

The Influence of Blended Learning and Visual, Auditory, Kinesthetic (VAK) Learning Styles on Students' Speaking Skills in Class XI English Language Learning

Khopiya Nida^{1*}, Yayat Ruhiat², Isti Rusdiyani³

^{1,2,3}Pascasarjana, Universitas Sultan Ageng Tirtayasa, Jl. Raya Jakarta Km 4 Pakupatan, Kel. Penancangan, Kec. Cipocok Jaya, Kota Serang, Prov Banten, 42124, Indonesia.

Email corresponding author*: piyanida0797@gmail.com

Article Info

Article history:

Received 28-08-2023

Revised 12-10-2023

Accepted 02-11-2023

Published 20-11-2023

How to cite:

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), 113–125.

<https://doi.org/10.17977/um039v8i22023p113>

© The Author(s)



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh blended learning dan gaya belajar visual, auditory, kinestetik (VAK) terhadap keterampilan berbicara siswa saat belajar bahasa Inggris. Metode penelitian yang digunakan adalah penelitian eksperimen. Desain eksperimen yang digunakan adalah desain faktorial, sedangkan penelitian ini menggunakan non-equivalent control group pre-test. Hasil penelitian menunjukkan bahwa: (1) Terdapat perbedaan kemampuan berbahasa Inggris siswa yang diajarkan melalui blended learning dan online learning; (2) Terdapat pengaruh timbal balik antara model blended learning dan online learning serta pembelajaran visual, auditori, kinestetik (VAK) terhadap kemampuan berbahasa Inggris siswa; (3) Terdapat perbedaan kemampuan berbahasa Inggris antara siswa yang diajar dengan blended learning dan pembelajaran online dengan pembelajaran visual; (4) Terdapat perbedaan kemampuan berbahasa Inggris antara siswa yang diajar melalui teknik blended learning dan pembelajaran online, dengan siswa yang mendapat pembelajaran auditory. 5) Terdapat perbedaan kemampuan berbahasa Inggris antara siswa yang diajar melalui metode blended learning dan pembelajaran online dengan siswa dengan gaya belajar kinestetik.

Kata kunci: blended learning, gaya belajar visual, auditory, kinestetik, keterampilan berbicara siswa

Abstract

The aim of this research is to determine the effect of blended learning and visual, auditory, kinesthetic (VAK) learning styles on students' speaking skills when learning English. The research method used is experimental research. The experimental design used was a factorial design, while this research used a non-equivalent control group pre-test. The research results show that: (1) There are differences in the English language skills of students who are taught through blended learning and online learning; (2) There is a reciprocal influence between blended learning and online learning models as well as visual, auditory, kinesthetic (VAK) learning on students' English language skills; (3) There are differences in English language skills between students taught using blended learning and online learning with visual learning; (4) There are

	<p><i>differences in English language skills between students who are taught through blended learning and online learning techniques, and students who receive auditory learning; and (5) There are differences in English language skills between students taught via blended learning and online learning methods and students with a kinesthetic learning style.</i></p> <p><i>Keywords: blended learning, visual, auditory, kinesthetic, students' speaking skills.</i></p>
--	---

INTRODUCTION

Distance Learning or often known as e-learning requires quite a lot of learning equipment, both in the form of hardware and software. One of the distance learning software needed is Learning Management System (LMS) (Muhson, 2010). LMS is a set of web-based systems that allow instructors, teachers, lecturers, or students to share materials, submit and complete assignments, and communicate with each other online (Setiawan, 2020). Conventional methods are still considered better than distance learning because the material is easy to understand and it is also easier to interact with the teacher. On the other hand, distance learning also has several advantages, including efficiency and time flexibility, ease of submitting assignments, and transparency of grades (Nadziroh, 2017). To complement distance learning with conventional learning, a model is available Blended Learning or blended learning as a solution to overcome the weaknesses of distance learning. Blended learning is a combination of two historically separate learning models, namely face-to-face (conventional) learning systems and distributed (online) learning systems, emphasizing the central role of computer-based information and communication technology in the learning model (Supriyadi & Subiantoro, 2021). Blended learning experts consider it capable of bridging the demands for advances in information systems which are developing very rapidly and the demands to maintain noble values or national character (Husamah, 2014).

In several model studies Blended Learning can increase students' understanding (Maskar & Wulantina, 2019) provided that the learning devices have been properly prepared by the teacher (Abdullah, 2018). Even so during the pandemic Covid-19 All face-to-face activities between teachers and students have been canceled as an effort to prevent transmission of the virus corona. Some educators improvise by using media teleconference as a substitute for face to face. Several services are available such as Zoom, Google Meet, Microsoft Team, WebEX, CloudX and others. By replacing conventional face-to-face services with face-to-face services video conference This will certainly result in higher costs, especially for internet packages, plus you have to subscribe to the pro version to get all the application features video conference, not to mention that many areas do not have internet services yet. Even though it feels difficult both financially and in terms of internet services, using video conferences can be used as a temporary alternative to establish interaction between educators and students (Wondo et al., 2022).

With the use of models Blended Learning It is hoped that it will be able to improve students' academic abilities in the midst of conditions pandemic Covid-19. Academic ability is a person's ability and skills in the academic field (Suciono, 2021). The academic field includes all knowledge taught in formal education. Academic ability is closely related to cognitive or Intelligence Quotient (IQ). Different from attitudes and behavior related to affective and competence which lead to psychomotor abilities. Academic abilities will influence other learning outcomes, both in attitudes and behavior and student competence.

Based on aspects productive and receptive, English learning is divided into 4 language components, namely: speaking and writing (for aspect productive) as well as reading and listening (for aspect receptive). These four skills are inseparable parts. Student activities in learning English include all language competencies in the form of listening skills (listening), speaking (speaking), read (reading), and writing (writing). Speaking skill is one of the skills that requires mastery of other language skills. Mastery of speaking skills often begins with reading practice (reading aloud), speaking skills also begin with writing down ideas to be practiced, and speaking skills also require the ability to pay attention and listen to the person you are speaking to. By increasing speaking practice (speaking practice) it is hoped that students will master these four language skills more quickly and effectively (Suyanto, 2014).

Problems that often arise in the English learning process for the majority of students are usually caused by two factors, namely: internal and external factors (Asroji, 2014). Internal factors are factors that arise from within the student, including motivation to learn and activeness in the learning process. For external factors, students usually receive less practical stimulation from their teachers, either by inviting them to talk or using media and learning models based on the students center. The classic problem that has arisen is that students do not have the courage to speak English. Based on the researchers' experience, common problems cause obstacles to mastery of speaking skills (speaking skill) for students are: 1) Student's lack confidence to practice speaking due to limited mastery vocabulary, 2) Students are embarrassed and afraid of being laughed at by their friends if they make a mistake pronunciation, 3) Students are not motivated to practice speaking skill due to ignorance of the learning objectives they are undertaking, 4) In the learning process, teachers still use methods teacher center not students center, 5) Teachers have not used media that is proportional to each competency being taught, 6) Teachers are not clear enough in conveying learning objectives for each competency standard (SK) and Basic Competency (KD) to students, 7) Teachers are not optimal in providing learning motivation in pre-activity learning.

Based on initial observations by researchers at SMK KARTIKA faced by a number of students in learning are (1) When delivering material, the use of media is very minimal and less interesting so that students are not at all interested in the material being taught. (2) Limited teaching time means that teachers lack detail in delivering the material, resulting in students not understanding the material being taught. This can influence students' low competency in English subjects, especially speaking skills (Speaking). These problems arise due to the learning process which has been carried out online and learning from home, so that students are less than optimal in interacting with teachers regarding the material being studied. One way to overcome the problem above is to use a learning model Blended Learning. Blended Learning is combining the best features of learning in the classroom (face-to-face) and the best features of learning online to increase active independent learning by students and reduce the amount of face-to-face time in class (Khoiroh, 2017). With Blended Learning, students have more time to study and ask questions to the teacher, whenever and wherever students can access material via the web, video streaming, or communication (Maulida, 2020).

In the learning process, teachers have an important role in making the knowledge taught acceptable to existing students (Yestiani & Zahwa, 2020). The learning process cannot be separated from the teacher's ability to develop learning models and methods that are oriented towards increasing the intensity of student involvement effectively in the learning process which can foster student interest, attention and motivation so that the learning process becomes more meaningful (Octavia, 2020). Social skills can not only be developed

through material but also through various methods, media and evaluations (Komar & Winarsih, 2020).

One model that can be used to improve social skills is the Blended Learning learning model. The learning model is one of the factors that influences learning, especially learning outcomes (Gunawan et al., 2018). The Visual, Auditory, Kinesthetic (VAK) learning style is learning that combines the three learning styles (seeing, hearing and moving) of each individual by utilizing the potential they already have by training and developing it, so that all students' learning habits are fulfilled. Some preliminary research that has been carried out by previous researchers related to Blended Learning includes: Research by Daulay et al., (2016) concluded that there was an influence of Edmodo-based Blended Learning on Biology Science learning outcomes of class VIII students of SMP Negeri 5 Medan. The learning outcomes that apply the Edmodo-based Blended Learning model are higher than the average learning outcomes that apply the direct learning model, meaning that the Edmodo-based Blended Learning model is able to increase student competency.

Next was Lubis' research (2017) entitled The Influence of Learning Models Blended learning and Learning Styles on Civics Learning Outcomes in Class VII at SMP Panca Budi Medan concluded that (1) differences in models Blended Learning obtain higher Citizenship Education learning outcomes compared to students who are taught using the model Resource Based Learning, (2) there is a difference in obtaining higher Citizenship Education learning outcomes with an auditory learning style compared to students who have a visual learning style. Researchers conducted more in-depth research regarding the influence of Blended Learning and Visual, Auditory, Kinesthetic (VAK) learning styles on students' speaking skills in learning English because this is related to learning conditions in the current new normal era.

METHOD

The research method used is experimental research. Experimental research can be called a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2016). The experimental design used is a factorial design. This research design uses nonequivalent control group pretest design, namely research designed for an experimental group and a given control group pretest and post-test not selected at random. This design was chosen because during the experiment it was not possible to change existing classes. Pretest used to equalize the initial knowledge of the two groups, whereas post-test used to measure students' English speaking skills after learning. The dependent variable in this research is students' English speaking skills. As an independent variable, the treatment is the learning approach, which is divided into two groups, namely Blended Learning and Online Learning (e-Learning). As a moderator variable is learning style Visual, Auditory, Kinesthetic (VAK), which are divided into three groups, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. Schematically, the research design can be seen in Table 1.

Table 1. Research Design

Learning (A)		Blended Learning (A ₁)	Online Learning (e-Learning) (A ₂)
Learning Style VAK (B)			
Visual (B ₁)		A ₁ B ₁	A ₂ B ₁
Auditory (B ₂)		A ₁ B ₂	A ₂ B ₂
Kinesthetic (B ₃)		A ₁ B ₃	A ₂ B ₃
Total		A ₁ B ₁ + A ₁ B ₂ + A ₁ B ₃	A ₂ B ₁ + A ₂ B ₂ + A ₂ B ₃

Information:

- A₁ = Group of students taught with Blended Learning
- A₂ = Groups of students who are taught using Online Learning
- B₁ = Group of students who have a visual learning style
- B₂ = Group of students who have an auditory learning style
- B₃ = Group of students who have a Kinesthetic learning style
- A₁B₁ = The group of students who are taught using Blended Learning and have a visual learning style
- A₂B₁ = Groups of students who are taught using Online Learning and has a visual learning style
- A₁B₂ = Groups of students who are taught using Blended Learning and has an auditory learning style
- A₂B₂ = Groups of students who are taught using Online Learning and has an auditory learning style
- A₁B₃ = Groups of students who are taught using Blended Learning and has a Kinesthetic learning style
- A₂B₃ = Groups of students who are taught using Online Learning and has a Kinesthetic learning style

The population referred to in this research is all class XI students of SMK KARTIKA Sampling in this study included not random (not random) because the sampling was carried out by selecting deliberately according to the research objectives (purposive sampling).

There are two data collected in this research, namely data about learning styles Visual, Auditory, Kinesthetic (VAK) and students' speaking skills in English subjects. Data about student learning styles obtained from student scores after answering the instrument is in the form of a learning style questionnaire in the form of a scale likert. Student learning styles in this research are attribute variables, so that the questionnaire results obtained can differentiate students who have learning styles Visual, Auditory, Kinesthetic (VAK). Meanwhile, data about students' speaking skills is an assessment and student learning outcomes after receiving two learning models, namely Blended Learning and Online Learning (e-Learning).

The data analysis technique used in this research is descriptive statistics and data analysis requirements. Before conducting a hypothesis test, a general statistical test is first carried out in the form of descriptive statistics. Descriptive statistics include mean, minimum, maximum and standard deviation which aims to determine the distribution of the data sampled in the research. The data analysis requirements use the normality test and homogeneity test. Data normality testing was carried out using the One-Sample Kolmogorov-Smirnov test. Meanwhile, to test the homogeneity of the data, use a normality test with the help of the SPSS 21.0 for Windows computer program with the condition that if sig. > 0.05 then the data is homogeneous. This research uses a 2x3 factorial design, so two-way analysis of variance (Two Way ANOVA) is used.

RESULTS

Description of Research Data

English Speaking Skills with Blended Learning (Experimental Group)

English speaking skills of the experimental group using the learning model Blended Learning obtained through a speaking skills test. English speaking skills of the experimental group using the learning model Blended Learning for students who have different learning styles visual, it is known that there were 20 students with the lowest score of 65.00, the highest score of 90 and a total score of 1605. Average (Mean) students' English speaking skills 80.25, and standard deviation (Std. Deviation) 6,97.

English speaking skills of the experimental group using the learning model Blended Learning for students who have different learning styles Auditory, it is known that there were

20 students with the lowest score of 70.00, the highest score of 95 and a total score of 1625. Average (Mean) students' English speaking skills 81.25, and standard deviation (Std. Deviation) 6,85. The English speaking skills of the experimental group used the learning model Blended Learning for students who have different learning styles Kinesthetic, it is known that there were 20 students with the lowest score of 65.00, the highest score of 90 and a total score of 1615. Average (Mean) students' English speaking skills 80.75, and standard deviation (Std. Deviation) 6,74.

English Speaking Skills with Online Learning (Control Group)

Data on English speaking skills of the control group used Online Learning obtained through a speaking skills test. English speaking skills of the control group using the learning model Online Learning for students who have different learning styles visual, it is known that there were 20 students with the lowest score of 30.00, the highest score of 80 and a total score of 1230. Average (Mean) students' English speaking skills 61.50, and standard deviation (Std. Deviation) 13,48. English speaking skills of the control group using the learning model Online Learning for students who have different learning styles Auditorial, it is known that there were 20 students with the lowest score of 40.00, the highest score of 80 and a total score of 1300. Average (Mean) students' English speaking skills 65.00, and standard deviation (Std. Deviation) 9,87. The control group's English speaking skills used the learning model Online Learning for students who have different learning styles Kinesthetic, it is known that there were 20 students with the lowest score of 65.00, the highest score of 90 and a total score of 1500. Average (Mean) students' English speaking skills 75.00, and standard deviation (Std. Deviation) 7,25.

Test Requirements Analysis

Before testing the hypothesis, it is necessary to test the analysis requirements. The data requirements needed to test a hypothesis are data that is normally distributed and homogeneous so that the research results can be justified.

Data Normality Test

Like a direct data table from the results of the normality test analysis for each group based on the output from SPSS.

Table 2. Normality Test Results

		One-Sample Kolmogorov-Smirnov Test					
		BL VISUAL	BL AUDITORYAL	BL KINESTHETIC	OL VISUAL	OL AUDITORYAL	OL KINESTHETIC
N		20	20	20	20	20	20
Normal Parameters ^{a,b}	Mean	80.2500	81.250	80.750	61.50	65.00	75.00
	Std. Deviation	6.97269	6.8585	6.7424	13.48	9.867	7.254
Most Differences	Absolute	.186	.172	.186	.186	.200	.200
	Positive	.114	.172	.114	.114	.156	.200
	Negative	-.186	-.128	-.186	-.186	-.200	-.116
Test Statistic		.830	.771	.831	.831	.894	.894
Asymp. Sig. (2-tailed)		.495	.593	.495	.495	.400	.400

Based on Table 2, the Kolmogorov-Smirnov normality test for the visual learning style experimental group (A₁B₁) obtained a significance value (Sig.) of 0.495; Auditory learning style (A₁B₂) obtained a significance value (Sig.) of 0.593; Kinesthetic learning style A₁B₃) obtained a

significance value (Sig.) of 0.495. This means that the experimental group's Sig. > 0.05, it can be concluded that the distribution of the experimental group data is normally distributed.

The normality test for the visual learning style control group (A₂B₁) obtained a significance value (Sig.) of 0.495; Auditory learning style (A₂B₂) obtained a significance value (Sig.) of 0.400; Kinesthetic learning style A₂B₃) obtained a significance value (Sig.) of 0.400. This means that the experimental group's Sig. > 0.05, it can be concluded that the distribution of the control group data is normally distributed.

Homogeneity Test

The Homogeneity Test is used to determine whether several data population variants are the same or not. If the significance value is more than 0.05 then it can be said that the variance of two or more groups of data is the same. Like a data table directly from the results of the homogeneity test with SPSS.

Table 3. Results of the Homogeneity of Variance Test

F	df1	df2	Sig.
2.387	5	114	.843

Based on the results of table 3 data, it is known that the value is 0.843, which means the Sig. > 0.05. So it can be concluded that these samples come from a population that has homogeneous variance. Thus the use of variance analysis techniques has been fulfilled. Before testing the hypothesis, first calculate the total score and average score for each group, which can then be used as a basis for statistical decisions for testing the hypothesis. Like a data table directly from the results of analysis using SPSS.

Table 4. Results of Two-Way Anova Analysis

Dependent Variable: English Speaking Skills					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7508.542 ^a	5	1501.708	19.051	.000
Intercept	656380.21	1	656380.2	8326.87	.000
FACTOR_A	5535.208	1	5535.208	70.220	.000
FACTOR_B	1021.667	2	510.833	6.480	.002
FACTOR_A * FACTOR_B	951.667	2	475.833	6.036	.003
Error	8986.250	114	78.827		
Total	672875.00	120			
Corrected Total	16494.792	119			

a. R Squared = .444 (Adjusted R Squared = .407)

Table 5. Pairwise Comparisons

Dependent Variable: Speaking Skills							
Kreativitas	(I) Pendekatan Pembelajaran	Mean	(J) Pendekatan Pembelajaran	Mean	Mean Difference (I-J)	F	Sig.
Visual	BL	80,250	OL	61,500	16,250*	44,599	.000
Auditory		81,250		65,000	15,750*	33,499	.000
Kinesthetic		80,750		75,000	13.500*	4,194	.000

Based on the results of the Two Way Anova analysis in Table 4, for factor A, namely the Blended Learning and Online Learning learning approach, it is known that the Fcount = 70.220 with a Sig value. = 0.000. When compared with the F_{table} value of 0.05 (5:114) = 2.294, the

$F_{\text{count}} > F_{\text{table}}$ value (70.220 > 2.294) is obtained, as well as the Sig value. (0.000) < 0.05. Thus, H_0 is rejected and H_1 is accepted, so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning. This means that the learning model has a significant role in students' English speaking skills.

Meanwhile, for the interaction of factors A*B, namely the influence of the interaction of learning models and learning styles on students' English speaking skills, it is known that the $F_{\text{count}} = 6.036$ with a Sig value. = 0.003. When compared with the F_{table} value of $0.05 (5:114) = 2.294$, the $F_{\text{count}} > F_{\text{table}}$ value (6.036 > 2.294) is obtained, as well as the Sig value. (0.003) < 0.05. Thus, H_0 is rejected and H_2 is accepted, meaning there is an interaction, so it can be concluded that there is an interaction effect of the Blended Learning and Online Learning learning models with learning styles on students' English speaking skills. This means that there is an effect of learning model factors on students' English speaking skills which are also influenced by students' learning style factors.

Based on the results of the Pairwise Comparisons analysis in [Table 5](#), for Blended Learning and Online Learning in the visual learning style, it is known that the $F_{\text{count}} = 44.599$ with a Sig value. = 0.000. When compared with the F_{table} value of $0.05 (5:114) = 2.294$, we get the $F_{\text{count}} > F_{\text{table}}$ value (44.599 > 2.294), as well as the Sig value. (0.000) < 0.05. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning for students who have a visual learning style. This means that Blended Learning and Online Learning have a significant role in students' English speaking skills.

Based on [Table 5](#), it is also known that the average learning value for Blended Learning is 80,250 while the average value for Online Learning is 61,500. This means that there is a difference in the English speaking skills of students taught using Blended Learning and Online Learning of 18,750. The difference in the results of the mean scores shows that Blended Learning is higher than Online Learning in influencing English speaking skills in students who have a visual learning style. Meanwhile, the results of the Pairwise Comparisons analysis in [table 5](#), for Blended Learning and Online Learning in the Auditory learning style, show that the $F_{\text{count}} = 33.499$ with a Sig value. = 0.000. When compared with the F_{table} value of $0.05 (5:114) = 2.294$, we get the $F_{\text{count}} > F_{\text{table}}$ value (33.499 > 2.294), as well as the Sig value. (0.000) < 0.05. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning for students who have an Auditory learning style. This means that the learning model has a significant role in the English speaking skills of students who have an auditory learning style.

Based on [Table 5](#), it is also known that the average learning value for Blended Learning is 81,250 while the average value for Online Learning is 65,000. This means that there is a difference in the English speaking skills of students taught using Blended Learning and Online Learning of 16,250. The difference in the results of the mean scores shows that Blended Learning is better than Online Learning in influencing English speaking skills in students who have an auditory learning style. As for the results of the Pairwise Comparisons analysis in [table 5](#), for Blended Learning and Online Learning in the Kinesthetic learning style, it is known that the $F_{\text{count}} = 4.194$ with a Sig value. = 0.043. When compared with the F_{table} value of $0.05 (5:114) = 2.294$, we get the $F_{\text{count}} > F_{\text{table}}$ value (4.194 > 2.294), as well as the Sig value. (0.043) < 0.05. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning for students who have a Kinesthetic learning style. This means that the learning

model has a significant role in the English speaking skills of students who have a Kinesthetic learning style. Based on [Table 5](#), it is also known that the average learning value for Blended Learning is 80,750 while the average value for Online Learning is 75,000. This means that there is a difference in the English speaking skills of students taught using Blended Learning and Online Learning of 5,750. The difference in the results of the mean scores shows that Blended Learning is better than Online Learning in influencing English speaking skills in students who have a Kinesthetic learning style..

DISCUSSION

Differences in English Speaking Skills between Students Taught with Blended Learning and Online Learning Models

Based on the results of the analysis of the Blended Learning and Online Learning learning models, the value $F_{\text{count}} > F_{\text{table}}$ ($70.220 > 2.294$) was obtained with a value of Sig. ($0.000 > 0.05$), so it can be concluded that there are differences in English speaking skills between students taught using Blended Learning and Online Learning. These results indicate that there are differences in English speaking skills in this study due to different grouping systems in classes. In the experimental class, each group is formed according to its learning style. This means that every student who has a visual learning style will join a group of students who have a visual learning style. Likewise for Auditory and Kinesthetic learning styles. In this research, the tendency of students in the experimental class for English speaking skills using the Blended Learning learning model is very significant, this can be seen in the students' enthusiasm during learning activities for students who are taught using the Blended Learning learning model when compared to students who are taught using the learning model. Online Learning.

The results of this study are in line with previous research conducted by [Nortvig et al.,\(2018\)](#) this research is a literature study regarding the impact of E-learning and Blended Learning in relation to learning outcomes, preferences and closeness of students. The results of this research show that there are several factors that hinder E-learning and Blended Learning which are related to learning outcomes, preferences and closeness of students, including: 1). the presence of educators in the learning process; 2). interactions between students, teachers, and content; 3). connection or relationship between online and offline activities. Regarding English speaking skills among students who are taught using the Blended Learning learning model, it is certain that English learning activities will be more interesting for all students, because they can learn with complete facilities online or face to face. Considering this data and the theories above, teacher accuracy is needed in choosing a learning model that suits the characteristics and needs of students, because choosing a learning model can improve students' English speaking skills. So it can be concluded that the Blended Learning learning model has better English speaking skills compared to students who are taught using the Online Learning model.

The Influence of the Interaction between Blended Learning and Online Learning Models and Learning Styles on Students' English Speaking Skills

Based on the results of the analysis of the interaction of factors A*B, namely the influence of the interaction of learning models and learning styles on students' English speaking skills, the value $F_{\text{count}} < F_{\text{table}}$ ($6.036 < 2.294$) with a value of Sig. ($0.003 < 0.05$), so it can be concluded that there is an interaction effect of learning models and learning styles on students' English speaking skills.

The results of this research analysis show that there is an interaction effect of learning models and learning styles on students' English speaking skills. This means that the variables of the Blended Learning and Online Learning learning models with each student's Visual, Auditory and Kinesthetic (VAK) learning styles have a joint influence on students' English speaking skills. There is cooperation between these two variables in influencing the dependent variable (English speaking skills). The results of this research are in line with previous research conducted by Utama (2019) which concluded that there were differences in student learning outcomes between the Edmodo-based Blended Learning learning model and the learning model without Blended Learning in terms of student learning styles. The results obtained were that using the Edmodo-based Blended Learning learning model in terms of student learning styles could improve student learning outcomes that were better than previously.

Each student has their own learning style. Learning style does not always mean that students can only or are capable of doing one thing or one area, but is the way they choose to use to perceive or understand something. Each individual has a different learning style because they also have different basic or natural traits, habits and choices of different ways of receiving and processing any new information they receive. Learning style is a person's tendency to use a certain way of learning so that they can learn well. So it must be understood that there is nothing wrong with the learning style that each student has. It requires a special approach, interesting and innovative learning methods and media to facilitate and help students' learning process understand and master students' English vocabulary. Differences in learning styles may also influence students' abilities in various areas of expertise. In accordance with the results of the research and discussion above, it can be concluded that there is a significant influence on students' English speaking skills who are taught using the learning model. Blended Learning for students who have different learning styles Visual, Auditory, and Kinesthetic (VAK), compared with the English speaking skills of students who were taught using the learning model Online Learning for students who have different learning styles Visual, Auditory, and Kinesthetic (VAK).

Differences in English Speaking Skills between Students Taught with Blended Learning and Online Learning for Students with a Visual Learning Style

Based on the results of the analysis of the Blended Learning and Online Learning learning models on visual learning styles, the $F_{\text{count}} > F_{\text{table}}$ ($44.599 > 2.294$) value was obtained, with a Sig. (0.000) < 0.05 . Thus, H_0 is rejected and H_1 is accepted, so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning for students who have a visual learning style. The use of stimuli in groups of students who are taught by learning Blended Learning and Online Learning, for English speaking skills adapted to students' learning styles. For groups of students with a visual learning style, the stimulus provided is in the form of animated videos for each sub-topic of the lesson material. In the learning process, the visual group was given time to listen carefully to the video. The visual learning style makes students learn through looking, looking, and the like. More precisely, the visual learning style is learning by seeing something, either through pictures, diagrams, demonstrations, demonstrations, or videos. The visual learning style helps students remember lesson material that they see directly so that this has a positive effect on students' English speaking skills.

The results of this research are in line with previous research conducted by Utama (2019) which concludes that the Blended Learning learning model is better than the learning model without Blended Learning in terms of visual learning style.

Differences in English Speaking Skills between Students Taught with Blended Learning and Online Learning for Students Who Have an Auditory Learning Style

Based on the results of the analysis of the Blended Learning and Online Learning learning models in the Auditory learning style, the value $F_{\text{count}} > F_{\text{table}}$ ($33.499 > 2.294$) was obtained, with a value of Sig. (0.000) < 0.05 . Thus, H_0 is rejected and H_1 is accepted, so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning for students who have an Auditory learning style. English speaking skills among students are taught by learning Blended Learning and Online Learning, for students with an auditory learning style, they are given stimulus by listening to audio during the material review process. Apart from that, they were also given a stimulus by forming small groups within their groups so that in these small groups students could present (listen to) the results of their literature studies more easily to their fellow students. The Auditory learning style prioritizes the listener's senses. Learning through hearing something can be done by listening to audio cassettes, lectures, discussions, debates, and verbal instructions (commands). The results of this research are in line with previous research conducted by Utama (2019) which concludes that the Blended Learning learning model is better than the learning model without Blended Learning in terms of the Auditory learning style.

Differences in English Speaking Skills between Students Taught with Blended Learning and Online Learning for Students Who Have a Kinesthetic Learning Style

Based on the results of the analysis of the Blended Learning and Online Learning learning models on the Kinesthetic learning style, the value $F_{\text{count}} > F_{\text{table}}$ was obtained ($4.194 > 2.294$), with a value of Sig. (0.000) < 0.05 , so it can be concluded that there are differences in English speaking skills between students who are taught using Blended Learning and Online Learning for students who have a Kinesthetic learning style. English speaking skills among students are taught by learning Blended Learning and Online Learning, for students with learning styles Kinesthetic given a stimulus with a simple demonstration according to the sub-topic of the lesson material. Then students are asked to connect the demonstration with the literature on the subject matter. Learning style Kinesthetic is learning through physical activity and direct involvement which can include handling, moving, touching, and feeling. Students with learning styles Kinesthetic have a high tendency to do something they want to know or learn directly. The results of this research are in line with previous research conducted by Utama (2019) which concludes that the Blended Learning learning model is better than the learning model without Blended Learning in terms of the Kinesthetic learning style.

CONCLUSION

Based on the results of research regarding influence Blended Learning and learning styles Visual, Auditory, Kinesthetic (VAK) on students' speaking skills in class XI English learning at SMK Kartika Blended Learning and Online Learning. There is an influence of interaction between learning models Blended Learning and Online Learning with learning styles Visual, Auditory, Kinesthetic (VAK) on students' English speaking skills. There are differences in English speaking skills between students who are taught and taught Blended Learning and

Online Learning for students who have different learning styles visually. There are differences in English speaking skills between students who are taught and taught Blended Learning and Online Learning for students who have different learning styles Auditory. And there are differences in English speaking skills between students who are taught and taught Blended Learning and Online Learning for students who have different learning styles. From the results of this research and conclusions, researchers can provide suggestions that teachers should be able to increase their insight regarding learning innovation so that they are able to implement and develop learning in the classroom in a more innovative and varied manner so that it can have a positive impact in increasing students' knowledge competence and achievement motivation. One approach or learning model that can be recommended for teachers in creating varied learning is the learning model Blended Learning. And as a teacher you must increase your role as a motivator and facilitator. It is recommended that future researchers expand the material used in research so as to enable broader generalizations.

REFERENCES

- Abdullah, W. (2018). Model Blended Learning dalam Meningkatkan Efektifitas Pembelajaran. *Fikrotuna*, 7(1), 855–866. <https://doi.org/https://doi.org/10.32806/jf.v7i1.3169>
- Asroji, A. (2014). Strategi Peningkatan Kompetensi Berbicara Bahasa Inggris Siswa SMK Negeri 1 Pacitan Tahun Pelajaran 2012/2013. *Jurnal Riset Manajemen*, 1(1), 43–51. <https://www.jurnal.stieww.ac.id/index.php/jrm/article/view/118>
- Daulay, U. A., Syarifudin, S., & Manurung, B. (2016). Pengaruh Blended Learning Berbasis Edmodo dan Motivasi Belajar Terhadap Hasil Belajar Siswa pada Sistem Peredaran Darah Manusia di Kelas VIII SMP Negeri 5 Medan. *Jurnal Pendidikan Biologi*, 6(1), 260–266. <https://doi.org/https://doi.org/10.24114/jpb.v6i1.4330>
- Ghozali, I. (2013). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 21 Update PLS Regresi*. Badan Penerbit Universitas Diponegoro.
- Gunawan, G., Kustiani, L., & Hariani, L. S. (2018). Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa. *Jurnal Penelitian Dan Pendidikan IPS*, 12(1), 14–22.
- Husamah. (2014). *Pembelajaran Bauran (Blended Learning)*. Prestasi Pustaka Raya.
- Khoiroh, N. (2017). Pengaruh model pembelajaran blended learning dan motivasi belajar terhadap hasil belajar siswa kelas VIII SMPN 1 Gumukmas. *Jurnal Penelitian Ilmu Pendidikan*, 10(2), 97–110. <https://doi.org/https://doi.org/10.21831/jpipfip.v10i2.13986>
- Komar, A., & Winarsih, N. (2020). Problematika Pembelajaran Ilmu Pengetahuan Sosial Di Tingkat Sekolah Dasar: Studi Kasus Sdn Kebonsari Kulon 3 Kota Probolinggo Tahun Ajaran 2020-2021. *Al-Fikru: Jurnal Pendidikan Dan Sains*, 1(2), 237–248. <https://doi.org/https://doi.org/10.55210/al-fikru.v1i2.517>
- Lubis, M. Q. (2017). *Pengaruh Model Pembelajaran Blended Learning dan Gaya Belajar terhadap Hasil Belajar PKn di Kelas VII di SMP Panca Budi Medan* [Universitas Negeri Medan]. <http://digilib.unimed.ac.id/id/eprint/26977>
- Maskar, S., & Wulantina, E. (2019). Persepsi Peserta Didik terhadap Metode Blended Learning dengan Google Classroom. *INOMATIKA (Inovasi Matematika)*, 1(2), 110–121. <https://doi.org/https://doi.org/10.35438/inomatika.v1i2.156>
- Maulida, U. (2020). Konsep Blended Learning Berbasis Edmodo di Era New Normal. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 3(02), 121–136. <https://doi.org/https://doi.org/10.51476/dirasah.v3i02.192>
- Muhson, A. (2010). Pengembangan Media Pembelajaran Berbasis Teknologi Informasi dan

- Komunikasi. *Jurnal Pendidikan Akuntansi Indonesia*, 8(2), 1–10.
<https://doi.org/https://doi.org/10.21831/jpai.v8i2.949>
- Nadziroh, F. (2017). The Analisa Efektifitas Sistem Pembelajaran Berbasis E-Learning. *Journal of Computer Science and Visual Communication Design*, 2(1), 1–14.
- Nortvig, A.-M., Petersen, A. K., & Balle, S. H. (2018). A Literature Review of the Factors Influencing E-Learning and Blended Learning in Relation to Learning Outcome, Student Satisfaction and Engagement. *Electronic Journal of E-Learning*, 16(1), 46–55.
<http://academic-conferences.org/ejournals.htm>
- Octavia, S. (2020). *Model-Model Pembelajaran*. Deepublish.
- Setiawan, T. H. (2020). Efektifitas Penerapan Blender Learning dalam Upaya Meningkatkan Kemampuan Akademik Mahasiswa Melalui Jejaring Schoology di Masa Pandemi Covid-19. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 3(5), 493–506.
<https://doi.org/https://doi.org/10.22460/jpmi.v3i5.p%25p>
- Suciono, W. (2021). *Berpikir Kritis (Tinjauan melalui Kemandirian Belajar, Kemampuan Akademik dan Efikasi Diri)*. Penerbit Adab.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Supriyadi, & Subiantoro, H. (2021). Blended Learning Sebagai Strategi Peningkatan Kualitas dan Inovasi Pembelajaran Berbasis Kebutuhan Peserta Didik SMK Negeri 2 Jiwana Pada Masa Pandemi Covid-19. *Jurnal Vokasi Dan Teknik Otomotif*, III(02), 116–130.
<https://doi.org/DOI 10.37340>
- Suyanto. (2014). *Pelaksanaan Pendidikan di Indonesia Memasuki Millenium II*. Adi Cita.
- Utama, D. P. (2019). Pengaruh Penerapan Model Pembelajaran Blended Learning Dan GayaBelajar Terhadap Hasil Belajar Siswa Kelas X SMK 17 Agustus 1945 Surabaya. *Jurnal Ilmiah Soulmath : Jurnal Edukasi Pendidikan Matematika*, 7(2), 97–112.
<https://doi.org/http://dx.doi.org/10.25139/smj.v7i2.1127>
- Wondo, M. T. S., Mei, M. F., & Seto, S. B. (2022). Analisis Sikap Rasa Ingin Tahu Mahasiswa Selama COVID-19 Menggunakan Model Blended Learning. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 6(2), 1953–1961.
<https://doi.org/https://doi.org/10.31004/cendekia.v6i2.1426>
- Yestiani, D. K., & Zahwa, N. (2020). Peran Guru dalam Pembelajaran pada Siswa Sekolah Dasar. *Fondatia: Jurnal Pendidikan Dasar*, 4(1), 41–47.
<https://doi.org/https://doi.org/10.36088/fondatia.v4i1.515>