Blended Learning to Enhance Productive Skills

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ABSTRACT: Blended learning, an educational strategy that blends traditional face-to-face teaching with online learning components, provides a dynamic way to improve productive skills like speaking and writing. This hybrid model takes advantage of the qualities of both in-person interactions and digital resources, allowing students to benefit from the rapid feedback and personal engagement of classroom settings while having access to various flexible online tools. Blended learning promotes more personalized and effective communication skill development by incorporating interactive digital platforms, virtual practice opportunities, and automated feedback mechanisms. This technique fits various learning styles and paces and gives a more comprehensive, adaptable educational experience. Finally, blended learning fosters enhanced mastery of productive skills, giving learners the confidence and aptitude to communicate in varied circumstances successfully.

KEYWORDS: blended learning, online, offline, speaking skill, writing skill

INTRODUCTION

Skills are vital for everyday living and are obtained through a learning process in both formal and informal educational settings. Enhancing the learning process is essential for elevating educational quality. Active student engagement is essential for learning. Learning transpires both within educational institutions and externally, acquiring new information through encounters beyond the classroom. Academic success is contingent upon institutional circumstances, curriculum design, resources, media utilization, and student preparedness. The presence of quality facilities significantly impacts the kids' learning process.

Educators must be creative in managing materials and classes by implementing appropriate methods, techniques, models, and learning approaches so that students are interested in learning and easily understand the material provided. One of the mixed-learning models used is blended learning.

Puspitarini (2022) claimed that because they were able to overcome the drawbacks of both e-learning, which depends solely on communication technology, and the student-dominated face-to-face learning model, the blended learning approach produced excellent outcomes. Language is a necessary instrument for communication. Widiara (2018) state that blended learning is a teaching and learning technique that combines face-to-face learning with technology and information-based learning conducted online to meet learning objectives. The incorporation of relevant learning innovations will foster independence and self-confidence in students who have attempted to locate and utilise learning resources other than those provided by students.

Effective communication involves conveying and receiving information through language, with receptive skills being the ability to obtain information and productive skills being the ability to provide it (Sreena & Ilankumaran, 2018). Good foreign language abilities, mainly English, are crucial in today's globalized world, as it is used to communicate with people worldwide. Empirical evidence suggests that most reference books in Indonesian higher education are written in English, but Indonesian students' English language skills could be enhanced. Learning language skills is essential, and focusing on aspects contributing to them is crucial.

The ability to listen and read are referred to as receptive abilities, whereas the ability to speak and write is considered productive. These four talents serve as benchmarks for language ability. Blended learning influences English writing skills, although linguistic attitudes do not to (Wahyuni & Etfita, 2019). English language learning is pursued from elementary school to university level. When studying English, students should already have some proficiency in the language. However, pupils must continue to improve their English skills. The four English language skills that have been learnt, namely listening, reading, speaking, and writing, nevertheless require improvement. Thus, proper learning methods are essential to improve students' capacity to speak English (Kurniasih, n.d.).

In the English learning process, educators use a variety of strategies, media, and technology to increase student engagement and improve learning outcomes. Traditional approaches, such as lectures and textbook readings, supplement interactive strategies like group discussions, role-playing, and collaborative projects, encouraging active engagement and greater knowledge (Ahmadi & Guilan University, Guilan, Iran, 2018). Educators use a variety of media, including films, audio recordings, and digital textbooks, to accommodate diverse learning styles. These websites include visual and audio stimuli that can help make complicated concepts

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more understandable and recall. Videos, for example, can demonstrate good pronunciation and intonation, whilst audio recordings can help people improve their listening abilities.

Technology has profoundly transformed English learning by introducing diverse instruments such as language learning applications, online courses, and virtual classrooms (Dakhi et al., 2020). These platforms offer interactive exercises, immediate feedback, and customized learning trajectories, allowing learners to practice at their speed. Social media platforms, discussion forums, and chat rooms augment learning by promoting peer-to-peer connections and cross-cultural exchanges, increasing the educational experience (Ahmadi & Guilan University, 2018). Tablets, smartphones, and computers have become indispensable in contemporary English training. They provide access to online resources such as e-books, podcasts, and instructional websites (Amhag et al., 2019). Educators utilize these technologies for evaluations, monitoring progress, and delivering immediate feedback, assisting students in achieving their objectives.

Integrating conventional pedagogical approaches with media and sophisticated technologies renders English learning more dynamic and flexible to various learning types. Educators use these technologies to establish hybrid learning environments that integrate in-person, online, and offline methodologies, augmenting student involvement and fostering ongoing progress.

METHOD

This project aims to give evidence and insights on how merging online and face-to-face learning environments can better assist the development of students' speaking and writing skills.

By evaluating these findings, researchers can draw conclusions about the usefulness of blended learning in improving productive abilities and provide recommendations to educators and policymakers. The study seeks to provide useful information that can guide teaching methods and contribute to the creation of more successful blended learning methodologies, ultimately boosting students' capacity to communicate effectively in both oral and written formats.

RESULT AND DISCUSSION

Blended learning

Blended learning addresses the shortcomings of online learning by combining online, offline, and face-to-face learning. Blended learning is a type of mixed learning that incorporates its concept into its practice (Cronje, 2020). Learning in the twenty-first century might include the use of multiple learning paradigms. The learning combination uses information and communication technology to ensure that the learning process runs smoothly. The technology employed can assist in the learning process (Dakhi et al., 2020).

Blended learning as a combination of learning methods that result in maximal learning. "Blended" refers to blending face-to-face, online, and offline learning. Combining face-to-face learning methods with technology-based learning methods, both online and offline, will provide an integrated learning approach that will improve learning effectiveness and efficiency (Bersin, 2004). Blended learning is an educational strategy that mixes traditional in person classroom instruction with online and digital learning activities (Ali et al., 2023). This approach combines the advantages of in person instruction, such as direct connection and rapid feedback, with the adaptability and accessibility of online materials, resulting in a more personalised and engaging learning experience.

Blended learning also offers a viable alternative to both traditional in-person education and fully online education, combining the strengths of each. In-person lectures allow for direct interaction between students and instructors, fostering stronger relationships and improved communication (Asarta & Schmidt, 2017). However, advancements in educational technology suggest that no single method works best for all scenarios, as each approach brings unique benefits depending on the context. The strategic use of technology can enhance students' abilities and overall learning experience. This approach integrates a variety of tools, such as online resources, video streaming, and audio materials, alongside traditional educational techniques and pedagogical theories. Blended learning enables students to manage their own learning by giving them control over the time, place, path, and pace of their studies. By incorporating digital resources, it accommodates diverse learning styles and enhances student engagement, making learning more flexible and interactive (Ahmadi & Guilan University, Guilan, Iran, 2018; Dakhi et al., 2020; Kim & Park, 2018). Blended learning also supports collaboration and encourages self-directed learning, with students able to access materials and complete assignments both in class and remotely. Additionally, teachers can use data from online activities to personalize instruction and address the specific needs of individual students. This blend of in-person and online learning fosters a more adaptable and responsive educational environment for both teachers and students.

The Ability to Productive Skills

Language is a systematic communication tool for communicating ideas, feelings, opinions, and concepts through common signs, noises, movements, and signs with intelligible meanings. Good language abilities can help people convey their thoughts, feelings, desires, opinions, and needs more easily. It has been established that there are numerous languages in the world. Each country, area, village, tribe, and other community has its own language that it uses to communicate with one another. Within one's own community, only one language may be spoken.

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However, people will find it difficult to communicate with each other within different social groups. It's because of the different languages they use so the communication process doesn't go well. They don't understand each other and can't capture messages. Therefore, they should learn and master other languages. Languages have a wide range of purposes that can improve the quality of human life both individually and in groups. Therefore, special attention is needed in order to improve a person's language skills.

Harmer (2007), the ability to speak itself is divided into two categories: receptive skill and productive skill. Receptive skills are the capacity to absorb information transmitted using the language learned, i.e. listening and reading. Productive skills refer to the abilities involved in creating and expressing ideas effectively (Sharma, 2015). They encompass speaking and writing, enabling individuals to convey their thoughts, share information, and communicate meaningfully. Mastery of productive skills involves the correct use of grammar and vocabulary and the ability to structure content coherently, adapt language to different audiences, and convey messages clearly and persuasively. These skills are crucial in both personal and professional contexts, facilitating successful interactions and the ability to influence and inform others.

Productive abilities, which include speaking and writing, are required for clear communication and expression (Sreena & Ilankumaran, 2018). Talking individuals should be able to convey their ideas clearly and confidently, utilizing appropriate terminology, grammar, and pronunciation. It includes verbal articulation and the ability to connect with listeners through nonverbal clues like eye contact and body language. Successful spoken interactions require the capacity to organize thoughts coherently and respond to feedback dynamically. Productive writing requires the capacity to create intelligible and well-structured documents. Writers should be able to use grammar, punctuation, and spelling correctly and structure thoughts rationally and persuasively. It includes tailoring the language and tone to diverse audiences and goals to ensure clear and successful communication. Individuals who master these qualities can create compelling and useful written content, promoting successful information exchange and idea expression (Abbasxanovich, 2024).

Tarigan (2008) defined speaking as the ability to enunciate articulated sounds or words to express or convey thoughts, ideas, and feelings. Speaking is a means for sharing ideas that have been arranged and developed to meet the listener's or listeners' demands. Language development is a key component of learning to master. Language is made up of both oral and written language. Oral language has a vital role in interaction and socialization. When we communicate, we can offer our opinions or ideas. Speaking demands confidence so that you are not ashamed to voice your ideas. Speaking skills are defined as the ability to recreate the current of the articulated sound system to communicate wills, feelings, needs, and wishes to others. Speaking is a social language that people can understand and use to communicate with one another to foster cooperation and positive relationships.

Speaking is the ability to enunciate linguistic sounds and articulate or convey thoughts, ideas, or feelings orally. Astuti & Pusparini (2020), identify two major elements influencing student speaking performance in speaking activities, particularly in English: linguistic and non-linguistic.

Speaking skills are the capacity to convey ideas clearly and effectively through verbal communication. It includes proper pronunciation, syntax, vocabulary, and the ability to use tone, tempo, and body language to improve comprehension and engagement. Individuals with effective speaking skills can communicate ideas, express emotions, and engage with people confidently and convincingly. Mastering speaking abilities is vital for successful conversations, presentations, and public speaking since it allows for clear communication and meaningful exchange of information (Aisyah et al., 2024).

Writing skills are the final language skills that kids acquire. Over the course of his life, a student gradually learns to listen and speak in order. Following that, children will actively practise reading and writing abilities. Writing requires more than just using your senses. However, the student's overall knowledge and experience will influence the outcome of his writing. Written language is more sophisticated than oral language because it requires more context. So, in written language, precise grammar is essential to replace speech context and prevent meaning misinterpretation. Writing necessitates a solid plan. Schemata are networks of knowledge that students possess. The student's brain will store any information they have heard, read, or seen (Zhao, 2013). Furthermore, the students' direct and indirect experiences will contribute to the knowledge network. These networks will be triggered and summoned when the student writes about anything previously heard, read, or seen. Therefore, the knowledge plan is highly crucial. Without this approach, the student would be unable to generate quality writing. For example, if requested to create a "persecution" story, the student should understand what persecution is, how it occurs, the law surrounding persecution, and who the victim of persecution is.

Teaching writing in high school is preferable, as it draws on what is available to language learners (Frear & Bitchener, 2015). It's because, as language learners progress, the schemes get more minimal. Writing learning is assessed based on more than global and topical writing themes. However, the major focus should be on the writing process. The learner's capacity to arrange thoughts, choose words, and incorporate various linguistic factors into the primary subject of writing instruction. Once this step is accomplished, the learner refines his strategy to generate better writing (Kim & Park, 2018).
Writing skills refer to communicating ideas clearly and effectively through written prose. This includes using proper grammar, punctuation, and spelling and organizing ideas into coherent and logically constructed writing. Individuals with strong writing skills can generate a variety of written materials, including essays, reports, and emails, with clarity and precision. Effective

writing also necessitates changing style and tone to suit different audiences and purposes, ensuring that the intended message is presented correctly and effectively.

Blended Learning to Productive Skills

Blended learning integrates face-to-face, online, and offline learning. Blended indicates a blend, whereas learning denotes learning. Blended learning is sometimes referred to as hybrid learning or mixed learning (Ali et al., 2023; Bersin, 2004; Lalima & Lata Dangwal, 2017; Widiara, 2018). Blended learning is a combination of many types of learning, specifically face-to-face learning and traditional learning ideas, which teachers frequently carry out by providing content directly to students with online and offline learning that emphasises the use of technology.

Blended learning can increase learning outcomes and communication skills by combining three learning models: face-to-face, online, and offline. Online learning makes use of the internet network, including web-based learning. Blended learning integrates face-to-face, online, and offline learning approaches while also utilising learning technology such as email, projector, laptop, CD-Room, Google Meet, Zoom, and other software and hardware. Face-to-face learning allows pupils to ask questions about the subject delivered by the teacher. Online learning is distance learning in which students and educators study on or off campus without meeting in person. Educators assign assignments to pupils, and the materials are available online.

According to Lalima & Lata Dangwal (2017) blended learning can encourage students to learn independently by incorporating technology into the learning process and Abdullah (2018) defined blended learning as a combination of diverse learning technologies, such as real-time software, online web-based learning programs, and other applications that support the learning environment and knowledge management system. Blended learning mixes online, in-person, and autonomous learning directed by mentors, students, or lecturers with planned instruction and an overview.

However, the primary goal of designing a learning composition is to provide learning resources that are appropriate for particular learner characteristics in order to make learning more enjoyable, effective, and efficient. Ali et al (2023) define blended learning involves communication between in-person learning sessions and online written communication. This learning principle appears straightforward, but its execution is more complex. Educators must, therefore, improve their teaching quality. Interaction among pupils helps broaden their knowledge. Previous research has shown that blended learning is extremely successful and efficient at improving students' abilities, making learning more pleasurable, and increasing students' interest in a diverse learning environment. The use of software and hardware technology in learning can improve student contact with instructors, teaching materials, and students' understanding of the technology used to study.

Blended learning integrates conventional face-to-face training with digital educational materials, fostering a flexible and cohesive method for skill acquisition. This methodology allows students to gain from in-person interaction and prompt feedback in the classroom, while utilizing digital resources to augment their learning beyond it. Digital practice platforms, interactive exercises, and communication tools facilitate the enhancement of productive abilities such as speaking and writing. Blended learning facilitates individualized and effective development, enabling students to engage autonomously, utilize varied resources, and obtain customized support via techniques such as virtual language exchanges, online forums, and automatic writing feedback. This combination fosters a comprehensive and effective educational experience.

CONCLUSION

Blended learning is a strong technique for improving productivity skills that combines traditional in-person training with modern online resources. This hybrid method combines the immediacy and interactivity of face-to-face learning with the flexibility and variety of digital technologies. By combining these methodologies, blended learning meets various learning preferences and needs, resulting in a more personalized and adaptive educational experience. For productive abilities like speaking and writing, students can participate in interactive online exercises, practice with native speakers via virtual platforms, and receive immediate feedback on their written work, all while preserving the supportive context of classroom interactions.

The result is a full learning experience that leverages the benefits of both in-person and digital techniques. This integrated approach encourages the development of key communication skills and increases engagement and retention by providing diverse and accessible learning opportunities. As a result, blended learning is an excellent technique for improving productive abilities, providing learners with the tools and confidence required for effective communication in both personal and professional settings.

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