

## THE IMPLEMENTATION OF BLENDED LEARNING MODEL IN IMPROVING STUDENTS' LISTENING COMPREHENSION

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### ABSTRACT

*This study was aimed at 1) finding out how Blended Learning model was implemented to improve students' comprehension, 2) finding out how Blended Learning model could improve students' listening comprehension, 3) finding out students response toward the implementation of Blended Learning in Listening class. The subject of this study was the second semester students of English Education Program (PBI) of Islamic University of Nahdlatul Ulama' (UNISNU) Jepara. The research design of this study was a classroom action research. The instruments of this study were observation, interview, questionnaire, and Listening test. This study consists of three cycles and each cycle consists of two meetings. The findings show that Blended Learning could be implemented in two kinds of model; Flip model and Lab Rotation model. In Flip model, students did the activity in their homes via online which was not done in classroom and got re-statement from lecturer in the classroom, while in Lab Rotation model, students are divided into three groups; getting lecturing from lecturer, discussing with friends and doing online activity. Blended learning model could improve students' comprehension in Listening class. It was proved with students' final score in Listening was higher than passing grade. It was 77. Students had positive view toward the implementation of Blended Learning model in Listening class.*

*Keywords: blended learning, listening, comprehension.*

### ABSTRAK

*Penelitian ini bertujuan untuk 1) membahas bagaimana Blended Learning diterapkan untuk meningkatkan pemahaman mahasiswa, 2) membahas bagaimana Blended Learning dapat meningkatkan pemahaman listening mahasiswa, 3) mengetahui respon siswa terhadap penerapan Blended Learning dalam kelas listening. Subjek penelitian ini adalah mahasiswa semester dua prodi Pendidikan Bahasa Inggris UNISNU Jepara. Desain penelitian ini adalah penelitian tindakan kelas. Instrument yang digunakan adalah observasi, interview, kuesioner, dan tes listening. Penelitian ini terdiri dari dua siklus, dan tiap siklus terdiri dari dua pertemuan. Hasil penelitiannya adalah terdapat dua jenis Blended Learning; flip model dan lab rotation model. Dalam flip model, mahasiswa melakukan aktifitas online ketika dirumah apa yang tidak dibahas didalam kelas, dan mendapatkan penguatan ketika didalam kelas. Sementara lab rotation model, siswa dibagi dalam tiga kelompok; tatap muka dengan dosen, diskusi teman, dan kegiatan online. Blended Learning dapat meningkatkan pemahaman mahasiswa dalam kelas listening. Itu dibuktikan dengan nilai akhir yang lebih tinggi dari nilai ketuntasan minimal (77). Mahasiswa memiliki pandangan positif terkait penerapan blended learning dalam kelas listening.*

*Keywords: blended learning, listening, comprehension.*

## INTRODUCTION

Nowadays, technology cannot be separated from educational setting. Technology has been used in education starts from elementary level until higher educational level or university level. Students have been introduced and taught using technology in their school. There are some technologies which can be used in educational setting such as computers, netbooks, laptops, tablet PCs and Ipad. Students know how to operate and manage those devices only for entertaining, gaming or social access. They do not know how to use it in the context of educational setting. Moreover, those devices are originally useful for students to help them in learning context if they really know how to use it.

MacDonald (2010:3) said that technology use is not an end in its self. It means that technology can facilitate life long learning for people. Many people have opportunities to develop and enhance independent or collaborative learning through a material which can be supported by technology and online learning. Using technology devices in learning context has an integral part in students learning. This is why technology-based internet should be integrated in students learning like Listening comprehension. By using technology-based internet such as tablet PCs, Ipad, laptops, netbooks and others, students can study Listening comprehension everywhere.

One of skills which should be mastered by students is Listening skill. Listening, not only in teaching and learning process, plays an important role in daily life. People may listen for different purposes such as leisure, academic objectives, or finding important information. Listening is important since it provides the language input (Rost, 1994:141). If students do not understand the input correctly, their learning cannot make improvement. Therefore, without understanding listening, no communication can be achieved. For students of non-native English, it is difficult to acquire good listening skill because they are familiar with the daily conversation.

Listening skill is a part of four basic skills in English beside speaking, reading and writing. Listening becomes an important aspect in mastering English. Listening can be defined as the ability to accurately receive and interpret messages in the communication process. Listening becomes a key to all effective communication. Without inability to listen effectively, messages are easily misunderstood then communication breaks down and the sender of message can easily become

frustrated or irritated. This is why in teaching Listening skill, teacher should use technology in teaching and learning process.

Students often face inability to understand the message which is got while they are listening. There are some factors which influence it such as no partner for students to communicate, limited sources for students in practicing their listening skill and do not have application or sources which can support their learning.

According to Marsh (2012:1), learning a language presents different challenges for different people in different contexts. The reasons for learning a foreign language are diverse as the different ways of individuals approach in the task of learning new vocabulary, figuring out new grammar rules, listening, reading and speaking in a language other than their native language (Marsh, 2012:1). A range of methods and approaches are often used to introduce new language and a variety of classroom management techniques are employed to maximize practice opportunities (Marsh, 2012:1).

To solve the problem, the writer used Blended Learning model which was used in teaching Listening skill. Blended learning can be defined as the combination of face-to-face learning and classroom learning. Watson (2012:6) defines Blended Learning as the integration of face to face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology. Beside that, Blended learning assumes the continued use of face-to-face teaching as a basic building block of the learning experience, enriched and enhanced by the integration of the internet and other teaching and learning technologies into studies undertaken both in and out of the classroom (Marsh, 2012:8). This integration should happen with the mediation and support of the teacher and, as with any materials used, should reflect and work toward the learning aims and needs of all learners (Marsh, 2012 :8).

There are some lecturers who have conducted a research on Blended learning. One of them is Sjukur. Sjukur (2012:3) assumes that there is a difference in learning motivation of the students taught using Blended learning compared to those taught using conventional learning. Sriyanti (2012:1) states Blended Learning model could enhance students' achievement in learning solid physics in physics department. Her research consisted of some cycles and each cycle consisted of several steps.



In Blended Learning model, students do not only study through the explanation from their teacher in the classroom but also they will discover their learning by themselves and communicating and discussing with their friends. Beside that, students can learn online via laptop, tablet PCs or Ipad. This model will allow students to study independently, build their knowledge via online, and clarify teacher's explanation via online. This paper is different with other papers because this paper focuses on language teaching and there will be two type of blended learning which will be implemented in this research; flipped model and lab rotation model.

This paper, therefore, was aimed at 1) finding out how Blended Learning model was implemented to improve students' comprehension, 2) finding out how Blended Learning model can improve students Listening comprehension, 3) finding out students response toward the implementation of Blended learning in Listening class.

## **REVIEW OF RELATED LITERATURE**

### **Blended Learning**

There are many experts who try to define Blended Learning. Marsh (2012:3) says that Blended Learning refers to a mixing of different learning environments. The phrase has some specific meanings based upon the context in which Blended learning is used. Blended Learning model will give students and teachers or instructors a potential environment to learn and teach more effectively. Therefore, Blended learning model used in teaching and learning assumes the continuous use of face-to-face teaching and learning as a fundamental aspect of the learning experience by using the integration of the internet and other teaching and learning technologies into studies undertaken both in and out of classroom.

Blended learning, according to Innosight Institute, is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, pace or path (Balley, 2013:2). To distinguish it with virtual learning model, the definition of Blended learning is added at least limited at a supervised brick-and-mortar location away from home.

Watson (2012:4) states that Blended learning includes the integration of face-to-face and online learning to help enhance the classroom experience and extend

learning through the innovative use of information and communications technology. Blended strategies enhance students engagement and learning through online activities to the course curriculum, and improve effectiveness and efficiencies by reducing (Watson, 2012:4). Therefore, today Blended learning can refer to any combination of different methods of learning, different learning environment, different learning style. In other words, the effective implementation of Blended learning is essentially all about making the most of the learning opportunities and tools available to achieve the optimal learning environment.

Horn and Staker (2011:3) state that Blended learning is any times student at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, and pace. Therefore, Blended Learning model is not limited by classroom setting, but it also can be done wherever and whenever students are. It can be done in the classroom, students rest area, canteen, or wherever.

From the definition above, it can be summarized that Blended learning, in relation with English language teaching (ELT), is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials) (Banados, 2006:534). With reference to Blended learning in higher education, it has been defined as: a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training program which can improve learning outcomes and/or save costs (Banados, 2006: 534).

Blended Learning model has some strengths which can be elaborated below as stated by (Marsh, 2012:4):

- Provides a more individualized learning experience
- Provides more personalized learning support
- Supports and encourages independent and collaborative learning
- Increases students engagement in learning
- Accommodates a variety of learning style
- Provides a place to practice the target language beyond the classroom
- Provides a less stressful practice environment for the target language
- Provide flexibility study, anytime or anywhere, to meet learners need



- Helps students develop valuable and necessary twenty-first century learning skills.

From the definitions elaborated above, it can be concluded that Blended learning refers to a language course which combines a face-to-face teaching and learning with an appropriate use of technology. The term technology here refers to a wide scope of recent technologies such as laptop, tablet PCs, iPad, and others. Students use the technology not only in classroom setting but also out off classroom.

## Listening

Listening is one of skills in English beside speaking, reading and writing skill. Listening becomes fundamental skill by human being in order to acquire language. Without listening, human being cannot speak English and face miscommunication. Inability to listen correctly means inability to take part in communication.

The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language (Carter and Nunan, 2001:7). This definition of listening gives us information that listening is used by people to understand the meaning of spoken language and relate it to the real word. Listening becomes a channel in which students process language in real time – employing pacing, units of encoding and pausing that are unique to spoken language (Carter and Nunan, 2001:7).

Teaching listening involves the selection of input sources, the chunking of input into segments for presentation, and an activity cycle for learners to engage in. Carter and Nunan (2001:11) say that effective teaching involves:

- a. Careful selection of input sources (appropriately authentic, interesting, varied and challenging).
- b. Creative design of tasks (well-structured, with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing);
- c. Assistance to help learners enact effective listening strategies (metacognitive, cognitive and social);
- d. Integration of listening with other learning purposes (with appropriate links to speaking, reading and writing).

In Listening skill, there are two strategies which can be elaborated and used by teachers in teaching listening skill. The two strategies are bottom-up strategy and

top-down strategy. In bottom-up strategy, listening views listeners as tape recorder. While in top-down strategy, views listeners as model builder. Nunan (1991:17) said that the view of listeners as tape recorder suggests that the listener takes in and stores aural messages in much the same way as a tape recorder. The alternative to the listener as as tape recorder view, that of listener as active model builder, accords much more active role to listener as they construct an interpretation of a message as by utilising both bottom-up and top-down knowledge (Nunan, 1991:17). From the elaboration of the two strategies above, teachers can use one of the strategy which is appropriate with students condition.

Comprehension can be defined as the action or capability of understanding something. So if the word comprehension is combined with the word listening which becomes one noun phrase of listening comprehension it will refer to the understanding of the implications and explicit meanings of words and sentences of spoken language. Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language.

As Krashen as cited by Carter and Nunan (2001:8) said that comprehensible input was a necessary condition for language learning. In his "input hypothesis", Krashen says further development from the learner's current stage knowledge can only be achieved by the learner comprehending language that contains linguistic items (lexis, syntax, morphology)  $i+1$  (Carter and Nunan, 2001:8). Krashen claimed that comprehension is necessary in order for input because intake like language data that is assimilated and used to promote further development.

### **The Role of Teacher in Teaching Listening Skill**

In teaching Listening skill, there are some roles for teachers. The roles are used to activate students engagement through a way we set up tasks and build up students' confidence by helping them listen better than before. As stated by Harmer (2000:231) the roles are:

- Organizer

Teacher needs to tell students what their listening purpose is and give them clear instructions about how to achieve it.

- Mechine operator





Teacher in this role becomes operator in playing the audio or video. If teacher does not operate the machine, listening class will break.

- Feedback organiser

In this role, teacher should give feedback in Listening class. This role may happen in pre-listening, whilst, or post listening activity. By giving feedback, students will realize their mistake in understanding the audio.

- Prompter

When students have listened to a tape or a disk for comprehension purposes, teacher can have them listen to it again for them to notice a variety of language and spoken features.

### **Teaching Listening Using Blended Learning Model**

In using Blended Learning model, before coming to a classroom, students should respond to problems or materials which have been uploaded by teacher via online. This will give students background knowledge before coming to class. When students come to class, they have knowledge what will be taught in that meeting. In teaching Listening using Blended Learning model, teachers can use several sources from internet which is related to materials in teaching and learning process. The sources are like esl podcast, esllab, one stop English, English 100%, and others. Teacher lets students to study by themselves by finding audios they want to listen. After listening the audios, students can make summary what is the audio about.

## **METHOD**

### **Setting and Subject of Research**

This study was conducted at Islamic University of Nahdlatul Ulama (UNISNU) Jepara especially on English Education Department. The subject of this study was second semester of English Education Department students of UNISNU Jepara. The students consisted of 67 students which were divided into two classes. Each class consisted of 33 and 34 students.

### **Research Design**

This research stated that there were three problems statements which underlined this research. To answer these three questions, the writer used

Classroom Action Research as the research design. Action research was designed to bridge the gap between research and practice (Cohen, Manion, and Morrison, 2007:298). Action research models a process of reflective cycle on professional action (Wallace, 1998:12). The aim of action research is to solve the problems and make improvement of the teaching learning process in classroom. Beside that, action research is also used to investigate the major problem and how to solve the problem. This type of research has two approaches; individual and collaborative approach (Wallace, 1998:39). This study will be conducted collaboratively, in which the lecturer becomes single lecturer and was helped by two observers.

Action research develops through the self reflective spiral; planning, acting (implementing plans), observing, reflecting and then re-planing further implementation, observing, and reflecting (Cohen, Manion, and Morrison, 2007:300).

### **Data Collection and Analysis**

The data would be collected through four techniques; observation, interview, questionnaire, and students' listening test. Interview would be done for students. Interview for students would be used to explore students' feeling about the teaching technique which is used by teacher and to identify their problems faced by students. The data from interview would be analyzed and interpreted in order to find the problems faced by students.

Observation would be conducted to get the information of data about the situation in the classroom. The observation during the cycle was used to know what happens in the classroom. The data from observation would be recorded in the observation sheet and analyzed in order to explore the implementation of Blended Learning model in Listening class. Questionnaire would be given to students in order to gain the data about students' responses toward the implementation of Blended Learning model in Listening comprehension. The lecturer would use close questionnaire which consists of a group of statements which should be completed by students. The advantage of close questionnaire was that students could fill it easier and quicker. The questionnaire applied in this study would be given to students three times; at post cycle I, post cycle II, and post cycle III.

Students' test was used to measure students' achievement in each cycle. This test was given to know whether the implementation of Blended Learning model in Listening comprehension could improve students' comprehension.



## FINDING AND DISCUSSION

In this paper, there were two activities; pre-cycle and cycles. Pre-cycle was used to know initial condition of students before the lecturer began to implement blended learning model in listening comprehension. While in cycle activity was the implementation of blended learning model to improve students' listening comprehension.

### Pre-cycle

Pre-cycle was conducted before the cycles. In pre-cycle, there were two activities; observation and interview. The observation which was conducted before the cycle was to reveal real condition in the class and find the problems faced by students in listening comprehension class. The result of observation, which was gained, can be elaborated like the following:

- Materials which had been discussed in teaching and learning process were from tabtale application, Istorybook application and youtube.
- The strategy, which was used in teaching and learning process, was traditional method which only applied face-to-face teaching. It meant that the lecturer did not apply online strategy or Blended learning. This was why students could not improve their comprehension in listening skill because they were not given any sources from online websites.
- The activity which appeared during observation in classroom setting was only listening activity. It meant that students just only sit and listened to the audios played by lecturer. Lecturer did not involve other integrated skill in listening class. The integrated skill actually could improve students' understanding in listening because they did not only listened new words or expressions but also used it in real context.
- Students did not focus to the audio or movie (material) which was played during the observation.
- There were few students who participated in teaching and learning process especially in warming up phase.
- Lecturer did not maximize his role in teaching Listening; he did not give feedback to students after the audio had been played.
- There was no discussion activity after the audio was played. Discussion would attract students to participate in classroom after they listened to the audio.

- The weaknesses, which were found during conducted observation, were the lecturer did not use online activity, give online task, online sources or websites to improve their comprehension in Listening skill.
- The average score of Listening comprehension before cycles was 68,5. Their average score was low because they never practiced the Listening skill. This was still under passing grade; 80.

Through interview which was done could be summarized as following: 1) most students liked listening English materials, 2) the materials which were chosen by students are story, esl pod, lstorybook, and esl lab but they had no access to open it, 3) most students often found the materials via online, 4) the web addresses that they visited are [www.eslpod.com](http://www.eslpod.com), [www.youtube.com](http://www.youtube.com), [www.esllab.com](http://www.esllab.com), [www.english101.com](http://www.english101.com), [www.ted.com](http://www.ted.com), [www.britishcouncil.com](http://www.britishcouncil.com), and others, 5) the strategies, that were liked by students, were listen and focus, practice again, sit near speaker and concentrate more, 6) the difficulties which were faced by students in listening were the audio fast, unclear, confused, difficult, never hear the vocabulary, and others.

Based on the result from observation and interview could be found that students had difficulties in comprehending Listening material because they did not have any sources (audio or video or web) to enhance their comprehension. Besides that, the lecturer did not use appropriate learning strategy in Listening class. Therefore, Blended Learning model was implemented to improve students' comprehension in Listening skill.

## Cycles

There were three cycles in conducting this research. Each cycle was conducted after the information was found about students' initial condition in pre-cycle or previous cycle. Each cycle was consisted of two meetings and every meeting contained four cycles in action research. The description of stages in each cycle could be seen below:

- **Planning**

The planning of cycle one was preparing the materials either in the form of audio or video or online websites. Besides that, a handout was prepared which was used during the research was implemented. An evaluation was made to



measure students' comprehension after they listened the audio or video. Lesson study was made for each cycle. The activity in the planning consisted of making handout, designing a listening test, making a lesson plan, preparing observation sheet, and preparing a questionnaire.

- **Implementation**

The implementation of cycle one consisted of two activities; activity at home or it was called as Flip model and activity in the classroom or it was called as Lab Rotation model. These were the activities:

**Activity At Home (Flip Model)**

Lecturer gave a simple question or activity which was uploaded via online using face book the day before. Then student should give response or comment toward lecturer's simple question.

**In the classroom**

- Lecturer asked students to watch a video and discuss the video with him by answering short questions (warming up students' knowledge).
- Lecturer asked student to listen to material (new utterances) given by him.
- Lecturer asked students to listen two audios and answering some questions relating to the audios.
- Lecturer asked students to discuss the audios and analyze the questions based on the audios.
- Group work.
  - a. Group one: Students should get lecturer's explanation toward the material given by the lecturer.
  - b. Group two: Students should discuss a problem about the material given by lecturer.
  - c. Group three: Students should investigate and respond via online a problem about the material given by lecturer.
  - d. Lecturer asked student to listen to a feedback given by him.

- **Observation**

**Observation Cycle One**

Activity at home (Flip model) was implemented the day before student took a class. They should respond a simple question or activity given by

lecturer at their home. In implementing Flip model (activity at home), some students understood to give response toward a simple question given by lecturer. They could answer by using their own answer or opinion although some of their answers or opinions were difficult to be understood. Some students were enthusiastic in answering the simple question by lecturer. Although there were some students were still difficult in expressing their answer or idea. But there were still some students who did not give response toward lecturer's question.

Before lecturer began activities in the classroom, lecturer emphasized students understanding about the material which was posted by online (facebook). Lecturer explained the material which had been posted via online to students. Students followed lecturer explanation toward the material. After that, lecturer began activities in the classroom (Lab Rotation). Before implementing Lab Rotation model, lecturer asked students to do some activities as stated in lesson plan. Some students followed lecturer's instruction well. They focused when they watched a movie, listened to audios, and discussed some questions together. There were a few students who did not focus to lecturer's instruction.

In implementing Lab Rotation model in the classroom, most students brought their devices they had like laptop, tablet PC, or iPad. There were two students who did not bring one of the devices. Students were divided into three groups which did three different activities. Activity one was getting explanation from lecturer. Activity two was discussing a problem about the material given by lecturer. Activity three was investigating and responding via online a problem about the material given by lecturer.

In activity one, when lecturer explained the material to the group, some students were active in listening lecturer's explanation and asking some questions to lecturer, but some students did not focus to lecturer's explanation. In activity two where students should discuss a problem given by lecturer together, some students participated actively in expressing their opinion to the group but some students were still afraid in expressing their opinion. In activity three where students should do online activity, some students investigated the material given by lecturer and responded it via online. They could write their statements correctly and logically. Although some students still did not

understand how to respond well because they did not focus to lecturer's explanation and instruction.

### **Observation Cycle Two**

Flip model was implemented the day before student came to class. Students should respond a simple question or activity given by lecturer at their home via online. In implementing Flip model (activity at home), most students understood to give response toward a simple question given by lecturer. Students could answer by using their own simple and logical answer better than before. Most of students were enthusiastic in answering the simple question by lecturer. Although there were some students were still difficult in expressing their answer or idea. But there were still some students who did not give response toward lecturer's question.

Before lecturer began activities in the classroom, lecturer emphasized students understanding about the material which was posted by online (facebook) and explained how to respond correctly. Lecturer explained the material which had been posted via online to students. Students followed lecturer's explanation toward the material. After that, lecturer began activities in the classroom (Lab Rotation). Before implementing Lab Rotation model, lecturer asked students to do some activities as stated in lesson plan. Most students followed lecturer's instruction well. They focused when they listened lecturer's explanation watched a movie, listened to audios, and discussed some questions together. There were a few students who did not focus to lecturer's instruction.

In implementing Lab Rotation model in the classroom, all students brought their devices they had like laptop, tablet PC, or iPad. Students were divided into three groups which did three different activities. Activity one was getting explanation from lecturer. Activity two was discussing a problem about the material given by lecturer. Activity three was investigating and responding via online a problem about the material given by lecturer.

In activity one, when lecturer explained the material to the group, some students were active in listening lecturer's explanation and asking some questions to lecturer, but some students did not focus to lecturer's explanation. Overall, there were enthusiastic in answering the question. In activity two where students should discuss a problem given by lecturer together, most students participated actively in expressing their opinion to the group but few students were still shy in expressing their opinion. In activity three where students should do online activity, most of

students investigated the material given by lecturer and responded it via online. They could write their statements correctly and logically. Although few students still did not understand how to respond well because they did not understand about the instruction.

### **Observation Cycle Three**

Flip model was implemented the day before student came to class. Students should respond a simple question or activity given by lecturer at their home via online. In implementing Flip model (activity at home), all students gave response toward a simple question given by lecturer. Students could answer by using their own simple and logical answer better than cycle two. All students were enthusiastic in answering the simple question given by lecturer. Although there were few students could not express their answer or idea fluently.

Before lecturer began activities in the classroom, lecturer emphasized students understanding about the material which was posted by online (facebook) and explained how to respond correctly. Lecturer explained the material which had been posted via online to students. Students followed lecturer's explanation toward the material. After that, lecturer began activities in the classroom (Lab Rotation). Before implementing lab Rotation model, lecturer asked students to do some activities as stated in lesson plan. Most students followed lecturer's instruction well. They focused when they listened to lecturer's explanation, watched a movie, listened to audios, and discussed some questions together.

In implementing Lab Rotation model in the classroom, all students brought their devices they had like laptop, tablet PC, or iPad. Students were divided into three groups which did three different activities. Activity one was getting explanation from lecturer. Activity two was discussing a problem about the material given by lecturer. Activity three was investigating and responding via online a problem about the material given by lecturer.

In activity one, when lecturer explained the material to the group, all students were active in listening lecturer's explanation and asking some questions to lecturer. Overall, there were enthusiastic in answering the question. In activity two where students should discuss a problem given by lecturer together, all students participated actively in expressing their opinion to the group. There were no students who were still shy in expressing their opinion. In activity three where students should





do online activity, most of students investigated the material given by lecturer and responded it via online. They could write their statements correctly and logically.

• **Final Reflection**

Based on the observation which had been conducted, there were some reflections for cycle three. The reflections were:

- a) All students brought one of the devices like tablet PC, iPad, or laptop.
- b) In warming up section, all students were enthusiastic in responding lecturer’s simple question.
- c) When lecturer played the audios, all students focused on listening those audios.
- d) All students did online activity in Lab Rotation model.
- e) In feedback activity, students ask researcher to re-emphasize the material given.
- f) Students’ average score in cycle three (77) was higher than their score in pre-test (73).

**Discussion**

After conducting two cycles, the data was analyzed to answer problem statements which had been elaborated in the chapter one.

**1. Students’ Response**

There were six statements in the questionnaires that were related to the research question elaborated in the problem statements. The questionnaires were about the students’ response toward the implementation of Blended Learning model to improve students in Listening skill. The result of the questionnaire was shown in the tables as follows:

**The Questionnaires Result of Cycle I**

Statement	Students’ Answer			
	SA	A	D	SD
Statement 1	10%	46,4%	30%	0%
Statement 2	3,3%	30%	46%	4.00%
Statement 3	10,4%	36%	26,8%	4.00%
Statement 4	16,6%	23%	37,4%	7%
Statement 5	6,6%	26,6%	46,8%	11%
Statement 6	13,4%	26,6%	50%	3,4%

From the result of questionnaire conducted on cycle I it was found that most of students liked Listening as a part of language skill that should be mastered by students (it was proved with 46,4% students answered “agree” for statement number one). Unfortunately, they did not know how to implement Blended Learning model as an alternative strategy in enhancing students’ Listening comprehension (it was proved with 46% students answered “disagree” for statement number two). Moreover, they had positive view about the implementation of Blended Learning model in Listening comprehension (it was proved with 36% students answered “agree” for statement number three). By implementing Blended Learning model, only a few students could study Listening themselves by searching some materials from internet (it was proved with 37,4% students answered “disagree” for statement number four).

In implementing Blended Learning model, the tasks were given via online, and students could respond the tasks via online too. Unfortunately, most students could not respond it correctly. They were still confused how to respond it appropriately (it was proved with 46,8% students answered “disagree” option. Form questionnaire number six, it was found that students had positive sight that by studying Listening comprehension via online, they were many resources that could be got by students. It was proved with the students’ answer more than 50% students answered “disagree”.

### The Questionnaires Result of Cycle II

Statement	Students’ Answer			
	SA	A	D	SD
Statement 1	26,6%	63%	10%	0%
Statement 2	20%	56%	20%	4.00%
Statement 3	23%	53%	20%	4.00%
Statement 4	20%	60%	13%	7%
Statement 5	23%	33%	33%	11%
Statement 6	30%	40%	26,6%	3,4%

From the questionnaire number one conducted on cycle two, it was found that most of students liked Listening as a part of language skill that should be

mastered by students. it was proved with 63% students answered “agree” for statement number one and only 10% answered “disagree”. This result was higher that cycle one.

From the question number two, it was found that students knew the implementation of Blended Learning. They knew how to get more material from internet. It was proved with more than 56% students answered “agree”. This score was higher than questionnaire cycle two.

From the question number three, it was found that students had positive view with the implementation of Blended Learning in Listening class. This result was higher than result from questionnaire conducted on cycle one.

From questionnaire number four, it was found that more that 60% students answered “agree”. This implied that students could find some resources from internet which could support their learning in Listening comprehension.

From questionnaire number five, most of students still had difficulties in completing tasks given by lecturer via online. It was proved with 30% students answered “disagree” option.

From the questionnaire number six, it was found that students understanding about the materials getting from the internet was higher than the result of cycle one.

**The Questionnaires Result of Cycle III**

Statement	Students' Answer			
	SA	A	D	SD
Statement 1	56%	43%	-	-
Statement 2	43%	46%	10%	-
Statement 3	46%	46%	6,6%	-
Statement 4	40%	53%	6,6%	-
Statement 5	50%	43%	6,6%	-
Statement 6	43%	43%	13%	-

From the questionnaire number one conducted on cycle three, it was found that most of students liked Listening because mastering Listening was a key of mastering English. It was proved by 56% students answered strongly agree and no students answered disagree and strongly disagree. This score was the highest score if it was compared with other cycles.

From the questionnaire number two conducted on cycle three, it was found that most students knew how to do Blended Learning model in Listening class. Students did not only study at a brick and mortar room (classroom) but also they studied via online by facilitating some free websites. It was proved that students answered strongly agree 43% and agree 46%. This score was the highest score if it was compared with other cycles.

From the questionnaire number three conducted on cycle three, it was found that most students had positive view toward the implementation of Blended Learning model in listening class. Blended Learning model could be alternative strategy for students in learning Listening. Students would have more chance in learning by themselves by using Blended learning. It was proved that most students answered 90 % students answered strongly agree and agree and no students answered strongly disagree. This score was the highest score if it was compared with other cycles.

From the questionnaire number three conducted on cycle four, it was found that most students could study by themselves by using Blended learning because the model asked students to do online activity not only in a brick and mortar class. It was proved that most students answered 90 % students answered strongly agree and agree and no students answered strongly disagree. This score was the highest score if it was compared with other cycles.

From the questionnaire number three conducted on cycle five, it was found that most students could submit their tasks given by lecturer via online by using group of facebook (fun learning with UNISNU). Students were interested in fulfilling the task via online because it was new for them in their learning. It was proved that most students answered 50% students answered strongly agree and no students answered strongly disagree. This score was the highest score if it was compared with other cycles.

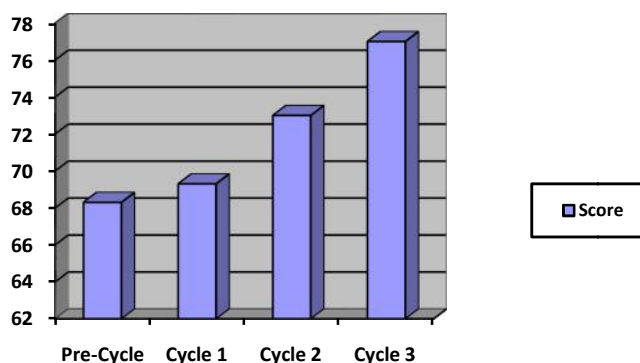
From the questionnaire number three conducted on cycle five, it was found that most students could improve their understanding and comprehending in

listening by using Blended Learning model. Students could play and listen to the material by opening the web suggested by lecturer via online such as I tune u, one stop English, ESL lab, and many others. It was proved that most students answered 90% students answered strongly agree and agree. No students answered strongly disagree. This score was the highest score if it was compared with other cycles.

## 2. Students' Achievement

From the data which were taken during the cycles, there was students' achievement in Listening comprehension if it were compared in each cycle. The improvement of students' Listening comprehension after implementing Blended Learning model can be identified from the students' score from cycle to cycle. The improvement of students' Listening comprehension is described like the following chart:

**Chart 1: Students' Score**



**Table 1: Students' Score**

Cycles	Average	Passing Grade	Note
Pre-cycle	68.3	75	Under Passing Grade
Cycle I	69.3	75	Under Passing Grade
Cycle II	73	75	Under Passing Grade
Cycle III	77	75	Complete

From the chart and the table above could be concluded that students score in cycle one (69.3) was higher than students score in pre-cycle (68.3) but it was under passing grade. Students' score in cycle two (73) was higher than students' score in cycle one (69.3) but it was still under passing grade. Students' score in the last cycle; cycle three was the highest score in Listening class. It meant that students had passed the passing grade as decided before. The students' score was 77, while the passing grade was 75.

In cycle one; students did not focus to the audios played when the test happened. They played themselves in the beginning of the test. So they lost a momentum in answering first questions.

In cycle two; students had concentrated since the beginning of the audio when it was played, but they had weaknesses in understanding some difficult words. They could not predict what the difficult word means. They could not connect it to the context of dialog which was played later.

In cycle three, students could implement listening strategy before doing Listening test. They read the question first before the test was begun. When the audio played, students could listen clearly and concentrate what the speaker in the audio spoke. They could predict the word that they did not know the exact meaning of the word. They could connect it to the context of the dialog.

## CONCLUSION

Blended Learning model could be implemented in classroom setting if there was a connection to the internet. Connection to the internet could be accessed through wifi (wireless connection) or using data packet. This model was implemented through two kinds of model; Flip model and Lab Rotation model. In Flip model, students studied listening not only in a brick and mortar class (classroom) but also through online activity. Before students came to the classroom, students should respond to the lecturer' task a day before. Beside Flip model, the lecturer also implemented Lab Rotation model which meant that while students were in classroom, students' activities were divided into three groups. One group had a lecturing with a lecturer, one group had small discussion with their friend, and the last group had online activity. These activities were cyclical activities when Lab Rotation model was implemented in Listening class.



Based on the research which had been conducted on two cycles, it was found that Blended Learning model could improve students' Listening comprehension although students' score in cycle two was still under passing grade (75). There was an improvement in students' score during the two cycles were done. Students' score in pre-cycle was 78,3, in cycle one 79,3, and in cycle two 73. In last cycle (cycle three), students' average score was 77. This score was higher than score in cycle two. It meant that students could improve their Listening comprehension using Blended Learning model.

From the questionnaire during the cycles, it was found that most of students had positive view toward the implementation of Blended Learning model in Listening class. It was proved with some statements in the questionnaire which represented some indicators. Most students liked learning listening as a part in language skills. They knew how to implement Blended Learning model in Listening class. Based on students' response toward the implementation of Blended Learning model, Blended learning model could improve students' listening skill was positive. By the implementation of blended learning model, students could study by themselves in learning listening. When a lecturer gave students tasks in Listening comprehension via online, students could fulfill the task and respond lecturer' task via online too. By the implementation of Blended Learning model, students could improve their understanding and comprehension because they could find many learning sources via online.

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