CHAPTER I

INTRODUCTION

1.1 Background of the Study

In an increasingly globalized era, proficiency in English has become essential for individuals who wish to compete in the job market. According to Edison (2010), English serves as a primary communication tool across various fields, ranging from education to international business. In Indonesia, although English has been integrated into the educational curriculum, many challenges still persist in the learning process and its application. The importance of English lies not only in the ability to speak and write but also in opening access to a wealth of information and opportunities available on a global scale. One of the critical skills in mastering the English language is listening, which is fundamental in understanding spoken language and fostering communication. Despite its importance, English listening skills are often overlooked in many traditional teaching environments in Indonesia, where teaching tends to focus more on grammar and reading comprehension (Rahman, 2016).

Blended learning, which integrates traditional face-to-face instruction with online learning components, has been increasingly adopted in Indonesian education as a means to address this gap. Blended learning allows students to access online materials, such as interactive audio and video resources, while also participating in classroom activities, creating a more comprehensive learning experience (Rusman, 2012). Méndez (2019) highlights the importance of blended learning in developing 21st-century skills. He argues that blended learning

facilitates the development of collaboration, communication, and problem-solving skills, which are essential in the modern workplace. This learning model provides an ideal platform for preparing students to face global challenges by combining traditional face-to-face instruction with online learning elements. As a result, students not only acquire theoretical knowledge but also practical skills that can be applied in real-world contexts, making them more prepared and competitive in the job market.

Moreover, research by Dewi (2019) on the implementation of blended learning in senior high schools in Indonesia also highlighted that students responded positively to the use of online resources, which enabled them to practice English listening skills more effectively. The integration of technology in education has also been encouraged by Indonesia's Ministry of Education to improve student outcomes (Kemdikbud, 2018), signaling a shift towards more modern and interactive teaching approaches.

Considering these developments, this study aims to examine the effectiveness of the blended learning method in improving students' English listening ability in an Indonesian high school setting. By doing so, this research hopes to provide insights into how modern pedagogical approaches can enhance language skills in the Indonesian educational context.

1.2 Problem Statement

Based on the background described above, the research questions can be formulated as follows:

a. What are the students' perceptions of the blended learning approach in developing their English listening skills?

b. What challenges do students face when using the blended learning method in learning English listening?

c. What is the advantage and disadvantage of using blended learnig?

1.3 Research Objectives

This research aims to achieve the following objectives:

a. To investigate students' perceptions of using blended learning to enhance their listening skills.

b. To identify the challenges students face in using the blended learning method for English listening activities.

c. To find out the advantages and disadvantages of using blended learning.

1.4 Operational Denifition

a. Effectiveness

Effectiveness is a measure that indicates the extent to which an activity, program, or action successfully achieves its predetermined goals. It focuses on the final outcome whether what was planned is actually accomplished or not. In this context, success does not always depend on how many resources are used, but rather on how accurately the activity produces the desired output. An action is considered effective if it is able to deliver an impact or

result that meets or exceeds expectations in terms of quantity, quality, and timeliness.

b. Blended Learning

Blended learning is an educational approach that combines traditional face-to-face teaching methods with online learning activities, allowing students to have greater flexibility and control over their learning process. This model integrates the advantages of direct interaction such as immediate feedback, discussions, and hands-on activities with the benefits of modern digital tools, such as interactive content, self-paced learning, and access from anywhere as long as there is an internet connection. Blended learning enhances student engagement, promotes active learning, and can be adapted to suit different learning styles and needs, making it a popular choice in today's modern education.

c. Listening

Listening is an active process of receiving, constructing meaning from, and responding to messages conveyed by a speaker to a listener. It is more than just hearing; it requires attention, interpretation, and understanding of the message delivered by the source. Effective listening is an essential skill in communication, as it helps build relationships, avoid misunderstandings, foster mutual understanding, and enhance learning between individuals. In language learning in particular, listening plays a vital role in the development of pronunciation, vocabulary, and overall comprehension.

1.5 Significance of the Research

It is expected that this study can be useful to the English teachers, English Education Department students, and other researchers.

a.   For the English teachers: This research is expected to give contribution to the English teachers that mind mapping technique is an alternative technique in teaching writing.

b.   For the English Education Department student: It is expected that they will be able to use this technique to fix the student's problems related to the listening ability.

c.   For other researchers: This research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

1.6 Scope of Research

This research focuses solely on analyzing the results from previous investigations into the Blended Learning Method and its impact on listening skills in English language learning for senior high school students.