



Effectiveness of Blended Learning Web-Based Model in Students' Listening Skill

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Abstract

The purpose of this study was to determine the significant impact of utilizing a Blended Learning Web-Based Model on students' listening skills. The specific quasi-experimental design employed in this study was the Time Series design, which involved a single group and did not require a control group. The research included 28 students from the second semester in a listening class as participants, who received instruction using the blended learning web-based model. For data collection, the researcher administered a listening test at the beginning of the study and after the treatment. The data were analyzed using SPSS version 22. The findings of this research indicated a significant improvement in students' listening skills after implementing the Blended Learning Web-Based Model for teaching listening. It was observed that the average score on the post-test (58.79) was higher than the average score on the pre-tests (43.79). Furthermore, the result of the T-test (3.586) exceeded the critical T-table value (2.052), leading to the acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (H0).

Keywords: Blended Learning; Web-Based Model; Listening Skill

Introduction

The significance of listening in the English language, especially for students, cannot be overstated. It plays a vital role in communication, everyday interactions, and the process of becoming proficient in English. According to Gilakjani and Sabouri (2016), listening is a foundational skill that acts as a conduit for individuals of all ages to acquire education, information, understanding of the world, human affairs, ideals, values, and appreciation. Similarly, Ibrahim (2020) emphasized the immense importance of listening in mastering English, stating that it should be prioritized before speaking, as it profoundly impacts the development of reading and writing skills. Additionally, Al-Nafisah (2019) revealed that listening ability is crucial in learning a foreign language since accurately receiving language input is key to successful language acquisition. Listening is an active skill that involves processing auditory information and connecting it to existing knowledge. Listeners interpret what they hear by incorporating their personal perspectives and experiences (Diora & Rosa, 2020).

In the setting of English as a Foreign Language (EFL) education in Indonesia, the focus of teaching Listening is on comprehending the spoken language of English native speaker. This includes words, phrase, simple sentences, short and long conversations, English songs, articles/journals, and TOEFL listening comprehension (Hamouda, 2013). Numerous problems have arisen as a result of teaching listening, which falls significantly short of being satisfactory. For instance, many students find it challenging to understand the materials presented in listening classes and struggle to grasp the intended message conveyed by the speakers in audio recordings.

Consequently, students continue to receive low score in listening assessment (Gilakjani & Sabouri, 2016).

Some issues were identified among second-semester students of the English Education Study Program at Universitas Sembilanbelas November Kolaka based on the researcher's preliminary assessment in Listening Class. These issues can be divided into two categories: The first issue was that most students found it difficult to focus on the speaker or audio they heard during the listening session. Because the entire class listened to the recording at the same time, some students felt that the audio's pace did not correspond to their own knowledge. For example, one student thought the duration was too long, while another thought it was too short. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), the proficiency level of students plays a crucial part in their ability to listen to lengthy passages and retain all the information. Another issue relates to vocabulary, where many students express a deficiency in the number of words they know. This often leads to encountering unfamiliar words during a speech, causing a mental block and resulting in forgetting the speaker's message. Gilakjani and Sabouri (2016) noted that numerous words have multiple meanings, and if students fail to use them accurately within their specific contexts, confusion may arise.

The third problem identified by the researcher was mostly the students acknowledged that they had never attempted to learn listening skills on their own. They relied solely on the teacher for materials during the two-hour listening class. Consequently, they lacked sufficient chances to actively engage in listening activities. Additional problems emerged when the individual speaking in the recording possessed a highly authentic accent, posing difficulties for learners in adjusting their pronunciation to match the sentences they heard. According to Gilakjani and Sabouri (2016), as cited by Munro and Derwing (1999), an excessive amount of accented speech can lead to a notable decline in comprehension.. However, this issue stems not only for students' own abilities but also from the teaching methods and techniques employed by the instructors. Certain teachers or lecturers employ inappropriate techniques when teaching listening which preventing students from achieving the desired objectives of the study. As a result, in order to reduce this limitation, one possible approach is to adopt blended learning, which combines traditional instructional methods with web-based model.

Blended learning is defined as a fusion of conventional and online learning approaches (sholihah, et.al, 2018). It entails incorporating e-learning tools, such as virtual learning environments, into face-to-face instruction (Hashemi & SI Na, 2020). The goal of blended learning is to leverage the advantages of both classroom-based learning and e-learning to establish a more enriching learning environment (Bleed, 2001). According to Stracke (2007) in Sholihah. Et.al, (2018), blended learning is characterized by the integration of computers in the teaching and learning process. Grgurović (2011) further explains that blended learning involves traditional teaching and learning methods

supplemented with online activities. Additionally, Abdullah (2015) emphasizes that blended learning refers to a combination of online-based learning outside the classroom while still maintaining face-to-face classroom learning. Based on these definitions, blended learning can be comprehended as the amalgamation of traditional in-person classroom learning and online activities, with the aim of enhancing the learning process for students.

Al-Huneidi and Schreurs (2011) in Astria (2020) argue that blended learning arose as a solution to the constraints of traditional learning and the deficiencies of e-learning. Its purpose is to combine various learning approaches or models by incorporating a range of activities like face-to-face classroom sessions, live online learning, student-centered learning, and self-paced learning. This approach has the potential to improve the quality of learning and encourage increased interaction among learners. Blended learning can be viewed as a progression from e-learning as it presents a harmonious combination of traditional and digital learning techniques.

Blended learning revolutionizes instructional strategies by transforming the traditional approach. While distance education is revolutionized by online learning, blended learning offers an opportunity to reshape the perception of online learning within a face-to-face educational setting. The widespread availability and use of digital learning technologies have led to a growing trend of integrating computer-mediated instructional elements with traditional in-person learning (Bonk & Graham, 2004). Additionally, finding a suitable learning environment for all students is a challenge, as noted by Zhang and Zhu (2018). However, the blended learning approach enables a teaching and learning environment that is accessible, flexible, active, interactive, encouraging, and inspiring. In the realm of language teaching and learning,

Furthermore, Waheeb & Albiladi (2019) discussed Neumeier's (2005) framework that outlines the essential components for establishing a blended learning environment. This framework comprises six parameters that emphasize key factors in designing a language education environment. These parameters encompass the instructional mode, integration model, distribution of learning content and objectives, language teaching methods, involvement of learners, and location. Language educators should carefully consider each of these parameters to determine the suitability of integrating blended learning into their teaching practices. Concurrently, Zulfa & Hasturi (2017) highlighted the perspectives of Graham, Allen, and Ure (2003, 2005) regarding three main reasons why blended learning is preferred over other teaching options. These reasons include enhancing pedagogies for teaching and learning, increasing accessibility and flexibility, and improving cost-effectiveness. These factors may account for why instructors, trainers, or learners choose blended learning as their preferred approach.

Permana Aji (2017) emphasized that blended learning is an effective approach for teaching foreign languages, as it improves lesson delivery, introduces various teaching techniques, enhances students' learning capacity, and supports the achievement of learning goals. The combination of face-to-face instruction and web-based learning brings unique advantages. Face-to-face instruction fosters motivation, stimulates interest, facilitates communication, and creates a sense of community in the classroom (Ibrahim, 2020). Conversely, web-based learning, as advocated by R. D. Garrison and N. D. Vaughan in Rahmawati (2019), offers flexibility in lesson planning, enhances interactivity, encourages community building, and allows for permanent records and adaptable scheduling. These scholars further argue that blended learning can improve teacher-student interaction, nurture students' commitment to learning, increase flexibility in the learning process, and provide opportunities for continuous improvement.

Recent studies have drawn attention to the potential influence of blended learning on the improvement of listening skills. For instance, oweis (2018) and prior research on

blended learning have demonstrated the expansion of traditional classroom-based listening activities through the incorporation of blended learning methods. By implementing blended learning, listening activities are not confined to the classroom but extend beyond it, allowing students to practice their listening skills in their everyday lives. Similarly, Abdullah (2015) conducted a study that explored the effects of a proposed blended learning strategy on the listening comprehension ability of non-English-speaking postgraduate students. Using a quasi-experimental design, the study revealed that blended learning significantly enhanced both listening comprehension and overall English proficiency. The research also highlighted the importance of factors such as clear instruction, modeling, and guided practice in achieving positive outcomes. Astria (2020) further discusses the effectiveness of blended learning by emphasizing the combination of in-class and out-of-class learning experiences it offers. Blended learning enables students to dedicate more time outside the classroom to engage with online listening materials. This extended exposure to listening materials provided by blended learning allows students to sustain their listening practice through their daily activities. Another study by Banditvilai (2016) examined the implementation of blended learning in English classrooms in Thailand and found that this approach had a beneficial impact on all four English language skills, particularly in terms of student motivation and autonomy.

With regard to this specific aspect, the objective of the current research is to carry out an experimental study that examines the influence of a web-based blended learning approach on students' listening abilities. The researcher incorporated a web-based model as a medium to enhance students' comprehension of spoken language. The research is primarily conducted within a blended learning framework, where the majority of activities take place in a physical classroom setting, while online tasks consist of structured weekly listening assignments. Consequently, online sessions are typically conducted outside the classroom, and subsequent discussions are held during in-person sessions.

Method

The research employed a Quasi-experimental research approach, which is a modified version of the true experimental design that proved challenging to implement (Sugiyono, 2016). The decision to use this quasi-experimental method was based on the understanding that the research's learning process occurred naturally, without students feeling like subjects of an experiment. This approach was expected to enhance the research's validity. The specific quasi-experimental design employed in this study was the Time Series design, which involved a single group and did not require a control group (Sugiyono, 2016). For data collection second-semester of listening class was selected and its 28 students were included as samples of this research. The test given was listening test which consist of 90 questions. These questions were divided into three series of pretest and posttest. Pretest was given at the beginning of the meeting to measure the students' prior knowledge in listening, after having treatment for six meetings the students re-examine through posttest to evaluate their progress. In order to assess the progress in students' listening skills, the pretest and posttest results were compared, and the final outcome was determined using a t-test.

Result

This research was finally conducted in time series design, one group of 28 students who were in their second semester and enrolled in a listening class participated in this study. To know the effect of Blended Learning in listening skill, researcher calculated the result of

pretest and posttest. The result of this study was elaborated in the following section.

Descriptive Analysis

Conducting a descriptive analysis is a crucial preliminary step in statistical analysis. It provides insights into the data distribution, aids in identifying outliers and errors, and facilitates the identification of relationships between variables. This procedure equips the researcher with the necessary groundwork for further statistical analysis, including evaluating the average scores of students in the pretest and posttest, assessing data normality, and conducting hypothesis testing.

Table 1. Descriptive analysis of Students' Pretest

Category	Pre-Test 01	Pre-Test 02	Pre-Test 03	Average Score
Mean	37.29	43.29	50.79	43.79
Mode	42	24	24	31
Median	38	39	48	42
Max	81	90	90	87
Min	9	15	21	15
Standard Deviation	19.886	21.326	22.597	21.012

Data on table 1 presented several categories in three series of students pretest. To illustrate, in the initial category, students' mean score during the first pretest was 37.29, second pretest was 43.29, and the third pretest, where the mean score reached 50.79. The average of students' mean score was 43.79 which falls into the poor category.

Table 2. Descriptive Analysis of Students' Posttest

Category	Post-Test 01	Post-Test 02	Post-Test 03	Average Score
Mean	57.11	67.82	54.18	58.79
Standard Deviation	21.702	22.896	22.639	19.496
Max	90	90	90	89
Min	12	6	15	17
Mode	72	84	66	57
Median	63	76.5	57	60

Table 2 showed various statistical categories in analyzing students' score during posttest. After conducting three series of posttest, the researcher found that the score obtained in the first posttest was 50, 17, the second posttest was 67, 82, and the third one was 54, 18. The average value from each posttest series was 58,79, it can be determined that students' score falls within the "good" category.

Table 3. Statistical Data of Pre-test and Post-test Scores

Data	Pre-test	Post-test
Number of Students	28	28
Mean	43.79	58.79
Standar Deviation	21.012	19.496

According to the information provided in table 3, it was evident that there was a notable enhancement in the average score of students in both the pretest and posttest. Prior to the intervention, the students' mean score was 43.73, which fell within the "poor" category. However, following the intervention, the mean score of students increased to 58.79, indicating a shift to the "good" category.

Furthermore, the pre-test had a standard deviation of 21.012, whereas the post-test had a standard deviation of 19.496. This indicates that the post-test had a smaller standard deviation than the pre-test, suggesting that the gain score was closer to the mean. Consequently, it can be inferred that the pre-test score was closer to the post-test score. These results clearly illustrated the significant impact of the Blended Learning Web-Based Model on students' listening skills improvement.

Normality Test

The normality test was performed to determine whether the data followed a normal distribution. A significance value greater than 0.05 ($P > 0.05$) indicates that the data is normally distributed, while a significance value lower than 0.05 ($P < 0.05$) suggests non-normal distribution. In this study, the Kolmogorov-Smirnov test was used as the normality test. The results of the normality test conducted to assess students' listening skill are provided below.

Table 4. Normality test of students' Pretest (One-Sample Kolmogorov-Smirnov Test)

		Pretest Score
N		28
Mean		43.79
Normal Parameters ^{a,b}	Std. Deviation	21.012
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	.160
Kolmogorov-Smirnov		-.085
ZAsymp. Sig. (2-tailed)		.849
		.467

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the outcomes of the normality test carried out on the pre-test data, it was established that the Asymp value, Sig. (2-tailed) 0.467, exceeded the threshold of 0.05 (5%). As a result, it can be inferred that the distribution of the pre-test data was deemed to be normal. The normality test followed the approach proposed by Sugiyono (2017) for conducting normality tests in a time series design comprising a pre-test and post-test, which involved calculating the average score of the three pre-tests.

Table 5. Normality Test on Post-test (One-Sample Kolmogorov-Smirnov Test)

		Posttest Score
N		28
	Mean	58.79
Normal Parameters ^{a,b}	Std. Deviation	19.496
Most Extreme Differences	Absolute Positive	.153
	Negative	.086
Kolmogorov-Smirnov		-.153
ZAsymp. Sig. (2-tailed)		.810
		.528

- a. Test distribution is Normal.
- b. Calculated from data

Based on the normality test conducted on the posttest, it was found that the Asymp value, Sig. (2-tailed), which was 0.528, exceeded the threshold of 0.05 (5%). Hence, it can be inferred that the distribution of the post-test was determined to be normal. The normality test utilized the average score of the three posttests as the data for analysis.

Hypothesis Testing

The purpose of hypothesis testing was to determine whether there was a significant difference in students' listening skills before and after being taught using the Blended Learning Web-Based model. Initially, the hypothesis needed to be converted to the null hypothesis (H0) before it could be either rejected or accepted. Hence, the null hypothesis (H0) stated that "There is no significant effect of using the Blended Learning Web-Based model in the listening class on students' listening skills."

To carry out the analysis, the researcher employed the SPSS for Windows software. The data was collected using a Paired Sample T-test, which was suitable for this study as it involved two variables (pre-test and post-test) that were distinct but interconnected (paired). The degrees of freedom (Df) were calculated using the formula $Df = N - 1$, where $N = 28$, resulting in $Df = 28 - 1 = 17$ at a significance level (α) of 0.05.

Based on the results of the hypothesis testing, the calculated t-value was higher than

the critical t-value obtained from the table. This finding indicates that the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. Therefore, it can be concluded that the Blended Learning Web-Based model implemented in the listening class had a significant effect on the listening skills of second-semester students in the English Education Study Program at Universitas Sembilanbelas November Kolaka. *Table 6. Hypothesis Testing*

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1: Posttest Score - Pretest Score	15.000	22.133	4.183	6.418	23.582	3.586	27	.001
Statistic						Result		
Df	T-table		T-test		T-test > T-table H0= Rejected H1= Accepted			
27	2.052		3.586					

Table 6 illustrates that the T-test value (3.586) was greater than the critical T-table value (2.052). This indicates that when the T-test surpasses the T-table value, it signifies the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0). Consequently, we can infer that the Blended Learning Web-Based model significantly influences the listening skills of second-semester students in the English Education Study Program at Universitas Sembilanbelas November Kolaka.

DISCUSSION

This study aimed to investigate the impact of implementing the Blended Learning Web-based model on students' listening skills. Upon analyzing the data, it was discovered that the students' average score on the pretest was 43.79, but after the treatment using Blended Learning approach, their average score increased to 38.79. Furthermore, the t-test yielded a result of 3.586, while the critical value from the t-table was 2.052. Since the t-test value exceeded the t-table value, it indicates a significant effect of utilizing the Blended Learning method on students' listening

skills.

The enhanced improvement of students' listening skill can be credited to various factors associated with their exposure to the blended learning approach. These factors encompass a shift from traditional lectures to student-centered learning, as well as increased interaction between teachers and students, students and course content, and students with each other. Other reasons include the advantages of incorporating new, interactive evaluation methods for both English as a Foreign Language (EFL) teachers and learners, facilitating course management tasks, and promoting learner motivation, engagement, and collaboration.

The initial factor was the students' sense of autonomy during the learning activity. In the process of teaching and learning, the researcher provided the students with the opportunity to take responsibility for their own learning. According to Abdullah (2015), one of the appealing aspects of the Blended Learning Web-Based model for students was the flexibility and freedom to learn at their own convenience and location. The researcher provided instructions, sufficient learning resources, and materials, granting the students the freedom to learn whenever and wherever they desired, without restrictions. However, the researcher still maintained control over the students' learning by ensuring active participation, as students were required to submit a summary of the materials covered in the meeting within two days after receiving the website link.

The second factor involved the researcher taking on the role of a facilitator, while the students were granted the freedom to take charge of their own learning activities. This condition make learning activities more varies and challenging for students. In online classes, students encounter demanding learning tasks as they independently complete assignments and strive to comprehend them. However, to support their understanding, instructors offer offline classes to reinforce the material. These activities enable students to effectively grasp the content presented in the online lectures. According to Shaliha et al. (2018), the face-to-face classroom setting, which enables students to advance at their individual speed and offers chances for interaction with the researcher or classmates, plays a crucial role in promoting heightened student engagement, communication abilities, self-confidence, self-awareness, as well as encouraging discussions and collaborations among peers.. Furthermore, Ibrahim (2020) revealed that blended learning environments not only offer students access to personalize and engaging online content, but also provide teachers who guide and mentor them, encouraging critical thinking and reflection on texts or problems encountered in the online course. This includes supplementing online work with offline examples, promoting group discussions, and offering valuable one-on-one support when confusion arises.

The third factor involved a transparent scoring process and easily accessible learning materials. Students were able to view their results immediately after completing exercises on the researcher's website. This transparency allowed students to track their progress and identify their mistakes in answering the exercise questions. This aligns with Zhnag & Zhu (2017) assertion that online assessment promotes formative evaluation that is transparent and efficient. Additionally, the learning materials provided on the website were highly accessible, addressing

individual challenges faced by each student (Hashemi & Si Na, 2020). In further, Abdullah (2015) mention that Blended Learning enhances accessibility for a diverse and expanding student population. Students were given two days to confirm their attendance in the classroom and an entire week to access and learn from the website link.

As a result presented above, Blended Learning emerged as an engaging approach that aimed to overcome the limitations of traditional classroom activities by providing an accessible teaching and learning experience. Its primary objective was to address the drawbacks associated with pure online instruction, such as limited socialization opportunities, as well as those of purely conventional instruction, where the teacher is the sole focus in the classroom. Blended Learning offered teachers and students the flexibility to learn in diverse circumstances, breaking free from the confines of a single condition or the traditional classroom setting.

Conclusion

In conclusion, the study aimed to examine the impact of using the Blend Learning Web-based model on students' listening skills. The findings revealed a significant improvement in students' average scores from the pretest to the post-treatment assessment. The average score increased from 43.79 to 38.79. The t-test result (3.586) exceeded the critical value of the t-table (2.052), indicating a significant effect of Blended Learning on students' listening skills. The enhanced improvement in listening skills can be attributed to several factors associated with the implementation of blended learning. These factors include a shift from traditional lectures to student-centered learning, increased interaction between teachers and students, students and course content, and students with each other. Incorporating new, interactive evaluation methods, facilitating course management tasks, and promoting learner motivation, engagement, and collaboration also contributed to the positive outcomes.

One crucial factor was the students' sense of autonomy during the learning process. The blended learning approach provided students with the flexibility and freedom to learn at their own convenience and location. The researcher ensured active participation by setting requirements for students to submit summaries of the materials covered within a specified timeframe. Another factor involved the researcher acting as a facilitator while granting students the responsibility for their own learning activities. This approach made learning more diverse and challenging for students. Offline classes were provided to reinforce the material and support student understanding. The face-to-face classroom environment facilitated increased engagement, communication skills, self-confidence, self-awareness, discussions, and collaborations among peers. Blended learning environments also allowed access to personalize and engaging online content while providing teacher guidance and mentorship. The third factor was the provision of a transparent scoring process and easily accessible learning materials. Immediate feedback on exercise results allowed students to track their progress and identify mistakes. Learning materials were readily available, addressing individual challenges faced by

students. The study showed that blended learning enhanced accessibility and promoted formative evaluation. Overall, blended learning emerged as an engaging approach that addressed the limitations of traditional classroom activities and pure online instruction. It provided accessible teaching and learning experience, offering flexibility in various circumstances and breaking free from the confines of a single condition or the traditional classroom setting.

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