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## CHALLENGES ENCOUNTERED BY BSED-ENGLISH STUDENTS IN BLENDED LEARNING TOWARDS SPEAKING PROFICIENCY

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### ABSTRACT

This study aimed to identify the challenges faced by English major students during blended learning. It addresses different factors that have an effect on their speaking proficiency and learning environment. This study utilized the descriptive method to determine the perceptions of the respondents on blended learning towards their speaking proficiency. The respondents of the study were 2nd and 3rd year English major students taking a Bachelor in Secondary Education major in English, whereas 15 students are from the second year and 13 students are from the third year, for a total of 28 students who are officially enrolled in the class of S.Y. 2021–2022, up to 2023–2024, that uses both online and traditional learning, also called blended learning. This study was supported by the collected data from survey questionnaires answered by the respondents. Factors such as confidence in speaking the English language, vocabulary gaps, and correct grammar rules have no significance in the relationship between blended learning and the challenges encountered by BSED English major students towards their speaking proficiency. While it has only one factor that has a significant relationship between two variables, which is collaborative opportunities. To conclude, collaborative opportunities are a must in blended learning environments because they provide English major students with valuable speaking practice, peer feedback, diverse perspectives, increased engagement, and real-world communication experiences. That is why they have a significant relationship. The learning activity sheets are designed by the researcher based on the results of the study.

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