuests as language-learning tools", Computer Assisted Language Learning, 2015 Publication	<1%
40	digitalcommons.wayne.edu Internet Source	<1%
41	Submitted to iGroup Student Paper	<1%
42	mars.gmu.edu Internet Source	<1%
43	pps.kaznu.kz Internet Source	<1%
44	tede2.pucsp.br Internet Source	<1%
45	Ahmed Farghaly Towfik, Gehan Mohamed Ahmed Mostafa, Howida Hassan El-Sayed Mahfouz, salwa mohamed. "Effect of Self-Learning Package about Critical Thinking on Intern-Nurses' Knowledge, Disposition and Skills", International Egyptian Journal of Nursing Sciences and Research, 2022 Publication	<1%
46	Asif Irshad Khan, Noor-ul Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi. "Study of Blended Learning Process in Education Context", International Journal of	<1%

Modern Education and Computer Science, 2012
Publication

47	Wenlong Zhu, Wenjing Xie. "Evaluating Instructional Effects of Flipped Classroom in University", International Journal of Distance Education Technologies, 2018 Publication	<1 %
48	Ya-Ting Carolyn Yang, Ya-Chin Chuang, Lung-Yu Li, Shin-Shang Tseng. "A blended learning environment for individualized English listening and speaking integrating critical thinking", Computers & Education, 2013 Publication	<1 %
49	www.science.gov Internet Source	<1 %

Exclude quotes	On	Exclude matches	< 3 words
Exclude bibliography	On		