Teachers' Consideration on Students' Learning Strategies in Speaking on Blended Learning: Is It Proper?

Pertimbangan Guru terhadap Strategi Pembelajaran Siswa dalam Berbicara pada Blended Learning: Apakah Sudah Sesuai?

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Abstract

Since the Covid-19 pandemic hit the world, blended learning techniques have become very important in the learning process. Therefore, this research aims to find out students' learning strategies, teachers' and students' use of learning media, and whether students' learning strategies align with teachers' and students' choices of learning media for speaking skills in blended learning during the Covid-19 pandemic. This is a qualitative research study conducted through questionnaires and interviews. The researcher employed a purposive sampling technique to select 26 students from class XI Natural Science, class XI Social Science, and 3 English teachers from a public school in Jambi Province. The findings reveal that, firstly, students in XI Natural Science and XI Social Science predominantly used metacognitive strategies. However, the lowest strategy employed by XI Natural Science students was the cognitive strategy, while for XI Social Science students, it was the social strategy. Secondly, the most frequently used learning media by the teachers was E-book. Thirdly, this research demonstrates that the learning strategies employed by students are consistent with the learning media chosen by both teachers and students. Furthermore, the implications of this study are that teachers can gain insights on how to teach students to enhance their speaking abilities, and English teachers can benefit from adapting the learning media to the preferences of their students.

Keywords: *Blended Learning; Learning Media; Speaking strategies; covid-19; EFL instruction*

Abstrak

Sejak pandemi Covid-19 melanda dunia, teknik pembelajaran bauran menjadi sangat penting dalam proses pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mengetahui strategi belajar siswa, penggunaan media pembelajaran oleh guru dan siswa, dan apakah strategi belajar siswa sesuai dengan pilihan media pembelajaran oleh guru dan siswa untuk keterampilan berbicara dalam pembelajaran blended learning di masa pandemi Covid-19. Penelitian ini merupakan penelitian kualitatif yang dilakukan melalui kuesioner dan wawancara. Peneliti menggunakan teknik purposive sampling untuk memilih 26 siswa dari kelas XI IPA, kelas XI IPS, dan 3 guru bahasa Inggris dari sebuah sekolah negeri di Provinsi Jambi. Hasil penelitian menunjukkan bahwa, pertama, siswa kelas XI IPA dan XI IPS lebih banyak menggunakan strategi metakognitif. Namun, strategi terendah yang digunakan oleh siswa kelas XI IPA adalah strategi kognitif, sedangkan untuk siswa kelas XI IPS adalah strategi sosial. Kedua, media pembelajaran yang paling sering digunakan oleh para guru adalah E-book. Ketiga, penelitian ini menunjukkan bahwa strategi belajar yang digunakan oleh siswa konsisten dengan media pembelajaran yang dipilih oleh guru dan siswa. Lebih lanjut, implikasi dari penelitian ini adalah bahwa guru dapat memperoleh wawasan tentang cara mengajar siswa untuk meningkatkan kemampuan berbicara mereka, dan guru bahasa Inggris dapat memperoleh manfaat dari mengadaptasi media pembelajaran dengan preferensi siswa mereka.

Kata Kunci: *pembelajaran bauran; media pembelajaran; strategi berbicara; covid-19; instruksi EFL*

INTRODUCTION

The pandemic caused by COVID-19 in the beginning of 2020 affected various countries around the world. This virus has had an impact on various aspects of life in society, including education, which

had to be halted to prevent and reduce the spread. The Indonesian government also implemented various new policies in an effort to overcome the situation and promote new habits by enforcing health protocols. One of the most notable effects of the pandemic on education is the challenges faced by educators in conducting teaching and learning activities due to limited movement and resources. As a result, online learning activities were adopted (Dhawan, 2020).

Educators started exploring alternative methods that could be used during this online era. The use of online media as a technological solution became an alternative for learning during the pandemic. However, even though online media, especially social media, is already familiar to the community, it does not guarantee smooth implementation of online learning. Various obstacles often arise during the learning process. Therefore, teachers are encouraged to continuously innovate and explore different technological options to ensure that the learning process continues. Online learning plays a significant and valuable role in the implementation of the learning process.

Blended learning attracted many attention from various researchers since this teaching method mixes face-to-face learning and online learning. Blended learning as integrating traditional face-to-face learning with online courses, as well as combining asynchronous and synchronous online learning technologies (Khaddage et al., 2009). In addition, the concept of blended learning could be based on the diverse demands of people or organizations because there are so many different types and forms of blends that rely on the creators' goals and circumstances (Chew et al., 2008). This means that situations and conditions affect the use of blended learning, whether it needs to be used or not depending on the situation at hand. Several researchers were interested in researching this blended learning, such as Wright (2017), Akbari et al. (2021), and Kaur (2013).

First, according to Wright, as technology advances, online teaching is becoming more widely regarded as a valid component of teaching and learning, this is blended learning which combines online and face-to-face learning, and is becoming more widespread in a variety of educational institutions (Wright, 2017). Technological media have the ability to expand the range of materials available in the classroom and improve learning skills. Despite the fact that the research thus far has focused on blended learning, the literature on how technology influences blended learning and student learning strategies appears to be more recent. Second, the efficiency of virtual vs. non-virtual teaching in improving reading comprehension among Iranian college boy EFL students has delivered by Akbari et al. (2021). They discovered that virtual learning is defined as any method of education and training that brings together people separated by geographical distances or time. The findings of this study may have ramifications for EFL teachers, syllabus designers, and materials makers. Another application to be enclosed is that the lesson planners and school managers will enjoy the role of virtual surroundings in enhancing English teachers and university instructors to guide the classes additional with confidence and with success. Third, the problems and prospects of blended learning has investigated by Kaur (2013). Kaur said the challenges come back from technical challenges and structure challenges. The technological hurdles do not revolve around procuring technology to function on networks. Instead, they are concerned with ensuring the program's success by implementing and supporting appropriate technology. Technical concerns include ensuring that users will successfully use the technology and fighting the temptation to use technology simply because that combining learning is the right path for coaching efforts, but it fails to see that this is a sophisticated strategy that must be considered on the outskirts of a single program.

Melbourne (2012) also defined blended learning as a combination of teaching and learning methods from both face-to-face, and online learning and that it includes elements of both synchronous and asynchronous online learning options. Likewise, Bonk & Graham (2012) used a very similar terminology while defining blended learning, and they stated that blended learning combines classroom-based learning with computer-mediated instruction. In addition, Bonk & Graham (2012), Chew et al. (2008) have the same understanding, namely combining two ways of learning. However, Bonk and Graham (2012) defined blended learning more as classroom-based learning and one more, namely computer-based learning, while Chew et al. (2008) focused on blended learning as a way of learning that focuses on education and educational technology. From the two definitions, there are differences, namely in Bonk and Graham (2012), they immediately explained that blended learning was focused on classroom-based learning which means direct and combines computer-based learning which means indirect. On the other hand, Chew, et al. (2008) only explain that blended learning combine education and educational technology, but does not explain the education in question is how the process and educational technology are intended. To sum up, blended learning courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction.

The methodology behind blended learning is to combine classroom learning with online learning. Their definition seems to reflect more accurately the idea that blended learning is the combination of instruction from two separate modes of teaching and learning, which are face-to-face learning systems and online learning systems. It also underlines there is a central role of Internet-Communication Technologies (ICT) in blended learning.

Furthermore, Djamarah & Aswan (in Wahyunuhari 2017) defined media as any tool that can be used as a vehicle for channeling learning information or distributing messages to achieve learning objectives. In the context of media as a learning resource, broadly the media can be interpreted with humans, objects, or events that allow students to gain knowledge and skills. Thus, the media is a vehicle for channeling learning information or distributing messages. According to Gagne and Briggs (in Sari & Wahyudin 2019), learning media includes tools that are physically used to convey the contents of teaching materials consisting of among others books, tape recorders, video cameras, video recorders, Films, pictures, graphics, television and computers. In other words, the media is a component of learning resources that support learning materials that can stimulate students to learn. Hence, learning media is a tool that helps students to make the learning process happen. According to Nihayati & Indriani (2021), learning media has the meaning of aids in the learning process both inside and outside the classroom. To sum up, teaching and learning process is often characterized by the presence of elements of objectives, materials, methods and tools, as well as evaluation. Methods and media are elements that cannot be separated from other learning elements.

On the other hand, O'Malley and Chamot (2012) defined learning strategies as "unique ideas or actions that individuals utilize to help pupils absorb, acquire, or know new material." Learners take particular activities to aid their own learning, making it easier, faster, more pleasant, more self-directed, more successful, and more transferrable. In the process of learning a language, language learning practices are crucial (Oxford 2003). Learning strategies, according to Hadley (2000), are task-specific tactics or approaches that an individual employs to grasp, retain, retrieve, and apply knowledge, as well as to organize, manage, and assess learning. Therefore, learning strategies as techniques, approaches, or deliberate actions that students took in order to facilitate the learning and recalled of both linguistic and content area information. By employing the right strategies, the process of learning the language could run significantly. It is expected that knowing more about the language learning strategies will enable both teachers and students to find better solutions for the problems the students have in developing their speaking skills.

In addition, speaking skill is when the acceptance of the language direction is used between one student and others wear relevant and mutually understood speech (Baso 2014). In addition, according to Nunan (2003) what is meant by speaking skill is when students can produce sound patterns and sound English speeches, using pressure sentences and words, intonation patterns, and rhythm of English, choose words and sentences that are in accordance with the social situation, listeners, and the core of the problem, organizing a meaningful and logical mindset, use language as a tool to disclose values and express opinions, and use language quickly and sure without a lot of pauses. On the other hand, Brown (2018) stated that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness and speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Therefore, we can find out that speaking skill is the ability to interact and transact by using target language verbally. Speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand. Hence, speaking is a crucial part in language learning. Moreover, it involves the speaker to use speech express meanings to the other people.

Hence, supported by what the researchers found, that online education is becoming more widely regarded as a valid aspect of teaching and learning, and that integrating online and face-to-face learning is becoming more prevalent in a variety of educational activity facilities. They also discovered that blended learning integrates the internet delivery of educational content with the most effective alternatives for room engagement and live instruction in such a simple way that it can individualize learning, permit thoughtful reflection, and differentiate instruction from student to student across a diverse cluster of learners. Still, they need not clearly explained the way to use E-learning for students. They solely concentrate on students in faculties like high school seniors. Additionally, they conjointly

solely conduct analysis with students within the city, so that they have not seen however the program is applied to students within the village. Moreover, throughout learning activities at school, teachers should produce varied fields of expertise that permit students to develop speaking skills. In addition, Nunan (2003) recommended that almost all interactions are often placed on a time from comparatively inevitable to relatively unpredictable. Certainty can rely upon a variety of things like language itself, the context of matters, the subject of conversation, and so on.

In conclusion, the similarities of this study with the research of the researchers above are equally observing students' learning strategies using blended learning. In addition, the differences are if the researchers above examined university and junior high school students' learning strategies using blended learning, while in this study, the researcher will examine students' learning strategies in learning speaking using blended learning in English class at senior high school during the Covid-19 pandemic, and the relation of those strategies to learning media that students and teachers used. To sum up, knowing the ways that may be employed in speaking skills in blended learning, can facilitate students to find out additional success within the method of learning and can facilitate the students in reaching the target and resolution their issues within the learning process of speaking skills. Therefore, supporting the development, the researcher is interested in investigating the language learning strategies for speaking ability on blended learning.

1. According to the situation above, the researcher will observe what the learning strategies used by students in learning speaking on blended learning are.

2. Based on the condition above, current paper aimed at finding whether teacher consider students preference in choosing learning media in learning speaking on blended learning activities.

3. The last, from knowing the learning media used by teachers and students, is whether the use of learning media match students' learning strategies in teaching and learning to speak on blended learning.

METHODS

This study employed a qualitative research approach, chosen for its suitability in exploring the research questions and gaining a comprehensive insight into a central phenomenon through narrative accounts. The study took place in a public school in the Jambi province, specifically in a village that implemented blended learning during the Covid-19 pandemic. In addition, the study involved 52 EFL students and 3 English teachers who teach English subjects. There were 26 students from XI natural science 1 class and 26 students from XI Social Science 1 class, all of whom were enrolled in the 2020/2021 academic year when the Covid-19 pandemic hit. The remaining 3 English teachers had more than five years of experience in teaching English. The participants were selected through purposive sampling.

The researcher administered a questionnaire and conducted in-depth interviews, focusing on the argument and personal experiences related to the use of blended learning in English classes during the Covid-19 pandemic. The questionnaire and interview sheet were validated by an English education lecturer from Universitas Negeri Padang (UNP). As the interviewer, the researcher asked questions, sought explanations, took notes, identified key passages, and assigned appropriate codes or phrases to describe the text, a process known as coding. To ensure that no information was lost, the researcher sought permission from the participants to use a recording device during the interview. Before commencing the interview, the researcher provided a brief overview of the topic. Additionally, the questionnaire included questions adapted from the theory developed by Oxford (1990) and from a questionnaire by Vivian Ainun Alfiani on students' learning strategies. The participants were provided with a set of fifteen guideline questions to prompt further exploration of the topic. The interview questions also drew from Oxford's (1990) theory on students' learning strategies, and participants were given guideline questions to stimulate discussion.

The first set of data pertained to students' learning strategies in developing speaking skills through blended learning during the Covid-19 pandemic. The second set of data focused on comparing the learning media used by teachers in XI Natural Science and XI Social Science when developing speaking skills through blended learning during the Covid-19 pandemic. To collect the first set of data, several steps were followed: obtaining permission from the school's headmaster to conduct research, obtaining permission from the English teachers to enter their classrooms, using questionnaires and interviews to gather data, distributing a questionnaire with 50 statements to 26

students in XI Natural Science and 26 students in XI Social Science, and conducting interviews with 8 students (4 from XI Natural Science, 4 from XI Social Science) and 3 teachers.

In the interview, the researcher interviewed the participants once, asking open-ended questions in Indonesian, for approximately 5-15 minutes. However, it is important to consider the amount of information the researcher needs to gather compared to an interview conducted in English. To ensure data accuracy, the researcher recorded the activities. For the second set of data, the researcher interviewed 8 students - 4 from XI Natural Science, 4 from XI Social Science - as well as 3 teachers. The third set of data focused on the platform and learning media used by teachers, XI Natural Science, and XI Social Science students in developing speaking skills through blended learning during the Covid-19 pandemic. The steps in collecting the data involved combining and describing the data collected from questions 1, 2, and 3.

The data analyzed in this study focused on students' learning strategies for speaking, using indicators based on Oxford's theory (1999). A questionnaire was distributed to students to collect this data. Additionally, a comparison of platforms used by teachers and students from XI Natural Science and XI Social Science was conducted. This comparison focused on blended learning during the Covid-19 pandemic, specifically examining existing media for students. The data analysis process involved several steps. Firstly, the data obtained from the filled-out questionnaires were entered into a table. The mean score of the existing data was then calculated. Next, the quantitative data from the questionnaires and students' learning strategies for speaking were analyzed. Finally, the collected data were categorized based on specific criteria.

Table 1. The Average Score of Strategies used in Learning Speaking

Criteria	Frequency	Score
Very High	Always	3.55-4.00
High	Often	2.55-3.54
Low	Rarely	1.55-2.54
Very Low	Never	1.00-1.54

Furthermore, during the interview, the qualitative data analysis was carried out by describing the data obtained from questionnaires and interviews. Additionally, to analyze the interview data, the researcher followed several steps (Cresswell and Garrett 2008). These steps included organizing the data, transcribing the data, exploring the overall meaning of the data. At this stage, the researcher made notes, considered the need for additional data, segmented and labeled the data to create descriptions. Next, the researcher identified and developed themes from the data, which involved grouping similar codes together to form major ideas in the database. Subsequently, the findings were presented using a comparison table and discussed in a narrative form. This discussion included a review of the major findings, a comparison or contrast with existing literature, limitations of the study, and suggestions for future research.

The data compared the learning media used by teachers, XI Natural Science, and XI Social Science students in learning speaking on blended learning during the Covid-19 pandemic. The steps were the same as the steps for the second data. The fourth data consisted of the platform and learning media that matched students' learning strategies used by teachers, XI Natural Science, and XI Social Science in developing speaking on blended learning during the Covid-19 pandemic. The steps in collecting the data were as follows: Researchers obtained this information based on the results of the questionnaire and interviews for questions 1 to 3, and then described it well in the analysis.

FINDING AND DISCUSSION

Learning Strategies Used by Public Schools Students in Learning Speaking on Blended Learning

It presents the findings based on the data descriptions and related theories. Furthermore, as explained in the beginning, the researcher used questionnaires and interviews to collect the data. The questionnaires were grouped into memory, cognitive, compensation, metacognitive, affective, and social strategies (Oxford, 1990). In addition, the learning media options included games applications, books, films, podcasts, and music. Therefore, the findings from the questionnaire data are presented in the table below:

Table 2. The Percentage of Students' Learning Strategies in Learning speaking

No.	Strategy	XI Natural Science	XI Social Science	Total Students XI Natural Science	Total Students XI Social Science
1.	Memory	7.7%	23.1%	2	6
2.	Cognitive	3.8%	3.8%	1	1
3.	Compensation	11.5%	11.5%	3	3
4.	Metacognitive	38.5%	23.1%	10	6
5.	Affective		15.4%		4
6.	Social	26.9%	11.5%	7	3
7.	Memory-Affective	7.7%		2	
8.	Metacognitive-Social	3.8%		1	
9.	Memory-Affective		3.8%		1
10.	Cognitive-Metacognitive		7.7%		2

First, Table 2 shows that 2 students in XI Natural Science always use memory strategies, representing 7.7%. According to Appendix 3.1, these students memorize English words mentally. In XI Social Science, 6 students always use memory strategies, which is the highest among all strategies, accounting for 23.1%. Appendix 3.7 reveals that these students memorize English words they encounter in public places like malls and streets. Second, Table 1.2 indicates that cognitive strategies are used by 3.8% of XI Natural Science students, with one student always employing this strategy. Appendix 3.2 explains that this student checks Google Translate to pronounce new English words correctly. Similarly, in XI Social Science, cognitive strategies are also used by 3.8% of students, with one student relying on this approach, as detailed in Appendix 3.8.

Thirdly, compensation strategies are used by 11.5% of XI Natural Science students, with three students consistently employing this method. According to Appendix 3.3, these students substitute difficult words with easier ones. Similarly, in XI Social Science, 11.5% of students also utilize compensation strategies, with three students employing this technique. However, they face challenges in speaking English, as noted in Appendix 3.9. Moving on, both XI Natural Science and XI Social Science students predominantly employ metacognitive strategies. As shown in Table 1.2, 38.1% of XI Natural Science students utilize these strategies, with ten students always doing so. Based on Appendix 3.4, these students pay attention to English speakers in order to understand and respond appropriately. In XI Social Science, 23.1% of students use metacognitive strategies, with six students consistently employing this method. Appendix 3.10 indicates that these students gather information in English using the internet.

Fifth, Table 1.2 indicates that none of the XI Natural Science students primarily use affective strategies, although some do use them in addition to other strategies. In contrast, 15.4% of XI Social Science students always utilize affective strategies, and four students in this group enhance their confidence through positive affirmations, as noted in Appendix 3.11. Sixth, apart from employing metacognitive strategies, XI Natural Science students also make use of social strategies, with 26.9% of them always employing such strategies. Seven students in this category ask others to slow down or repeat when they do not understand English, as detailed in Appendix 3.6. Similarly, in XI Social Science, 11.5% of students adopt social strategies, and three students in this group follow the same approach, as described in Appendix 3.12.

Moreover, based on the data, it turns out that there are several students who tend to always use two strategies. First, according to the previous data findings in class XI Natural Science, there are no students who primarily use affective strategies, but there are students who predominantly use memory and affective strategies. In terms of affective strategies, they listen to English songs as a way to improve their English speaking ability, and in terms of memory strategies, they memorize English words. Therefore, they listen to English songs and then memorize English words to enhance their speaking ability. According to table 1.2, the percentage is 7.7%, meaning that 2 students always use both of these strategies. Second, there are also XI Natural Science students who use metacognitive and social strategies together, which are commonly employed strategies. Table 1.2 shows that the percentage is 3.8%. Third, in student XI Social Science, there is a student who always uses memory and affective strategies simultaneously. Based on table 1.2, the percentage is 3.8%. Fourth, according to table 1.2, the percentage of XI Social Science students who always use cognitive and metacognitive strategies is 7.7%.

Furthermore, the data presented above clearly indicates that students in Science and Social Studies employ distinct learning strategies. This is primarily because these academic disciplines have unique characteristics and require different cognitive skills. To begin with, in the field of Science (Natural Science), students frequently need to grasp intricate concepts, employ logical reasoning, and apply problem-solving techniques. As a result, they often rely on memory strategies to remember specific terminology and processes. Moreover, metacognitive strategies play a crucial role as well. Students must actively plan, monitor, and evaluate their understanding of scientific concepts. On the other hand, in the realm of Social Studies, the emphasis is on comprehending human behavior, societal structures, and historical events. This field demands critical thinking, the analysis of diverse perspectives, and the synthesis of vast amounts of information from multiple sources.

As a result, students of social studies may rely more on memory strategies to remember historical facts and social structures. They also utilize affective strategies to emotionally engage with the material and retain information through personal connections. On the other hand, students of science may prefer cognitive and metacognitive strategies to comprehend and apply complex scientific theories and principles. These strategies help them organize their thoughts, manage their learning processes, and critically assess their understanding. Additionally, social studies students may employ a combination of memory and affective strategies due to the nature of their learning, which often involves storytelling, empathy, and connecting with historical events and societal issues. Affective strategies enable them to engage more deeply with the material by relating it to their emotions and experiences.

As a result, students studying social studies may rely more on memory strategies to remember historical facts and social structures. They also use affective strategies to emotionally engage with the material and retain information through personal connections. On the other hand, students studying science may prefer cognitive and metacognitive strategies to understand and apply complex scientific theories and principles. These strategies help them organize their thoughts, manage their learning processes, and critically assess their understanding. In addition, social studies students may combine memory and affective strategies because their learning often involves storytelling, empathy, and connecting with historical events and societal issues. Affective strategies allow them to engage more deeply with the material by relating it to their emotions and experiences.

To sum up, XI Natural Science students often used metacognitive and social strategies. The most commonly used strategy was to pay attention to people who speak English well. As one student said, "..I also sometimes like to watch English films, miss, to get used to paying attention, listening, seeing and trying to speak English. Besides that, by watching the film, I know that because usually there is a meaning directly under it, miss, when the film's players are usually native speakers..".

Furthermore, XI Social Science students often used memory and metacognitive strategies. The most commonly used strategy was to memorize any English words they found in public areas, malls, and streets. As one student said,

> "..when I often *go to the market, or on the street, I meet English words, I like to see what they mean in Google Translate, then I remember to use them in English speaking,* if I don't understand sometimes I ask my friends, too."

Learning media used by teachers and preferred by students in developing speaking on blended learning

The learning media preferred by teachers and students for developing speaking skills in blended learning are E-books and music. This is supported by research conducted by Afnita et al. (2021), which states that online learning requires a supportive home environment. By utilizing advanced technology, teachers can easily deliver their materials and knowledge during the learning process. E-books, as a learning multimedia tool, are particularly interesting as they provide ideas, information, and learning materials. They are practical and easy to carry, allowing us to read them anywhere by simply turning on an electronic device. Holding an electronic device allows us to carry hundreds or even thousands of electronic books. Furthermore, E-books do not require physical storage containers as they are digital books.

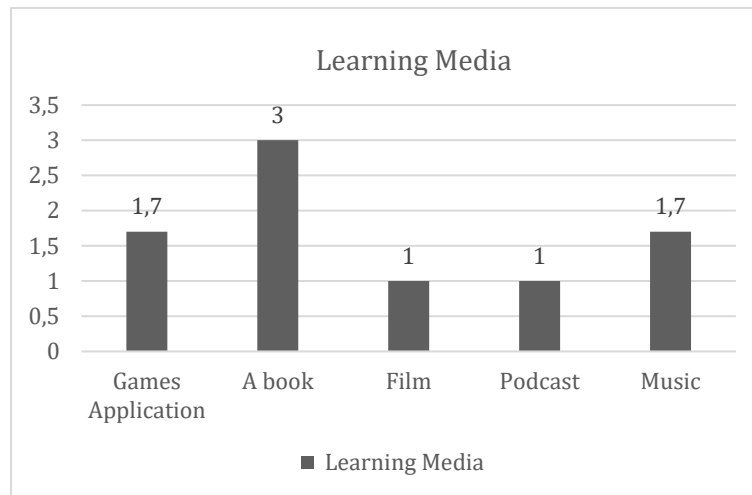**Figure 1.** The Mean Score of Teachers' Learning Media based on Teachers' Information

Figure 2. The Mean Score of Teachers' Learning Media based on Students' Information
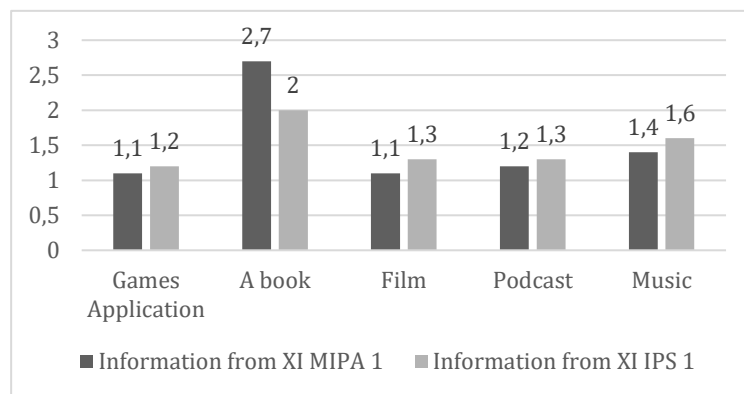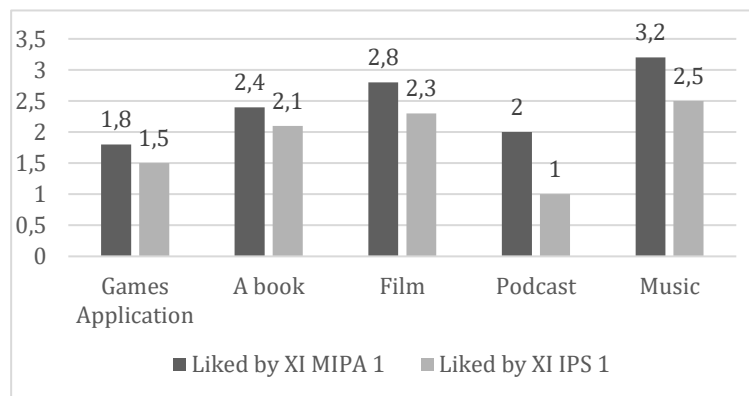

Figure 3. The Mean Score of Learning Media that Preferred by Students

Moreover, music/songs are frequently used by teachers and favored by students as a learning medium. This suggests that English teachers should incorporate songs to boost students' motivation to speak. This aligns with the research conducted by Reinnati et al. (2022), which demonstrated that music/songs can be effectively utilized in the speaking teaching-learning process. The implementation of this approach yielded positive outcomes, as the use of songs was found to enhance students' motivation and engagement during in-class activities. Furthermore, songs can assist students in generating ideas, fostering creativity, and organizing their thoughts. Consequently, English teachers should integrate songs into their speaking classes to heighten students' motivation. To achieve this, teachers must enhance their teaching abilities and create an enjoyable atmosphere within the teaching and learning process.

On the other hand, Instagram is also preferred by students. Nowadays, Instagram serves as a platform where students can find valuable information to enhance their speaking skills. According to Mahmudah & Ardi (2020), utilizing Instagram as a teaching and learning tool has a positive impact on students' ability to speak. However, teachers must address specific challenges before implementing this approach. These challenges include ensuring internet connectivity, managing time allocation, and obtaining permission for students to use smartphones in school. Moreover, it is crucial for teachers, lecturers, and practitioners to recognize the pedagogical significance of this method and integrate it into their language classrooms. Additionally, future researchers are encouraged to investigate the effectiveness of this learning tool in different contexts, focusing on other language skills and diverse student levels.

The Learning Media Used by Teachers, and Students Match to Students' Learning Strategies in Learning Speaking on Blended Learning during Covid-19 Pandemic

Data description and findings explain that the learning media used by teachers and students are indeed very helpful for students' speaking skills in blended learning. In order to gather information about the strategies and learning media used by students to improve their speaking ability during the Covid-19 pandemic, eight students were selected to share their opinions. Four students from each class were interviewed. Based on the results, students expressed dissatisfaction with receiving the materials in the blended learning process, as stated by student Y:

"the first time it was our class turn to study online, *in my opinion it was difficult, miss,, because I didn't really catch the lesson if it was only online discussions and given online material..*",

and also with student R:

"*It's hard to understand if it's only explained through WA and given A book, because learning English requires a lot of practice, miss, so that we can speak English well.*"

In XI Natural Science, students used metacognitive and social strategies. In terms of metacognitive strategies, this means that students were able to: express a desire to improve their English speaking skills despite the challenges of learning English, pay attention when someone is speaking English, use internet media to gather information in English, and search for ways to become better English learners. As for social strategies, this means that students were able to: seek help from English speakers or their teachers, ask questions in English, ask for corrections, and learn about English culture. Learning media such as music and songs were particularly important in this regard. Moving on to XI Social Science, students' learning strategies consisted of memory and metacognitive strategies. In terms of memory strategies, students reviewed English lessons, memorized words, and used auditory, visual, or pictorial aids to enhance their understanding of new vocabulary. Learning media such as films were beneficial in this regard. Furthermore, the metacognitive strategies in this class were similar to those in XI Natural Science. Therefore, learning media played a crucial role in supporting students' learning strategies during blended learning amid the Covid-19 pandemic. As we all experienced, the government mandated a reduction in outdoor activities, including traditional classroom learning. Given this situation, it is essential to have platforms and learning media that facilitate and support students' learning strategies in blended learning.

Moreover, students experienced various difficulties in blended learning during the Covid-19 pandemic. According to interviews, these difficulties include: a lack of English vocabulary, forgetting English vocabulary, misunderstanding spelling, mispronouncing English words, difficulty differentiating written and spoken English, challenges in sentence construction, struggles with memorizing English words, making mistakes in singing English, lack of interest in studying, reluctance to bring an English dictionary, and insufficient access to facilities for learning English, such as unstable internet signals in rural areas.

In conclusion, students desire indirect correction from teachers and peers. They also seek easy access to internet facilities at school. Additionally, they expect teachers to have a closer relationship with students during the teaching process and to avoid being selective, paying equal attention to all students, as not everyone has the same abilities. As Harmer (1998) suggested, providing feedback later is usually more appropriate. In other words, teachers should correct speaking activities through discussions without interrupting, and instead offer feedback afterwards.

CONCLUSION

The researcher used Rebeca L. Oxford's questionnaire for this study, which led to several key conclusions. Metacognitive strategies were found to be the most commonly used strategies in both XI Natural Science and XI Social Science. The second most frequently employed strategy in XI Natural Science was social strategies, while in XI Social Science, it was memory strategies. Teachers primarily used E-books and music/songs as learning media, while students preferred music/songs and films, with a moderate preference for reading E-books. The students' learning media preferences were in line with their speaking learning strategies. In XI Natural Science, students used metacognitive strategies supported by E-books and social strategies aided by music/songs. In XI Social Science, students utilized memory strategies facilitated by films and employed metacognitive strategies similar to those in XI Natural Science.

Therefore, it is imperative for English educators to possess knowledge of the learning strategies employed by students in order to cultivate their oral proficiency. This awareness will enable teachers to facilitate effective instruction and aid in the enhancement of students' speaking skills. Furthermore, comprehending the rationale behind students' selection of diverse learning mediums for speaking practice is valuable. Consequently, English teachers would benefit from providing guidance on utilizing these chosen mediums or modifying them to align with students' individual preferences. Moreover, English teachers should prioritize the advancement of students' speaking abilities by integrating a range of learning mediums that foster efficient learning. By doing so, students' speaking skills can be significantly enhanced.

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