

ABSTRACT

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The integration of digital tools into English Language Teaching (ELT) has become increasingly crucial, particularly in enhancing students' listening skills in senior high schools. The shift toward blended learning combining traditional face-to-face methods with digital platforms has prompted numerous studies examining its effectiveness in improving students' listening comprehension. This study aims to systematically review and synthesize recent findings on the application of blended learning in teaching listening skills to senior high school students.

A Systematic Literature Review (SLR) method was applied, analyzing five peer-reviewed articles published between 2020 and 2024 sourced from Google Scholar. The review found that blended learning significantly supports the development of students' listening abilities by providing flexible access to authentic listening materials, interactive activities, and teacher feedback. In conclusion, blended learning serves as an effective approach for improving listening skills in secondary education. Future implementations should focus on the integration of diverse media and ongoing teacher support to maximize outcomes.