EMPOWERING STUDENTS' INTEGRATED LANGUAGE SKILLS THROUGH THE USE OF TEACHERS' LEARNING VIDEOS IN BLENDED LEARNING CLASS

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Abstract: Integrated language skills that applied with ITC-based learning is very important to teach as it helps students to be familiar to communicate English in the real situations. Meanwhile learning videos are part of ITC that are highly effective and efficient to help students to understand learning materials as well. The new normal era after the pandemic seems engaging both teachers and students to use learning videos in blended learning class which consists of varied learning interactions. The blended learning gives both teachers and students more opportunities to apply advanced technologies, so they get ready in facing society 5.0 era. This research is a case study of mixed method design. It aims to find out qualitatively and quantitatively to what extent the use of teachers' learning videos in blended learning empower students' integrated language skills. By doing questionnaires, interviews and having observation on 32 participants-the 2 teachers and 30 students of MTs. Negeri 6 Cianjur at the eighth grade, the data were collected and analyzed. The findings revealed that positive respond to the use of teachers' learning videos in MTs. N 6 Cianjur reached 81%, the use of blended learning class was 80% and students' integrated learning skills empowerments was 79%. These values are then averaged to 80%. Thus quantitatively the extent of students' integrated language skills empowerment through the use of teachers' learning videos in blended learning class is feasible. While the results of qualitative data analysis obtained from semi-structured interviews show that the data obtained can expand and deepen the quantitative data.

Keywords: *blended learning; integrated language skills; learning videos; students' empowerment.*

INTRODUCTION

The face-to-face learning process in the classroom has lost its appeal in this 21st era. This happens because some students think that with increasingly widespread technological developments, the learning process in the 21st era can be done online (e-learning) (Wardani, 2018 & Hashemi, 2020). To accommodate technological developments without having to leave face-to-face learning, there must be a strategy for teaching organization, teaching delivery, and the right quality of teaching, namely blended learning. Blended learning was developed because of both the weaknesses and the advantages that arise in face-to-face and e-learning (Mudra, 2018). Blended learning is a combination of two instructional learning models, traditional learning systems and learning systems that emphasize the

role of computer technology or better known as online learning (Hendarita, 2019; Ju, & Mei, 2018). In blended learning strategy students will get an online learning experience that can be accessed anytime and anywhere and a face-to-face learning experience that is directly connected to the teacher (Handoko & Waskito, 2018). Furthermore, Nasution *et al.* (2019) stated that blended learning not only provides more experience for students, but there are also several other advantages that can be considered in the application of this blended learning model, such as increasing student access and convenience in accessing learning materials, improving the quality of learning, and reducing learning . In line with this opinion, Chaeruman (2018) states that blended learning must emphasize learning experiences, integrating a variety of

learning resources and appropriate learning activities where learning participants can interact and build ideas with each other. Chaeruman & Maudiarti (2018) argued that there are four learning interaction models in blended learning; Live Synchronous Learning (LSL) that students learn at the same time and space, Virtual Synchronous Learning (VSL) that students learn at the same time but different space, Self-paced Asynchronous Learning (SAL) that students learn self-directed anywhere and anytime and Collaborative Asynchronous Learning (CAL) that students learn anytime and anywhere with others. Thus, in designing blended learning, the accuracy of choosing a combination of delivery media in both traditional and online learning settings is important to make learning optimal. Blended learning combines the best characteristics of classroom learning (face-to-face) and the best features of online learning to actively increase students' independent learning and reduce the amount of face-to-face time (Pardede, 2019).

In the context of teaching and learning EFL, blended learning strategies can be very effective to compensate for students' lack of understanding of the English language. The results of various studies show that blended learning is beneficial for students and teachers. For students, blended learning strategies can increase interest in learning English, develop language skills, encourage students to learn at their own pace and facilitate them to be actively involved in the use of learning technology (Zainuddin & Perera, 2018). Meanwhile, for teachers, blended learning strategies help improve the quality of teaching because teachers can access learning material resources globally. Through blended learning, teachers also have many spaces to collaborate, improve professionalism and make time more efficient (Ju & Mei, 2018). Hashemi (2020) and Zainuddin *et al.* (2019) emphasized in their research results that blended learning for EFL students is very effective in maximizing their English skills in listening, speaking, reading and writing because blended Learning facilitates students to collaborate and emphasizes student involvement in the learning process.

Meanwhile, the integrated skills approach has now become an important model in learning English. This model combines four language skills (listening, speaking, reading and writing) so that students' language competence can develop for realistic communication. The traditional segregation language skills approach which teaches language separately is considered less realistic with real life that requires a minimum of two language skills in order for someone to communicate. Therefore the integrated skills approach that presents all language skills in relations encouraging students not only to know the language they are learning but also to be able to use it in real life communication (Perdade, 2019; Akhmadjanovna, 2019). Moreover, both in normal or pandemic situations most of the English teachers have not presented learning activities that touch the four language skills. Some English teachers usually focus on reading text activities, followed by discussing the meaning of new words and answering questions about the content of the text. Some others only focus on teaching grammatical roles, followed by copying the roles on sentences. As a result, students do not have active communication skills, especially listening, writing and speaking (Rohana & Syahputra, 2021).

According to Sharma (2021), there are four skills in language learning. The four skills refer to listening, speaking, reading and writing which are all used by humans to communicate each other. People can only communicate interactively if they combine two or more language skills. He cannot communicate verbally if he uses only one skill, such as when people chat directly or chat through electronic media such as voice calls, video calls, teleconferences, etc. He must combine two language skills at once by receiving messages through listening and then responding to these messages by speaking. In psychology, for Nazaralieva (2020), communication principally is a process to gain understanding. Thus, it is not enough for students to only have knowledge of the form, meaning, and function of the target language. They must be able to apply their knowledge to compromise meaning between speakers and listeners or between writers and readers. In this case, Sharma (2021) revealed that the integrated skills approach presents all language skills in relation to each other so that students not only know the language they are learning but are also able to use it in realistic communication. Akmal *et al.* (2020) informed in his study that students will become more enthusiastic and actively participate in the learning process by implementing integrated language skills in the classroom, as integrated language skill approach can be presented in the form of vocabulary enrichment through flash cards, random grouping of students, games, fun short films or by inviting students to prepare their own teaching aids. This will be very fun and make it easier for teachers to assess students' skills more authentically (Ahmadzai, 2020; Evans, 2018).

Furthermore, learning English requires native speakers for application as a form of real understanding. In this case, video is one of the learning media that functions as a means of understanding and learning experiences (Algizzawi, 2019; Nazara, 2019). The purpose of the video for students and teachers is the suitability for delivering learning to work effectively and efficiently. For students, video-based learning will produce an overview and understanding of a learning material with the help of real audio and visuals and animations (Nugraha & Widiana, 2021). It also can help students to develop students' thinking skills or as a means of developing students' language skills, both in terms of listening to understand the pronunciation of words, in terms of reading additional insight that is objective, in terms of speaking and writing as a production skill that can be used as a means of communicating both verbally and in writing (Putry *et al.*, 2020). According to Amanah & Suwarso (2022), learning videos such as feature movies are more effective media than textbooks and audio recordings. Films for example, are much more complete and can provide a very rich source of learning because they can present the lives of English people in real situations rather than artificial situations; an opportunity of being exposed to different native speaker voices, slang, reduced speech, stress, accents, and dialects.

In this case, video media can be the best choice for an alternative media. By using videos, students' awareness of the interrelationships between modes is increasing, such as images, captions, sound and movement. Mixing between these modes will certainly more improve student learning outcomes compared to a single component (Alex in Jasmansyah, 2020). The ability to understand is a basic competence that students must have. This is because the ability to understand is the basic ability to apply, analyze, evaluate and finally be able to create. The advantage of presenting the video is that it can be repeated during the learning process so that students can more easily understand the content of the video. In addition, Nurwahidah *et al*. (2021) stated that the presentation of structured material such as video also makes it easier for students to understand the material, especially about concepts that engages to integrate four skills (listening, reading, speaking and writing) in a lesson.

Considering the discussion above, the study aimed to find out qualitatively and quantitatively to what extent the use of teachers' learning videos in blended learning class can empower students' integrated language skills.

METHOD
The study uses a mixed method design which combines both quantitative and qualitative since the researcher wants to go deeply to enrich the data and embedded in context. Both quantitative and qualitative data collection and analysis had been incorporated for gaining a more complete insight into the research. Creswell in Pardede (2019) said that it is not enough just to do research by relying on one of the research paradigms (qualitative, quantitative), but it is necessary to build a new paradigm by involving the two studies, commonly called mixed methods.

In selecting the research sample, the researcher used a purposive sampling method where the sample was taken intentionally and determined by several special criteria, including; the students selected were grade 8 students. They received learning materials in the form of instructional videos. They are active in blended classroom learning, both online and offline. The total number of 8th grade students was 236 people, 30 samples were taken, 12 were boys and 18 were girls. They participate in answering the questionnaire at the end of the teaching and learning process or at the end of the semester. In addition, 6 samples consisting of 3 men and 3 women were selected to be interviewed in order to obtain in-depth data about their integrated English learning experience using learning videos in blended learning classes. The survey questionnaire for quantitative data used consists of five levels of Liker scale items (1) Strongly disagree (STS), (2) Disagree (TS), (3) Neutral (N), (4) Agree (S), (5) Strongly Agree (SS). The 15 items of the questionnaire were categorized into 3 parts; 5 items to deepen the use of teachers' learning videos, 5 items to reveal the use of blended learning and the last 5 items to determine the extent of students' language skills empowerment. This questionnaire was first given to 10 students to test the reliability and collect their feedback on the items of the questionnaire. The results of this reliability test showed Cornbrash's alpha 0.874. Thus, the questionnaire in this study is considered reliable and reliable in data collection. In addition, to test the validity, the questionnaire items have also been examined by experts to obtain input. Therefore, the questionnaire is also considered valid or relevant to the context of this study.

In this study, the researcher analyzed the two data separately, starting with quantitative data and

then followed by qualitative data. This analysis model is called Explanatory Sequential Design, this means that qualitative data analysis will help support and describe in-depth analysis of quantitative data (Creswell, 2022). Questionnaire data were analyzed in descriptive statistics using SPSS software. Its purpose is to summarize a specific set of data for a graphical display. The 5 Likers scale of the questionnaire was interpreted in terms of ordinal data to determine that one score was higher than the other. Ordinal data is usually interpreted as one score higher than another and not the distance between points. In addition, the results of the analysis are also reported in percentage, Mean (M) and Standard Deviation (SD). The interview analysis of this study used a step-wise design step described by Patton (2002). The process consists of three steps: (1) Collecting raw data; the results of the verbal interviews were transcribed in the text, (2) classifying the raw data into themes or categories, (3) reporting and interpreting the final report descriptively according to the theme.

RESULT AND DISCUSSION

In presenting the findings and discussion, the researcher would present the findings sourced from questionnaire and interview data that analyzed quantitatively and qualitatively. The findings presented sequentially based on the variables. There were three variables on this study; the use of teachers' learning videos, the use of blended learning and the empowerment of students' integrated language skills. After presenting the findings, the researcher would discuss them to find out qualitatively and quantitatively to what extent the use of teachers' learning videos and blended learning empower students' integrated language skills.

Findings of the Use of Teachers' Learning Videos
To find out the extent to which teachers' learning videos are used quantitatively, it can be seen in the results of a close-ended questionnaire consisting of 10 question items with the results listed in the following table:

Table 1. *The use of teachers' learning videos*

No.	Indicator Items	N	Min	Max	Sum	Mean	Std. Deviation	Percent
1.	Help to understand material better	32	2	5	134	4.19	0.896	84%
2.	Help to know the teacher closer	32	2	5	118	3.69	0.965	74%
3.	Faster to understand than video from YouTube	32	2	5	123	3.84	0.723	77%
4.	Easier to imitate the pronunciation	32	2	5	130	4.06	0.948	81%
5.	Easier to play the material anytime and anywhere	32	3	5	128	4.00	0.672	80%
6.	Easier to understand since illustrated by animation	32	2	5	131	4.09	0.777	82%
7.	Easer to comprehend the task instructions	32	3	5	131	4.09	0.588	82%
8.	Easier to practice as they present daily talks	32	2	5	129	4.03	0.782	81%
9.	Present authentic material recorded by the natives	32	2	5	139	4.34	0.787	87%
10.	Present materials step by step clearly	32	2	5	138	4.31	0.821	86%
	Valid N (list wise)	32	Cumulative Percent					81%

Based on the table above, it can be concluded that all questions received a positive response from the participants. In item number one, 84% of participants with a standard deviation of 0.896 admit positively that the use of teachers' learning videos can help to understand the material better. This indicates that the teachers' learning videos provide many benefits to the participants so that they can understand the subject matter better than before. All of the six interviewees stated that they better understand the material through learning videos because videos bring students closer to a more real world with the presence of picture, sound and written effects compared to just written text on books. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following an excerpt:

> "Understanding the material with the videos honestly is not like studying. I feel like watching a movie. I'm more understandable." (Interviewee 2)

However, when they were asked the second question that teachers' learning videos help to know the teacher closer, the participant mostly had positive respond with the statement even the score is lower than the first question it is 74% with a standard deviation of 0.965. The qualitative data obtained as stated by an excerpt in the following.

> "English learning videos are often created by our teachers. We often replay the video until we understand. It's been a while since we've watched videos created by our teachers, so we're more familiar with our teacher's teaching habits. We also sometimes think that our teachers must have a hard time preparing video material. So we appreciate his efforts more." (Interviewee 1)

When the participants were asked that the teachers' learning videos were faster to understand than videos downloaded from YouTube, there were 77% who answered positively with a standard deviation of 0.723. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following an excerpt.

> "The video on the internet has too much material and is too high. Our teacher presents the material little by little with many examples. So we are better able to understand it." (Interviewee 4)

According to the participants, teachers' learning videos were easier to imitate the pronunciation. Those who stated positive for this statement were 81% with a standard deviation of 0.948. The following excerpt obtained from the interview clarify that finding.

> "The people speaking in the video seem to be native English but they don't speak too fast. Then, at the end, the written text is also presented. So it's easier for us to imitate." (Interviewee 1)

When the participants were asked that the teachers' learning videos are easy to watch anytime and anywhere, they confirmed it with a positive response of 80% with a standard deviation of 0.672. The finding from the interview revealed the reasons.one of them as follows:

> "The learning videos are good, they can be watched anytime and anywhere. Sometimes when I'm relaxed and in a good temper, I'll repeat the video more than five times." (Interviewee 4)

Teachers' learning videos are usually accompanied by illustrations in the form of animated images. This certainly makes it easier for participants to understand the learning material. As many as 82% of the participants have a positive opinion on this matter with a standard deviation of 0.777 The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following an excerpt.

> "My teacher's learning video has animation. It's funny. Although they are not as sophisticated as the animations on TV, they helped me understand the material." (Interviewee 3)

Teachers' learning videos do not just present learning materials. The participants also found it helpful to understand the duties of the teacher. They can play it many times until they really understand the task they have to complete. The participants gave a positive response to this statement as much as 82% with a standard deviation of 0.588. The following excerpts obtained from the interview clarify that finding.

> "Usually the teacher gives out assignments and projects when in face-to-face learning. He also conveyed it with a video to make it clearer. We know better what to do. Because the steps are explained through the video. And if we still don't understand, we just have to play the video over and over again." (Interviewee 2)

The participants also gave positive feedback to the teachers learning videos because they present communication in everyday life. They considered this to make it easier for them to practice English, especially orally. Participants who expressed positive attitude towards this statement were 87% with a standard deviation of 0.787. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following an excerpt.

> "English learning videos usually present examples of conversations. We feel the need to study it because the conversation is about everyday life." (Interviewee 1)

Teachers' learning videos present authentic material recorded by the natives. This statement was confirmed by the participants with their positive statement of 87% with a standard deviation of 0.787. The finding from the interview revealed the reasons. One of them as follow:

"The speakers in my teacher's video are really good. I'm sure they look like native speakers. It really challenged me. I need to be able to imitate how to pronounce words like the one in the video." (Interviewee 2)

And the last is the statement of teachers' learning videos Present materials step by step clearly. The participants stated that their positive statements were 86% with a standard deviation of 0.821. The following excerpts obtained from the interview clarify that finding.

"It's good that my teacher's videos are presented in bits and pieces. It's just a short duration. So the material doesn't make me tired." (Interviewee 1)

Findings of the use of blended learning
To find out the extent to which blended learning is used quantitatively, it can be seen in the results of a close-ended questionnaire consisting of 11 question items with the results listed in the following table:

Table 2. *The use of blended learning*

No	Indicator Items	N	Min	Max	Sum	Mean	Std. Deviation	Percent
1	Provide online and offline learning	32	2	5	136	4.25	0.718	85%
2	Use ITC	32	2	5	138	4.31	0.644	86%
3	Provide synchronous learning process	32	2	5	128	4.00	0.880	80%
4	Provide asynchronous learning process	32	2	5	131	4.09	0.818	82%
5	Encourage independent learning	32	1	5	126	3.94	0.982	79%
6	Support collaborative learning	32	2	5	123	3.84	0.920	77%
7	Provide more interacting spaces	32	2	5	123	3.84	0.847	77%
8	Provide more feedback spaces from teacher	32	2	5	132	4.12	0.907	83%
9	Provide more submitting assignment spaces	32	2	5	135	4.22	0.832	84%
10	Provide more discussion spaces	32	2	5	126	3.94	0.948	79%
11	School support digital flat forms	32	1	5	111	3.47	0.983	69%
	Valid N (list wise)	31	Cumulative Percent					80%

In the respond for question number one, 85% of participants with a standard deviation of 0.718 admit positively that they do online and offline class. This indicates that the school carries out blended learning class. The qualitative data obtained via the focused semi-structured, open-ended interview provided further clarification on this finding. All of the six interviewees stated that they enter to the online and offline class. In a week they do online meeting or offline meeting twice in turn. They prefer to learn mixed online and offline than online or offline only.

"Mixed learning is better, so you don't get bored with learning variations." (Interviewee 2)

However, when they were asked whether they used ITC during the class, the participant mostly had higher positive respond with the statement than the first question it is 86% with a standard deviation of 0.644. The qualitative data obtained as stated by an excerpt in the following.

"Yes during the pandemic we used our mobile phones or lap top for learning." (Interviewee 3)

When the participants were asked that the school provide synchronous learning process, there were 79% who answered positively with a standard

deviation of 0.982. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following excerpt.

"At the beginning of pandemic we study fully online. We meet to learn together on WAG or sometime on Google meet. At the end of semester we learn mixed styles. We learn together at the same time in the offline class in face to face meeting. While in online learning we learn independently through videos in LMS." (Interviewee 5)

According to the participants, the school also provided asynchronous learning process. Those who stated positive for this statement were 82% with a standard deviation of 0.818. The following excerpts obtained from the interview clarify that finding.

"We learn independently through video learning downloaded in LMS. But for some friends it is not effective since they wondered to search another objects that are more interactive from internet." (Interviewee 2)

When the participants were asked that the blended learning encouraged them to learn independently, they confirmed it with a positive response of 80% with a standard deviation of 0.672. The finding from the interview revealed the reasons.

> "It is difficult for me to learn independently. There are so much fun I find in the internet. When the teacher told me to watch a video that he made himself, I wanted to appreciate it, especially the video with a checklist that I had to fill out after watching it." (Interviewee 1)

The participants also agreed that blended learning encouraged them to work together in team. This certainly supported them to work hard collaboratively to get the maximum achievement. As many as 77% of the participants have a positive opinion on this matter with a standard deviation of 0.920 The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following an excerpt.

> "In online study sometimes we share how to do the works or do it together collaboratively." (Interviewee 6)

In fact, the blended learning provided more positive interacting spaces. The students did not just interact with their friend, but also they could interact with the teachers, the materials and the technology directly. The participants gave a positive response to this statement as much as 77% with a standard deviation of 0.847. The following excerpts obtained from the interview clarify that finding.

> "When we learned in fully online class we less interacted with friends and teachers. We more interacted with our devices and materials on LMS. Since we attended blended learning we interacted with the whole." (Interviewee 2)

The participants also got more feedback spaces through blended learning as the teachers could respond their works or anything not only face to face directly in the classroom but also through their online devices. Participants who expressed positive attitude towards this statement were 83% with a standard deviation of 0.907. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following excerpt.

> "I am very happy when my assignments that are submitted online are given fast feedback from the teacher. Moreover, in face-to-face, the teacher can give feedback directly on the spot. So basically we are happy to be given feedback if the response is fast, both online and offline." (Interviewee 3)

As well as the blended learning also provided more submitting assignment spaces. The students could do their works freely at home or at school at the certain times, then submitted their assignment on time in online or offline meetings. This statement was confirmed by the participants with their positive statement of 79% with a standard deviation of 0.498. The finding from the interview revealed a reason.

> "Blended learning allows me to express myself freely both online and offline. Moreover, my teacher gave us the freedom to deliver assignments as best we could online and offline. That's very helpful." (Interviewee 4)

Besides, the blended learning also provided more discussion spaces. They agreed with this statement since the teacher gives students many opportunities to discuss the material, assignment or project both offline and online. There were 79% participants who had positive though to this statement with a standard deviation of 0.498.

> "Since we learned in blended learning class we discussed our study anytime online or offline. We usually discussed the project or material." (Interviewee 2)

And the last question that the school supported digital flat forms. The participants stated the lower positive statements than the other questions. There were 69% who stated positive thought with a standard deviation of 0.983. The following excerpts obtained from the interview clarify that finding.

> "Frankly, the school didn't really support digital flat form. The LMS that we use is still often trouble, so the teacher finally uploads material or assignments in Google classroom or WAG." (Interviewee 1)

Findings of students' integrated learning skills empowerment
To find out the extent of students' integrated skill empowerment quantitatively, it can be seen in the results of a close-ended questionnaire consisting of

9 question items with the results listed in the following table:

Table 3. *Students' empowerment of integrated language skills*

No	Indicator Items	N	Min	Max	Sum	Mean	Std. Deviation	Percent
1	Present content based-learning material	32	2	5	129	4.03	0.740	81%
2	Present task based-learning material	32	2	5	126	3.94	0.840	79%
3	Present more than one skill materials	32	2	5	131	4.09	0.777	82%
4	Present integrated sub-skills material	32	2	5	124	3.87	0.907	78%
5	Students' empowerment in listening	32	2	5	122	3.81	0.780	76%
6	Students' empowerment in speaking	32	3	5	132	4.13	0.751	83%
7	Students' empowerment in reading	32	2	5	124	3.88	0.707	78%
8	Students' empowerment in writing	32	2	5	128	4.00	0.718	80%
9	Students' empowerment in sub skills	32	2	5	123	3.84	0.847	77%
	Valid N (list wise)	32	Cumulative Percent					79%

In the respond for question number one, 81% of participants with a standard deviation of 0.740 admit positively that they learned English based on the themes. This indicates that the school carries out integrated language skills learning approach. The qualitative data obtained via the focused semi-structured, open-ended interview provided further clarification on this finding, as indicated in the following an excerpt.

"Yes, our teacher in learning videos usually gives a theme. For example, about family, friends, songs, movies, picnics, home, school and others." (Interviewee 5)

However, when they were asked whether they learn English based task, the participant mostly had lower positive respond with the statement than the first question it is 79% with a standard deviation of 0.840. The qualitative data obtained as stated by an excerpt in the following.

"Every material has a task that we must do so that we can better understand the material and we can also practice our language skills. If the material theme is about family, for example, our task is to create our family tree on large paper and must be hung on the wall of our room." (Interviewee 1)

When the participants were asked that the teachers present two or more integrated skills material in a meeting, there were 82% who answered positively with a standard deviation of 0.777. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following excerpt.

"I often listen and read. After that, we are also invited to speak by reciting the phrases in the video. Then we are asked to write also the phrases that match the pictures in the video." (Interviewee 6)

According to the participants, the teachers also presented two or more integrated sub-skill in a meeting. Those who stated positive for this statement were 82% with a standard deviation of 0.818. The following an excerpt obtained from the interview clarify that finding.

"Usually the dialogue or the teacher explains the grammatical material, there is also vocabulary conversations, explanations from the teacher and sometimes vocabulary." (Interviewee 4)

When the participants were asked that the material empowered their listening skill, they confirmed it with a positive response of 80% with a standard deviation of 0.672. The finding from the interview revealed the reasons. one of them as below:

"If the teacher asks a question in English, I'm not so stiff with the answer because I often hear that question in videos too." (Interviewee 2)

In fact, the integrate language skill approach empowered students on their reading skill. The students did not just interact with their friend, but also they could interact with the teachers, the materials and the technology directly. The participants gave a positive response to this statement as much as 77% with a standard deviation of 0.847. The following excerpts obtained from the interview clarify that finding.

"Reading is a boring activity. But when the reading texts are presented in an attractive way with pictures and animations in the form of videos, the reading becomes easy to understand. Moreover, during the reading process, the monologue can also be heard. This method is

very helpful in understanding the reading material. I feel my reading ability has improved." (Interviewee 5)

The participants also got more empowerment on their writing skill when they studied through integrated learning skill approach. Participants who expressed positive attitude towards this statement were 83% with a standard deviation of 0.907. The qualitative data obtained via the focused semi structured open-ended interview clarified this finding, as indicated in the following an excerpt.

"In the video, I like the text. So when the teacher asks me to write, I remember how to write it." (Interviewee 2)

As well as the integrated learning skill approach also empowered students in language sub-skill such as mastering vocabulary, grammar and pronunciation. This statement was confirmed by the participants with their positive statement of 79% with a standard deviation of 0.498. The finding from the interview revealed the reasons. One of them as follows:

"I love watching the learning video. They tell me about the vocabularies illustrated with the pictures. I get them fast." (Interviewee 6)

Based on the results of the quantitative descriptive analysis which contains the value of three variables, it can be concluded that the use of teachers' learning videos in MTs. N 6 Cianjr reached 81%, the use of blended learning class was 80% and students' integrated learning skills empowerments was 79%. These values are then averaged to 80%. The data for the three variables can be presented in a bar chart as shown in the following figure:
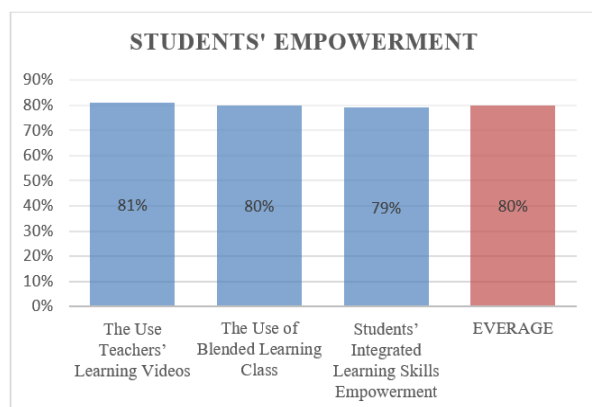

Figure 1. *Students' empowerment*

Furthermore, to find out the results of the extent of students' integrated language skills empowerment through the use of teachers' learning videos in blended learning class, the average results of the analysis of all variables are converted to the predetermined feasibleness criteria. The converted data analysis are guided by the following criteria:

Table 4. *Achievement rate conversion and feasibleness qualification*

No	Criterion	Qualification
1.	81-100%	Very Feasible
2.	61-80%	Feasible
3.	41-60%	Less Feasible
4.	21-40%	Not Feasible
5.	0-20%	Very Inappropriate

(Source: Riduan, 2018)

Meanwhile, based on the results of observations made by researchers when learning took place both in online and offline classes, it showed that the enthusiasm of students in learning was quite stable. This is because the teacher's role as a motivator can be maximized in two ways, online and offline. When online students are motivated to study the material through teachers' learning videos independently because the teacher includes a checklist sheet that will guide the learning they do at home. Meanwhile, the teacher monitors the student's independent learning process by greeting students one by one if necessary at their personal contacts and reminding them that the material they are studying independently at home will be practiced at school during face-to-face learning.

However, during face-to-face learning, the teacher does not check students' understanding directly, but the teacher invites students to practice their understanding in the form of a fun game. The students in general seemed enthusiastic about participating in the game but there were some who did not seem to understand it. Apparently those who do not understand are students who have not studied the learning video repeatedly and have not filled out the checklist. During face-to-face meetings, the teacher has the opportunity to directly motivate and reward students so they do not miss the opportunity to learn independently. The practice of speaking through games was continued according to the understanding of each student. After the students looked more enthusiastic and had more depth understanding in the material, they were invited to do some exercises and then together they understood the project they were going to do, both individually and collaborative.

The researcher saw that during online learning the students looked enthusiastic in participating in learning even though it was done independently. The students in online learning attended as much as 100% and they all downloaded and studied the material. All of this is evidence that they have high motivation in learning. However, they attend and download materials at different times within a week because they are learning asynchronously. In this session students had higher receptive language skills because they listened to dialogue or monologue material from the video. They also read the subtitles or reading text in the video illustrated by figures and animations.

CONCLUSION

Based on the findings and discussion above, it can be concluded that quantitatively the extent of students' integrated language skills empowerment through the use of teachers' learning videos in blended learning class is feasible. While the results of qualitative data analysis obtained from semi-structured interviews show that the data obtained can expand and deepen the quantitative data.

It is suggested for educators today to be more willing to open themselves to learn from anyone and from anywhere both online and offline so that they are better prepared to face generation Z students. For school it is suggested to be better facilitate all learning needs which has to focus on varied learning experiences and ICT to lead students getting ready in facing society 5.0 era that needs the balances of integrating cyber and physical spaces for more complex life and modern work environment. For further researchers who are interested in the same field, the researcher suggests them to reexamine the three variables that exist in this study in other ways such as experimental studies for more in-depth evidence or R & D which aims this research can enrich English language teaching materials.

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