



**THE IMPLEMENTATION OF BLENDED LEARNING IN TEACHING
LISTENING TO THE FIRST YEAR STUDENTS OF ENGLISH
EDUCATION DEPARTMENT AT UNIVERSITY
OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR 2015-2016**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By
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NPM: 11.1.01.08.0202

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, March 23th 2015

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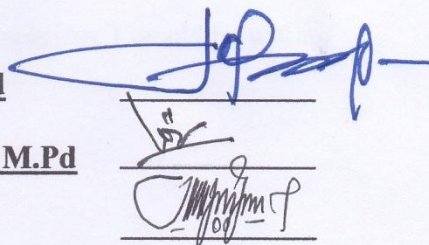
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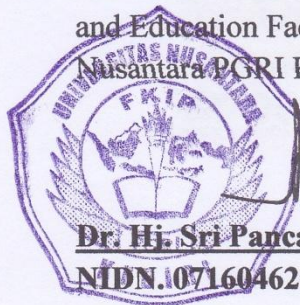
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THE IMPLEMENTATION OF BLENDED LEARNING IN TEACHING LISTENING TO THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2015-2016

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ABSTRACT

This study aimed to know how the implementation of blended learning in teaching listening to the first year students at University of Nusantara PGRI Kediri. The design of this study is descriptive qualitative research. The study attempted to focus on investigate the listening lecturer in uses blended learning method on develop students' listening skills. Blended learning is a new method that uses by the lecturer in listening class. Blended learning is combining method between online learning that use multimedia technology (Virtual classroom/ edmodo) and face to face learning classroom. It can gives positively affect to the students' learning and can be a source that helps the students to learn independently; therefore students can build their own knowledge and learning experiences. The results of this study indicated that implementation of blended learning in teaching listening through several steps: planning designing, implementing, and reviewing. The steps are used by the lecturer in developing students' listening skill. In other words, blended learning is effective learning in teaching listening to develop students' listening skill. The lecturer can solve the students' problem with a group discussion, in group discussion between students who are less concentrate may be assisted by other friends who understand.

Thus the researcher make a conclusion that implementation of blended learning in listening is effective and should be more developed again, so that students are more enthusiastic and interested to learn in listening subject.

Key words: listening skill, blended learning

I. BACKGROUND

Listening is the process of understanding speech in a second language and many people spend their time in listening. Nunan in Richards & Renandya (2002) defined listening is assuming greater and greater importance in foreign language classroom. In real condition many students like listening in their activity, by listening they transfer knowledge to get English well when they speak English. Listening remains one of the least understood processes in language learning (Kavaliauskiene, 2011:1). Moreover, listening is not only hearing but also understanding and interpret the meaning of the conversation, thus it can be developed through practice and need more than one in listening activity.

The students face problems with understanding the stream of words heard from the recording of native speaker. When the traditional way of practicing listening which is still used by the lecturer, it cannot give students enough help to acquire listening skill. The problem of this study is reflected in the low level of students' listening skills due to the lack of background knowledge in English language learning and the use of the listening activities in the class. So, this study the

lecturer uses blended method in activities listening to improve the students' listening skills in the English language course.

Blended method or blended learning is a combining between traditional method or face-to-face that apply inside the classroom with e-learning or outside the classroom. This method is effective in teaching listening, because learner not only study in the class but also outside the class, so they can practice listening skill continuously. Blended learning is a new method teaching listening to the first year students at University of Nusantara PGRI Kediri. Thus, it can help the students' problem in listening skill.

II. METHOD

This study was conducted on the lecturer and the students of English education department at University of Nusantara PGRI Kediri in the second semester of the academic year 2014/2015, especially A class. There were 28 students, 9 boys and 19 girls. This course is intermediate listening which is available to students in English department.

The study used the qualitative method to achieve its purpose. The design of the research was descriptive qualitative. Interview and observation

are instrument that uses the writer to get the data in the implementation of blended learning in teaching listening by the lecturer. The students' respond of the use blended learning in teaching listening was conducted by questionnaire and interview the lecturer.

In this study analyzed the data is during process get the data in the field, the writer use Miles and Huberman model in Sugiyono (2012:336-345). They mention that there are three ways to analyze the data. Those are data reduction, data display, and conclusion drawing or verification. The following is the explanation about them.

1. Data Reduction

Data reduction is collecting the general data into specific data, the data is chosen and selected based on the topic of the research. In this study the research focus on implementation of blended learning in teaching listening by the lecture. The data was got by the writer would be selected and marks the key point of data to get important data.

2. Data Display

The next step is data display. The data is organized to be an array that easy to understand. Miles and Huberman

also said that "the most frequent form of display data for qualitative research data in the past has been narrative text". So, with data display the writer easy to understand and explore what happen in the field and the writer can proceed to the next steps.

3. Conclusion Drawing/Verification

Finally the writer makes conclusion drawing or verification of the research. In this step the writer must explain the research clearly, so the research can be understood to the general public.

III. FINDING AND CONCLUSION

a. Finding

1) Results Related to the Implementation of Blended Learning in Teaching Listening to the First Year Students of English Education Department at University of Nusantara PGRI Kediri

The result of this study in the implementation on blended learning in teaching listening are includes four steps; the first is planning, in planning the lecturer must now about the students' situation and classrooms' condition, also the teaching learning support. Second is designing, the lecturer prepared

the lecturers' material, lecturers' recording, and virtual classroom. Third, implementing, here the lecturer prepares students to be ready for blended learning and guide the students in each of the activities in the classroom. Fourth is reviewing, the lecturer review the students' performance at the classroom, in this case the lecture gave feedback to the students about their problem during teaching and learning process. Learning material also must be reviewed by the lecturer, it easy or difficult for the students. So, lecturer can appropriate with the students' ability.

2) Results Related to the Student's Response toward the Implementation of Blended Learning in Teaching Listening

From the questionnaire the writer can taking conclusion that more positive response from students about implementation of blended learning in listening, they can learn enjoy in listening, from this table researcher found that more students choose strongly agree and agree than other choices from five option on the table. So researcher can describe that almost of student feel better on

blended than only listening in the classroom. Blended learning can grow up of motivated student to follow listening lesson and understanding the material. Besides that the students more active in listening activity because they can listen in continues, so when in the classroom they have background knowledge about the material.

From the observation also supported by the fact that some of students in the class has a good listening skill, for example, they always ready in study listening and they active in question-answer section in the class. The table shows the results of students' responses.

The results related of the study, showed that the implementation of blended learning in teaching listening was efficient to the first year students at University of Nusantara PGRI Kediri. In the term of preparation, even though the lecturer prepare the virtual classroom in "edmodo" as well as she could, it used to upload the material of listening then the students can take the material in every time and they can learn it in everywhere. Next,

in the term of process blended learning. Here, the lecturer had has become a facilitator for the students, she had monitored the students act and she had also done her role as a lecturer.

Related with the teaching learning activity, the lecturer had applied blended learning in teaching listening in the classroom. She had applied each step of blended learning such as planning, designing, implementing and reviewing. Dealing with the activities is applied in learning process, the activities done by the lecture appropriate with steps of blended learning. Planning is the first step of blended learning process; the lecturer must now about the students' situation and classrooms' condition, also the teaching learning support. In designing, the lecturer prepared the lecturers' material, lecturers' recording, and virtual classroom. Then in implementing, here the lecturer prepares students to be ready for blended learning and guide the students in each of the activities. The last in reviewing, the lecturer has four evaluating for the students (peer evaluation,

student experience, student learning, and self evaluation). All of them are used to improve student learning performance listening skill.

b. Conclusion

Based on the findings and discussions of this study, it can be concluded that the process implementing of blended learning are uses four steps, those are planning, designing, implementing, and reviewing. Through the steps, it can be showed that in differences of the students' behavior in listening activity. Listening activity in previously only done in the classroom but after the lecturer uses blended learning method, listening activity not only do in the class but also outside the class. The students have continued habitual in listening activity on their daily activity.

In addition, the results indicated that blended learning not only give influence to in students' listening skill but also in speaking skill. These results imply some suggestions to language lecturer in using different teaching approaches as students may prefer one over the

other, likes blended learning. In summary can be taken that by using blended in teaching listening bring positive sense to the lecturer and students, they can be more affective in teaching and learning process.

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