Lecturer's Strategies In Teaching Speaking Through Blended Learning And Its Impacts On Students' English Speaking

Estiningtyas Sholikhah[1], Lutfiana[2]
[1,2]English Education, Universitas Muhammadiyah Brebes, Indonesia
E-mail: estiningtyas@umbs.ac.id[1], lutfiana@umbs.ac.id[2]

Article Info	ABSTRACT
	This study is aimed at portraying lecturer's strategies in teaching speaking to students at university and recognizing the impacts of strategies used by the English lecturer by involving an English lecturer and also students of university. In collecting the data, depth interview were conducted to identify the strategies of teaching speaking. Therefore, the inductive analysis was used to analyze the data of results interview. The result revealed that the strategies used by the lecturer to encourage the students to learning were: 1) giving interactive communication and time management, 2) assist the students with the internet connections' problem, 3) prepare teaching plan and using appropriate technology, 4) conducting an innovative teaching models. The impacts of teaching speaking through Blended Learning motivate the students more active in learning, creating learner's positive thinking and increasing the learner's motivation.

Article Info	ABSTRAK
	Penelitian ini bertujuan untuk menggambarkan strategi dosen dalam mengajar berbicara kepada mahasiswa di universitas dan mengenali dampak dari strategi yang digunakan oleh dosen Bahasa Inggris dengan melibatkan dosen Bahasa Inggris dan juga mahasiswa universitas. Dalam pengumpulan data, wawancara mendalam dilakukan untuk mengidentifikasi strategi pengajaran berbicara. Oleh karena itu, analisis induktif digunakan untuk menganalisis data hasil wawancara. Hasilnya mengungkapkan bahwa strategi yang digunakan oleh dosen untuk mendorong mahasiswa belajar adalah: 1) memberikan komunikasi interaktif dan manajemen waktu, 2) membantu mahasiswa dengan masalah koneksi internet, 3) menyiapkan rencana pengajaran dan menggunakan teknologi yang tepat, 4) melakukan model pengajaran yang inovatif. Dampak pengajaran berbicara melalui Blended Learning memotivasi mahasiswa lebih aktif dalam belajar, menciptakan pemikiran positif pelajar dan meningkatkan motivasi pelajar.

Corresponding Author:

Estiningtyas Sholikhah
English Education, Universitas Muhammadiyah Brebes
E-mail: estiningtyas@umbs.ac.id

INTRODUCTION

Rapid technological developments and the global pandemic situation have triggered significant transformations in the education sector (Peng & Chen, 2023). This has encouraged a shift from traditional teaching methods to online or combined formats. In this context, blended learning has emerged as an effective solution at various levels of education, including teaching English as a foreign language (EFL) in higher education (Nassar et al., 2023); (Yajie & Jumaat, 2023); (Asmawi et al., 2024); (Dinh et al., 2024). This method integrates face-to-face and virtual learning, enabling students to access a broader and more organized range of materials and resources. This innovative approach not only addresses the challenges of physical limitations but also opens up new opportunities for a more dynamic and flexible learning experience (Liu et al., 2024).

While blended learning offers significant potential for improving the quality of learning, its implementation is not without challenges, particularly for lecturers. These challenges include difficulties in fostering collaboration among students, maintaining student focus and motivation, setting realistic learning expectations, effectively managing schedules and curricula, and overcoming technical obstacles that may arise during the learning process (Zou et al., 2021); (Inga., 2021); (Bakeer, 2023). Riel et al (2016) identified six main types of challenges faced by lecturers, which reflect the complexity of adapting to a blended learning environment. Furthermore, studies by Yang et al (2022) highlighted that, while EFL students experience benefits such as improved writing skills and cost flexibility, they also face issues such as technology issues, instructor performance, and resource constraints. Nevertheless, blended learning continues to evolve and become an integral part of higher education, supported by advanced technologies that create interactive, student-centered learning environments (Gayatri et al., 2022).

Specifically in Indonesia, through scientific publications, various universities have adopted Blended Learning for English language teaching (Haryanto et al., 2021); (Lumintasari et al., 2022); (Hakim et al., 2023). Furthermore, one university that also uses the Blended Learning method for teaching English is Nahdlatul Ulama University (UNU) in Purwokerto. Its implementation faced adaptation challenges for both lecturers and students in aligning online and offline teaching and learning. Further observations at UNU Purwokerto showed differences in student attitudes between online and offline classes, where some students showed higher motivation and even better speaking achievement in online classes. This phenomenon is relevant to the general challenge of mastering speaking skills, which is often difficult to achieve due to lack of confidence, anxiety, confusion, and fear of mistakes in traditional classes (Nida et al., 2023). Limited time for practice in conventional classes is also an issue, requiring an innovative approach.

Given the importance of speaking as one of the primary productive skills in EFL learning, and the various obstacles faced by students, lecturers are faced with the urgency of developing adaptive and effective teaching strategies in the context of Blended Learning. Appropriate strategies are expected to overcome existing challenges, increase student motivation, and ultimately, improve their speaking learning outcomes. Therefore, this study aims to investigate the strategies used by lecturers in teaching speaking through Blended Learning, analyze the challenges faced in implementing these strategies, and investigate the impact of these strategies on students' speaking abilities.

METHODOLOGY

The qualitative method was used in this study. Qualitative research is a research method used to investigate and comprehend the significance that some individuals or groups of people believe stems from social or human problems (Creswell, 2020). Because it discusses the phenomenon of blended learning, the study falls under the category of case study. The information is presented in the form of descriptions. The participants of this study were lecturer and students from English Education Study Program from Universitas Nahdlatul Ulama Purwokerto in Banyumas regency, central Java Province. The author decided to choose one English Lecturer and two students at second semester who took speaking course as subject of learning to representate became interviewer.

Nonetheless, when planning a qualitative project, it is critical to determine the breadth, depth, and scope of data collection processes (Ishtiaq, 2019). Who and how many participants will depend on 'what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility (Mirhosseini, 2017). By means of these, the author describes the participants.

Data Collections Techniques

The interview was directed face to face interview to English Lecturer in order to find the data of the lecturer's strategies in teaching speaking though Blended learning. The author did the interview while recording the respondent response on Hand phone. In other way, interview to students was held by using What'sapp The students' responses were available as voice messages. The interview is a two- or more-person face-to-face procedure of questioning and responding. Before conducting the interview in this study, the researcher prepared a list of questions and picked a few students to participate. Some students were chosen as interview subjects based on factors important to the study and the lecturer. In order to have a greater grasp of the research topic, the researcher invites the lecturer to be interviewed. In this study, interviews were utilized to gather data on students, lecturers, and the usage of blended learning as a teaching method in speaking classes. Interviews were also used as a criteria method to assess the validity and reliability of the data gathered through observation and document analysis. The interviews are held with both lecturers and students. The lecturers are interviewed in order to collect data on their strategies for teaching speaking in blended learning. The purpose of the interview with the students is to collect data on the impact of the lecturers' teaching strategies for speaking on their speaking competences and their strategies for learning English through Blended Learning.

To conduct the interviews, the interview guides are designed to assist the researcher to be on track to the focus of the questions to address the research questions. The interview guides are for the interviewing the lecturer and the students.

Documents

The second data collection technique was document. The document refers to the the students' speaking score documents. The students' document was gathered from the students' score in speaking skills from mid test and final test score. The student's document data is indeed to support the data for answering the third research question: the impact of lecturer's and students' strategies to student speaking competences

The researcher uses documentation the way to collect the data. For documentation, the instrument is the documents of authentic materials likes books, newspaper, document, diary, magazine used to easy the process of document analysis.

Data Analysis

The author have access to the interview data form because the data for this study was gathered through interviews. The interview was conducted via Whatsapp using voice messages, with the writer acting as the interview guide. Voice messages were used to direct respondents' responses to interview questions.

After gathering the data, the author attempted to listen to the recording from the selfphone while taking notes and making memos in the transcript's left-hand column margins to jot down anything interesting or significant. A content summary, as well as comments or connections, similarities, distinctions, contradictions, and preliminary interpretations, were included in the memos and notes. The transcripts will then be read aloud again, with emerging themes noted in the right-hand margins. This required moving to a higher interpretative level of abstraction, one that was broad enough to allow theoretical connections within and across cases while remaining grounded. This procedure was repeated for each interview, each in a different light. As distinct and distinct from the other interviews, respectively.

FINDINGS AND DISCUSSIONS

The data of this study were collected from the interviews and documents. The analysis data were employed to get the meaning of the data. The findings were discussed as follows:

RQ 1. What are the lecturers' strategies in teaching speaking using Blended Learning?

Based on the interviews with the lecturers, some strategies used to teach speaking using blended learning are:

1. **Create interactive communication and time management**

   Based on the interview data, it is revealed that the strategy that is used by the lecturer in teaching speaking in blended learning is making interactive communication. Demirdag (2021) said that one of the communication settings is the classroom. For classroom activities, there are teachers, students, and educational media. Making an interactive communication help the students enthusiastic to speak English they felt confidence share their ideas through teaching using online and offline. The lecturer divided the meetings into seven for online and two more meetings for offline class. By means of these, students could join the different learning environment in the semester, they were not worry to feel worry and bored following the speaking class.

   English teachers should provide appropriate activities and materials in the classroom to promote student communication. Aside from providing appropriate materials, the teacher fosters an environment conducive to effective communication in the classroom. The environment should promote interactions between teachers and students, as well as interactions between students.

2. **Assist the students with internet connections' problem**

   Another strategy that is used by the lecturer is supporting the students who has internet connection problem. The lecturer tried to use whatsapp as an alternative platfom to solve the problem of the students with limited internet connection. By using this platform, it gives the students opportunity to get the material easily. Giving information through WhatsApp also gives time for the students to prepare themselves to join the online meetings. It makes them more confident to be involved in the speaking activities.

3. **Prepare teaching plan and using appropriate technology**

   The interviews has revealed that another strategies used by the lecturer is using technology in her teaching

speaking. The technology in her context is the platform which is familiar to her students. She decided to use platforms which students familiar with for instance: whatsapp, google clasroom, youtube, zoom etc. Finally, students could follow the learning well. In another hand, the lecturer also asked the students readiness first before the class begin. Since the communication worked well between me and the students, the teaching and speaking class would be more attractive.

One of the communication settings is the classroom. In classroom activities, there are teachers, students, and educational media. English teachers should provide appropriate activities and materials in the classroom to promote student communication. Aside from providing appropriate materials, the teacher fosters an environment conducive to effective communication in the classroom. The environment should promote interactions between teachers and students, as well as interactions between students.

4. **Implementing innovative teaching models**

Implementing Role Play as one teaching strategies is also done by the teacher. The lecturer explained,
"Well I decided to use a model for teaching speaking in my class". The model was Role Play. It invited the students to speak English in the way of role playing as a model of English Native Speakers."

The role playing needs students to be a role model as the characters of Native speakers in speaking. Students seems excited to imitate some characters on the dialogue. They tried to pronounce the English words as similar as the Native. In this activity, students were acting in the role of a specific person or character.

Handayani (2019) said that one of the communication settings is the classroom. For classroom activities, there are teachers, students, and educational media. English teachers should provide appropriate activities and materials in the classroom to promote student communication. Aside from providing appropriate materials, the teacher fosters an environment conducive to effective communication in the classroom. The environment should promote interactions between teachers and students, as well as interactions between students.

RQ 2. How is the impact of the lecturers' strategies in teaching speaking on students' speaking ability?

The implementation of lecturers' strategies in teaching speaking using Blended Learning have impacted their speaking skill. Blended Learning offers students with new learning atmosphere. The impacts can be discussed as follows:

1. **The teaching media that used in teaching speaking in Blended Learning was attractive.**

Based on the student's response, they agreed that the teacher used attractive and fun ways in teaching. By means of these, students feels comfort to join the speaking class and tried to speak up. How is teaching and learning speaking through blended learning based on your idea?
Student 1 said,
I think it's quite effective. The teacher has delivered the materials of speaking very well through both places.

Student 2 said,
Speaking teaching and learning in blended learning positively affects learners by using media like google meet and google classroom. I felt the good atmosphere when I joined online

class. I became more confidence when sharing my own ideas.

As Handayani (2019) statament, the English teachers must master the materials and be able to convey the ideas clearly, and they must be creative in presenting the materials when they are in front of the class. The process of teaching should be directed to make students able to communicate in English instead of memorizing the grammatical forms. Grammar will be useful if it can help and facilitate students to use the language in line with the appropriate social context

2. **Make the students more confidence to speak English**

Students agreed that the teacher help them to speak confidently. They said that when their teacher giving instructions to students, they could understand to the teacher explanation. Teacher has attractive ways to teach speaking. Students wanted ti try to speak then teacher always appreciate them.

Students said,

" I tried to speak English in class without think I will say wrong statement, because my teacher will appreciate who tried to speak up."

One of the teacher competences is how to boost students confidence and motivate them. The English Teacher is responsible for increasing students confidence and encourage in studying English, particularly in speaking. They should understand how to teach students English effectively.

3. **Motivate them to engage the teaching and learning speaking**

In regards to the students' experiences during following Speaking class through Blemded Learning, students said that the teacher could encourage and motivated them

to engage the teaching and learning. They thought that teacher conducted a class with a good atmosphere. The teacher's strategies assisted them to understand the learning. They also could understand the English Native Speakers through watching and imitating their pronunciation directly on the practice.

Student 1 said,

"I think the teacher can motivated me to be more diligent to speak English, she give me a chance to speak up both in online and offline class."

Student 2 said,

"Speaking, teaching, and learning in blended learning have a positive impact on learners by utilizing media such as Google Meet and Google Classroom. When I joined an online class, I noticed a pleasant atmosphere. When I shared my own ideas, I gained confidence".

To achieve the success of the teaching and learning process, particularly foreign language, it is dependent on the quality of a teacher who has a high competency, so they can carry out their role properly, because managing and organizing activities is not an easy task, so sufficient skills are required. As a result, the activity of teaching by a teacher and learning by learners may proceed as intended based on who emphasizes the importance of teacher competence in managing and organizing effective learning activities.

CONCLUSIONS

Based on the study results, in the implementation of Blended Learning faced by the lecturer and students' of English Education Department in Universitas Nahdlatul Ulama Purwokerto was quiet complicated. The lecturer and students had some barriers to conduct Blended

Learning. By means of these facts, they tried to create several strategies to solve those problems especially in Speaking class. They tried to improve students' speaking English through Blended Learning. Their efforts appeared from the use of teaching media and platforms to support teaching and learning of English speaking class. The first issue are related to the barriers, it can be concluded that Internet Availability becomes the prior issues in order to implement Blended Learning for Speaking class. Both lecturer and students agreed that they really faced the internet problem during conducting Blended Learning in the period. It was a big challenge to overcome teaching and learning English Speaking through online. The other factors such as conditions, characteristic of students and lecturer, environment, and demographics can affect the implementation of blended learning.

Students are hesitant to practice their public speaking skills. Their weekly speaking class demonstrates that they are almost afraid to speak up, shy to perform, and practice speaking in a low voice. An interview revealed that they are afraid of making mistakes and lack confidence. Meanwhile, another issue arises because they only have one meeting per week to learn and practice public speaking. There is not enough time for students to improve and master their English speaking skills, nor is there enough time for the lecturer to review and check each student's speaking ability. The researcher concluded from his observations and interviews that an interactive learning model give a good impact on students' learning outcomes.

The result of this study is also showed that students give different response in the process of learning English in the speaking class. They were more active in giving response through online. Students were confidence to speak up through online. The students agreed that the lecturer strategies to teach Speaking through Blended Learning was necessary

to motivate them to be more active to learn and speak up.

Face-to-face learning allows lecturers to communicate with students more naturally, by asking questions in class and encouraging students to respond. However, blended learning is an effective technique for dealing with teaching and learning issues in the present period, when lecturers can still teach their students face-to-face. To be more inventive in teaching speaking, lecturers are encouraged to continue to enhance their abilities and originality when conducting online learning activities. The findings of this study cannot be applied solely to other types of learning. As a result, the researchers urge that more research be conducted on blended learning in different disciplines of education and using the most recent theories.

REFERENCES

Aida. M. Bakeer. (2023). Impact of Implementing Blended Learning on EFL Students' Attitudes in HEIs in Palestine: Lessons learned from TEFL-ePAL project. *Journal of Palestine Ahliya University for Research and Studies*, *2*(3), 26–42. https://doi.org/10.59994/pau.2023.3.26

Asmawi, A., Dong, H., Zhang, X., & Sun, L. (2024, January 30). Exploring the transformative power of blended learning for Business English majors in China (2012–2022) – A bibliometric voyage. *Heliyon*. Elsevier Ltd. https://doi.org/10.1016/j.heliyon.2024.e24276

Creswell, J. W. (2020). *Penelitian Kualitatif & Desain Riset : Memilih di Antara Lima Pendekatan*. (saifuddin Z. Qudsy, Ed.), *Mycological Research*. PUSTAKA PELAJAR.

Dinh, T. T. L., Tran, X. T., Le, T. H. T., & Pham, H. T. U. (2024). The Implementation of Blended Learning for English Courses at Higher Education in Vietnam: Teachers' Perceptions. *AsiaCALL Online Journal*,

15(1), 1–18. https://doi.org/10.54855/acoj.241511

Eriska Neti Lumintasari, Khani Fatul Istianah, M. Khaerul Anwar, Arby Mukhit, & Zulfa Fadlullah Istiqlal. (2022). Online Application in Blended Learning; EFL Students' Perspective. *Conference on English Language Teaching*, *2*, 301–314. https://doi.org/10.24090/celti.v2.58

Gayatri, P., Chen, S., & Sit, H. (2022). A Review on Blended Learning for English Language Teaching in Indonesian Higher Education (pp. 253–277). https://doi.org/10.1007/978-981-16-8329-9_14

Hakim, M. A. R., Serasi, R., Revola, Y., Adnan, N. I., & Astari, A. R. N. (2023). The Reconstruction of Blended Learning Teaching Model for Full Online Learning System: A Study on English Education Department in Islamic Universities in Indonesia. *International Journal of Learning, Teaching and Educational Research*, *22*(4), 1–20. https://doi.org/10.26803/IJLTER.22.4.1

Haryanto, H., Purwanto, P., & Giyoto, G. (2021). Learning English for Specific Purposes through Blended Learning at Public Islamic University (A Case Study at Private University Jepara Indonesia). *Technium Social Sciences Journal*, *26*, 351–358. https://doi.org/10.47577/tssj.v26i1.5319

Inga, E., Inga, J., Cárdenas, J., & Cárdenas, J. (2021). Planning and strategic management of higher education considering the vision of latin america. *Education Sciences*, *11*(4). https://doi.org/10.3390/educsci11040188

Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40. https://doi.org/10.5539/elt.v12n5p40

Liu, C., Rathakrishnan, M., & Wang, W. (2024). Blended Learning Strategies for English for Specific Purposes (ESP): A Systematic Review. *Educational Administration: Theory and Practice*, *30*(1), 298–315. https://doi.org/10.52152/kuey.v30i1.1063

Mirhosseini, S. A. (2017). Introduction: Qualitative Research in Language and Literacy Education. In *Educational Linguistics* (Vol. 29, pp. 1–13). Springer Science+Business Media B.V. https://doi.org/10.1007/978-3-319-49140-0_1

Nassar, Y. H., Al-Motrif, A., Abuzahra, S., Aburezeq, I. M., Dweikat, F. F., Mohammad, G., … Gimeno, A. R. (2023). The Impacts of Blended Learning on English Education in Higher Education. *World Journal of English Language*, *13*(6), 449–459. https://doi.org/10.5430/wjel.v13n6p449

Nida, K., Ruhiat, Y., & Rusdiyani, I. (2023). The Influence of Blended Learning and Visual, Auditory, Kinesthetic (VAK) Learning Styles on Students' Speaking Skills in Class XI English Language Learning. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, *8*(2), 113. https://doi.org/10.17977/https://doi.org/10.17977/um039v8i22023p113

Peng, N., & Chen, X. (2023). Model-based learning towards environment in cross-cultural communication: a mediating role of technology innovation acceptance in culture congruence and English language teaching for environmental education. *Economic Research-Ekonomska Istrazivanja*, *36*(3). https://doi.org/10.1080/1331677X.2022.2162946

Riel, J., Lawless, K. A., & Brown, S. W. (2016). Listening to the teachers: Using weekly online teacher logs for ROPD to identify teachers' persistent challenges when implementing a blended learning

curriculum. *Journal of Online Learning Research*, *2*(2), 169–200.

Yajie, C., & Jumaat, N. F. B. (2023, February 1). Blended Learning Design of English Language Course in Higher Education: A Systematic Review. *International Journal of Information and Education Technology*. International Journal of Information and Education Technology. https://doi.org/10.18178/ijiet.2023.13.2.1815

Yang, C., Xu, D., & Yin, S. (2022). Construction of moral education in college English with blended learning in the "internet+era." *SHS Web of Conferences*, *140*, 01036. https://doi.org/10.1051/shsconf/202214001036

Zou, C., Li, P., & Jin, L. (2021). Online college English education in Wuhan against the COVID-19 pandemic: Student and teacher readiness, challenges and implications. *PLoS ONE*, *16*(10 October). https://doi.org/10.1371/journal.pone.0258137