

CHAPTER1

INTRODUCTION

This chapter presents the research's introduction. It is divided into the following sections: background of the reserach, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of key terms. The background provides an overview of the research, while the other sections explain the scope, research questions, objectives, and contributions of the study.

1.1 Background of the Research

Schools are intricate and distinctive establishments. Their intricacy stems from the fact that, as organizations, they involve multiple interconnected aspects. Distinctiveness, on the other hand, means schools have particular traits that set them apart from other institutions. These traits endow schools with a unique identity, serving as venues for instruction and education while promoting human growth. Due to this intricate and distinctive makeup, schools demand a significant degree of coordination. Ultimately, a school's achievements hinge on the principal's success. Cahyaningrum (2020) argues that listening can be taught through its component skills.

Given that listening requires blending various skills like word recognition, spotting emphasized words and word clusters, intonation, stress, body language, and pertinent elements in the context to derive meaning by drawing on prior knowledge, educators can craft targeted learning exercises and select appropriate methods to instruct students in listening. In teaching English, teaching skills play a vital role due to the communicative nature of the subject. English teachers are expected to be able to create a learning environment that encourages students to

participate and interact, thereby focusing on the students and encouraging them to actively use the language being learned.

This requires teachers to have several pedagogical skills, such as asking questions well, providing support, harmonizing teaching methods, explaining material well, and managing interactions in the classroom. One of the important pedagogical competencies in supporting classroom teaching is mastery of basic teaching skills. Basic teaching skills refer to a set of core instructional skills that form the basis of teaching practice Sugihartini et al. Generally, basic teaching skills consist of eight components: questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing lesson skills, small group discussion skills, classroom management skills, and small group and individual teaching skills. These components are interrelated and function as a unified set of skills in classroom instruction. The use of one component often requires the support of other components. Therefore, comprehensive mastery of all eight basic teaching skill components is necessary to support meaningful and interactive learning activities.

SMA Negeri 1 Kepenuhan Hulu was chosen as the research site due to its well-established reputation in. Furthermore, the school exhibits a high standard of educational quality, as evidenced by its students' consistently strong achievement in national examinations. The choice of teaching techniques should be in accordance with the overall instructional approach applied in the classroom. Brown (2020) defines techniques as specific classroom practices that are compatible with a particular method and, therefore, support a broader pedagogical approach. This perspective suggests that techniques constitute the concrete instructional activities that underpin the teaching and learning process within a lesson. In addition, Harmer (2020) notes that teachers utilize a range of techniques in teaching listening and individual teachers may

demonstrate personal preferences when selecting these techniques. Among the various techniques appropriate for listening instruction, seven are commonly employed.

One of the techniques frequently applied in listening instruction is the gap-fill activity. This technique requires learners to complete missing words in an incomplete paragraph or dialogue. It can be implemented by having students listen to an oral text delivered either directly by the teacher or through an audio recording, after which they fill in the blanks with suitable words. Through this activity, learners reconstruct meaningful sentences by supplying the missing information. In certain cases, teachers may provide hints, such as the base form of a verb that needs to be modified or the initial letter of the target word. Gap-fill activities can be used to assess various linguistic components, including vocabulary and grammar, and are particularly effective for measuring students' listening comprehension of specific lexical items.

Another technique that is especially appropriate for young learners is picture based listening activities. In this approach, students are asked to identify or interpret images and visual representations based on information provided orally by the teacher or through audio materials. This technique is generally carried out through several stages, during which teachers guide learners to comprehend spoken input and connect it with relevant visual elements. Picture cards are commonly used in this activity; however, digital images obtained from online sources may also be employed. In practice, the teacher reads a text related to the images, and students are required to identify the picture that corresponds to the spoken description. Educational games provide several advantages, as guessing activities can be adapted to various proficiency levels, age groups, and learning content, such as identifying names of people, objects, animals, places, occupations, and other categories. Moreover, guessing games serve as an engaging and motivating instructional tool that encourages active student participation, improves learners'

focus on the lesson topic, and helps minimize boredom during the learning process (Daulay & Asrul, 2021).

1.2 Identification of the research

1. Overall-reliance on audio-only, scripted materials scripted content lacks real world authenticity (e.g., natural pauses, accents,colloquialisms), making it hard for students to transfer skulls to daily communication.
2. No pre listening activation of prior knowledge: without connecting content to what studens already know, they struggle to predict or contextualize information, leading to passive listening and low comprehension.
3. Poor classroom acoustics (acheos, background noise) distorted sound makes audio unclear, causing frustration and preventing students from distinguishing key details, especially for those with weaker listening skills.

1.3 Limitation of the research

1. This study is confined to examining the techniques applied by English teachers in teaching listening within a blended learning environment at Grade XI of SMA Negeri 1 Kepenuhan Hulu.
2. The research concentrates exclusively on listening skills and does not address other English language competencies, including speaking, reading, and writing.
3. Furthermore, the participants involved in this study are restricted to English teachers and Grade XI students at SMA Negeri 1 Kepenuhan Hulu; therefore, the findings may not be generalized to other grade levels or educational institutions.

1.4 Formulation of the research

1. What are the teacher techniques used in teaching listening in a blended learning environment at class XI SMAN 1 Kepenuhan hulu?

1.5 Purpose of the research

1. To improve comprehension the teacher techniques are used in teaching listening in a blended learning environment at class XI SMA Negeri 1 Kepenuhan hulu

1.6 Significance of the research

1. For English Teachers

This study is expected to provide English teachers with insights into effective techniques for teaching listening skills within a blended learning environment, which may support them in selecting and implementing appropriate instructional strategies.

2. For Students

The findings of this research are anticipated to contribute to the improvement of students' listening comprehension through the use of suitable and engaging teaching techniques.

3. For Future Researchers

This research may serve as a useful reference for future researchers who intend to explore further studies related to listening instruction techniques or the implementation of blended learning in English language education.

1.7 Definition of key Term

1. Teachers' Techniques

According to Edward Anthony (2023), Teaching techniques are the concrete classroom activities carried out by teachers, which align with a particular method and are consistent with the underlying approach.

2. Teaching Listening

According to David Nunan (2022), Teaching listening Listening is an active skill that requires learners to construct meaning from spoken language, rather than merely receiving sounds.

3. Blended Learning Environment

According to recent studies (2024), teaching listening involves an active process in which learners construct meaning from spoken language rather than merely receiving sounds.

4. Listening Skills

According to recent research (2024), listening skills refer to students' competence in understanding, interpreting, and responding appropriately to spoken English in various instructional contexts.

5. Grade XI Students

Based on current educational frameworks (2025), Grade XI students are learners in the second year of senior high school who participate as research subjects in this study.

CAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that might be associated with the research. The researcher explains several theories related to this research. The researcher receives the concept from other applicable resources. This chapter includes an evaluation of related theories, an overview of associated findings and conceptual framework.

2.1 Rivew of Related Theories

Listening is a core component of English language learning. Brown (2020) explains that listening is an active process through which learners interpret spoken language by applying their linguistic knowledge and understanding of context. Teaching listening focuses on assisting students in comprehending spoken English through a variety of activities designed to develop their ability to recognize sounds, vocabulary, intonation patterns, and meaning. Consequently, effective listening instruction requires the use of suitable techniques that actively involve learners and enhance their comprehension.

2.1.1 Teaching Listening

Listening is regarded as a fundamental skill in English language learning and functions as a basis for the development of other language abilities. Many scholars emphasize the importance of listening in language acquisition, as it allows learners to receive and process linguistic input before producing language. Brown (2020) describes listening as an active and complex process in which learners construct meaning from spoken language by utilizing their knowledge of

sounds, vocabulary, grammar, and contextual cues. This perspective highlights that listening involves more than simply hearing sounds; it requires active cognitive engagement.

In a similar view, Rost (2020) defines listening as a process that involves receiving, interpreting, and responding to spoken messages. He explains that effective listening requires the integration of bottom-up processes, such as identifying sounds and words, and top-down processes, such as using background knowledge and contextual understanding to interpret meaning. Consequently, teaching listening should aim to develop learners' ability to process spoken language at various levels.

Harmer (2020) states that teaching listening entails providing learners with meaningful exposure to spoken English and guiding them to comprehend the conveyed messages. He emphasizes the importance of incorporating pre-listening, while-listening, and post-listening activities to support learners' understanding. Through these stages, teachers can activate learners' prior knowledge, direct their focus during listening, and reinforce comprehension after the listening activity.

Furthermore, Richards (2018) explains that the objective of teaching listening is to assist learners in developing effective listening strategies, such as predicting content, identifying essential information, and inferring meaning from context. He stresses that listening instruction should not merely assess learners' comprehension but also train them to become effective listeners. Therefore, teachers need to design instructional activities that encourage students to listen actively and strategically.

Additionally, Nation and Newton (2020) argue that listening instruction should expose learners to a variety of spoken input, including different accents, speech rates, and language

variations. They emphasize that the use of authentic listening materials is crucial in preparing learners for real-life communication. As a result, teachers must carefully select listening materials that match students' proficiency levels while still offering adequate challenges.

Moreover, Field (2019) points out that teaching listening requires addressing learners' common difficulties in processing spoken language, such as problems with recognizing words, understanding rapid speech, and identifying reduced forms. He suggests that teachers should employ listening techniques that help learners notice and practice these aspects of spoken English, enabling them to gradually improve their listening accuracy and confidence.

In the context of English as a Foreign Language (EFL), teaching listening is particularly important due to learners' limited exposure to English outside the classroom. Vandergrift and Goh (2021) emphasize that listening instruction in EFL contexts should focus on developing learners' metacognitive awareness, including the abilities to plan, monitor, and evaluate their listening processes. This approach supports learners in becoming more autonomous and effective listeners.

Teaching listening can be defined as a structured instructional process aimed at enhancing learners' ability to comprehend spoken English through meaningful exposure, strategic guidance, and guided practice. It involves not only providing appropriate listening materials but also applying effective teaching techniques that promote learners' engagement and understanding. Therefore, teaching listening plays a significant role in improving learners' overall language proficiency and communicative competence.

2.1.2 Blended Learning

1). Charles R. Graham (2006)

Graham describes blended learning as an educational approach that integrates traditional face-to-face classroom instruction with online or computer-based learning. He argues that blended learning should not be understood as a mere combination of two separate teaching modes; instead, it is a carefully structured integration intended to maximize the advantages of both in-person and digital instruction. In this model, direct interaction between teachers and students remains essential for fostering conceptual understanding and developing social connections. At the same time, digital technologies are employed to enhance flexibility, expand access to instructional materials, and encourage learner autonomy. Thus, blended learning is designed to produce a more effective, efficient, and relevant educational experience that responds to the demands of the modern digital era.

2). Randy Garrison & Norman D. Vaughan (2008)

Garrison and Vaughan conceptualize blended learning as a purposeful and meaningful integration of face-to-face and online learning experiences aimed at creating a transformative learning environment. They highlight that blended learning goes beyond simply combining classroom teaching with internet-based activities. Rather, it involves a deliberate instructional design that seeks to improve interaction, promote critical thinking, and strengthen collaboration among students. In their view, this approach allows learners to actively participate in both in-class discussions and online forums, which support deeper reflection and understanding. Therefore, blended learning is considered an effective strategy for enhancing student engagement and fostering greater responsibility in the learning process.

3). Curtis J. Bonk & Charles R. Graham (2006)

Bonk and Graham define blended learning as an instructional model that merges conventional teaching methods with internet-based technologies to enhance students' academic achievement. They explain that this approach enables educators to incorporate diverse digital resources, such as multimedia content, online discussion platforms, and virtual learning systems, while preserving the valuable interpersonal interaction found in traditional classroom settings. Furthermore, they emphasize that blended learning provides greater flexibility in terms of time and location, allowing learners to study according to their own pace and specific learning needs.

4). Horn & Staker (2015)

Horn and Staker describe blended learning as a structured educational model in which students participate in both online learning and face-to-face instruction. In this model, learners have a certain degree of control over aspects such as time, place, learning pathway, or pace when engaging in online activities, while also attending supervised sessions in a physical classroom. They underline that this approach supports learner autonomy and encourages a more personalized and student-centered educational experience.

2.2 Teacher Techniques in Teaching Listening

The concept of technique in language teaching refers to the specific classroom practices, procedures, and instructional strategies applied by teachers to accomplish defined learning goals. Techniques represent the practical execution of teaching principles within actual classroom contexts. Within the framework of language teaching theory, techniques are interconnected with approaches and methods and function as their practical realization.

According to Edward Anthony (1963), a technique is the direct classroom application of a method. He distinguishes among approach, method, and technique by explaining that an approach consists of theoretical beliefs about the nature of language and how it is learned, whereas a method refers to an organized plan for presenting language material systematically. Techniques, therefore, are the concrete classroom activities and procedures that operationalize a particular method. Consequently, the techniques selected by teachers should align with the approach and method that guide their instruction.

Similarly, H. Douglas Brown (2001) describes technique as a broad range of classroom exercises, activities, and instructional tasks employed to achieve specific lesson objectives. He highlights that techniques are visible and practical teaching actions that support the learning process. In contrast to approaches and methods, which are largely theoretical in nature, techniques are tangible practices implemented directly in classroom settings.

Moreover, teaching techniques demonstrate a teacher's professional skills and creativity in organizing classroom interaction. They influence how instructional materials are delivered, how learners engage in activities, and how educational targets are accomplished. To be effective,

techniques must correspond to students' characteristics, such as their learning preferences, proficiency levels, and academic needs, as well as the specific teaching context.

Teacher techniques can be defined as practical instructional strategies and systematic classroom procedures utilized to promote effective and efficient student learning. Their application significantly contributes to the overall success of the teaching and learning process, especially in the development of language skills such as listening.

2.2.1 Definition of Teaching Techniques

Teaching techniques constitute a fundamental element of the teaching and learning process, as they represent the most concrete and observable form of classroom instruction. Teaching techniques can be understood as the specific learning activities, instructional procedures, and practical actions implemented by teachers to achieve predetermined learning objectives. In contrast to approaches and methods, which are more theoretical in nature, teaching techniques focus on the actual practices carried out by teachers and students during classroom interaction. Therefore, teaching techniques play an important role in transforming theoretical concepts into practical classroom application.

Brown (2020) defines teaching techniques as specific classroom tasks and activities used to implement particular teaching methods and approaches. He emphasizes that techniques serve as practical manifestations of teaching methods, reflecting how theoretical principles are realized in instructional practice. This definition highlights the flexible nature of teaching techniques, allowing teachers to adjust and modify classroom activities according to students' needs, learning goals, and classroom situations.

In line with this view, Richards and Rodgers (2019) state that teaching techniques refer to the classroom procedures and activities designed to accomplish instructional objectives. They explain that techniques operate at the classroom level and are closely associated with lesson planning and classroom management. Through appropriate techniques, teachers are able to organize learning activities systematically and guide students toward achieving targeted learning outcomes.

Harmer (2020) explains that teaching techniques involve the practical decisions teachers make regarding the presentation and execution of learning activities in the classroom. These techniques may include activities such as drills, discussions, role plays, listening exercises, and interactive tasks. Harmer emphasizes that effective teaching techniques should promote active student involvement and create meaningful learning experiences. This perspective highlights the importance of selecting techniques that are engaging and appropriate to students' language proficiency levels.

Moreover, Larsen-Freeman and Anderson (2021) describe teaching techniques as instructional practices that reflect teachers' beliefs, experiences, and understanding of language learning. According to them, teaching techniques are influenced by teachers' pedagogical knowledge and professional judgment. This view suggests that teaching techniques are not merely routine activities but are shaped by teachers' teaching philosophies and awareness of learners' characteristics.

In the field of language education, teaching techniques hold particular significance because language learning requires continuous practice and meaningful interaction. Nation and Macalister (2020) argue that effective teaching techniques should provide learners with

opportunities to receive language input, process meaning, and produce language output. Through well-designed techniques, students can practice language skills in communicative and realistic contexts, which supports successful language acquisition.

Furthermore, teaching techniques are dynamic and dependent on context. Richards (2018) explains that teachers need to adapt their techniques based on various factors, such as students' learning styles, class size, availability of teaching resources, and learning environments. This adaptability is especially crucial in contemporary educational settings, including blended learning environments, where teachers are required to integrate face-to-face instruction with online learning activities.

2.3 Types of Techniques in Teaching Listening

Teaching listening requires the application of suitable instructional techniques to enable learners to comprehend spoken language effectively. Listening is a multifaceted language skill that involves identifying sounds, understanding vocabulary, interpreting meaning, and responding appropriately to oral input. For this reason, scholars emphasize that listening instruction should incorporate a range of techniques that accommodate different listening objectives and varying levels of learners' comprehension.

Brown (2020) explains that listening techniques should be developed to support learners in processing spoken language through both bottom-up and top-down processes. Bottom-up processing focuses on the recognition of sounds, words, and grammatical elements, whereas top-down processing involves using contextual clues and prior knowledge to construct meaning. Based on this viewpoint, a variety of listening techniques are widely utilized in English language teaching.

2.3.1 Techniques in Teaching Listening in a Blended Learning Environment.

In recent years, blended learning has gained significant attention as an effective instructional model in English language education. Blended learning can be defined as an educational approach that combines face-to-face classroom instruction with online learning activities supported by digital technology. Scholars note that this model provides greater flexibility, broader access to learning resources, and opportunities for individualized learning. Within the context of teaching listening, blended learning requires teachers to employ appropriate instructional techniques that can be effectively implemented in both traditional classroom settings and online learning environments.

Teaching listening in a blended learning context requires careful planning and adaptation of instructional techniques. Listening is a complex language skill that involves the real-time processing of spoken language, including the recognition of sounds, understanding of vocabulary, awareness of grammatical structures, and interpretation of meaning. For this reason, experts emphasize that listening instruction in blended learning environments should integrate conventional listening techniques with technology-based strategies to enhance students' comprehension and engagement.

Recent educational scholars argue that blended learning allows teachers to expand listening instruction beyond the limitations of the physical classroom. Richards (2022) explains that blended learning facilitates the delivery of listening activities through various modes, such as teacher-guided instruction, independent online practice, and interactive digital tasks. This integration enables learners to experience repeated exposure to listening materials, which is a crucial factor in developing effective listening proficiency.

2.3.2 Factors Influencing the selection of Teaching Techniques

The selection of teaching techniques is a fundamental element of effective instruction, as it has a direct impact on students' learning experiences and academic achievement. Teaching techniques should not be selected randomly; instead, they must be determined through careful consideration of various pedagogical and contextual aspects. Scholars agree that the use of appropriate teaching techniques enables teachers to deliver learning materials more effectively and to respond to learners' needs within particular instructional settings.

One major factor influencing the choice of teaching techniques is students' language proficiency level. Brown (2020) explains that learners at different levels of proficiency require different types of instructional techniques. Beginner learners generally need more structured and teacher-guided techniques, such as repetition, imitation, and basic listening activities. In contrast, intermediate and advanced learners benefit from more complex and communicative techniques that promote critical thinking and learner autonomy. Therefore, teachers are required to adjust their teaching techniques in accordance with students' language abilities to ensure effective learning.

Another significant factor is the learning objectives or instructional goals. Richards and Rodgers (2019) emphasize that teaching techniques should be closely aligned with lesson objectives. For instance, when the objective is to develop students' ability to understand the general meaning of spoken texts, techniques such as listening for gist are considered appropriate. Conversely, when the goal is to enhance detailed comprehension, techniques such as listening for specific information or gap-filling activities are more suitable. This alignment ensures that the selected techniques directly support the achievement of learning outcomes.

Classroom conditions and learning environments also strongly influence the selection of teaching techniques. Harmer (2020) points out that factors such as class size, time allocation, and the availability of classroom facilities affect the feasibility of implementing certain techniques. For example, in large classes, teachers may choose techniques that are easier to manage and monitor, whereas smaller classes allow for more interactive and individualized instructional activities. In blended learning environments, teachers must also consider both face-to-face and online learning contexts when determining appropriate techniques.

In addition, the availability of teaching media and technological resources plays an important role in technique selection. Nation and Macalister (2020) argue that effective teaching techniques should be supported by suitable learning materials and resources. In listening instruction, the availability of audio recordings, videos, and digital platforms significantly influences the choice of techniques. Within blended learning contexts, teachers need to take into account students' access to technology, internet connectivity, and familiarity with digital tools to ensure that the selected techniques can be implemented successfully.

2.3.3 The Role of Teachers Techniques in Developing students Listening Skills.

Teachers' instructional techniques play a crucial role in enhancing students' listening skills, as they directly affect the ways learners process, comprehend, and respond to spoken language. Listening is not a passive activity; instead, it requires active cognitive involvement, including the recognition of sounds, understanding of vocabulary, processing of grammatical structures, and interpretation of meaning. For this reason, scholars emphasize that the effectiveness of listening instruction is largely determined by the teaching techniques applied by teachers during the instructional process.

Brown (2020) explains that effective teaching techniques support the development of both bottom-up and top-down listening processes. Bottom-up processing involves identifying sounds, words, and grammatical forms, while top-down processing requires learners to use prior knowledge and contextual information to construct meaning. By employing appropriate techniques, teachers can help students balance these processes, enabling them to achieve better comprehension of spoken texts.

Harmer (2020) argues that teachers' techniques provide structured listening experiences that gradually improve students' listening abilities. Techniques such as listening for gist and listening for specific information train learners to listen with different purposes. When these techniques are implemented consistently, they help students build confidence and reduce anxiety when listening to spoken English, particularly in foreign language learning contexts.

Moreover, Richards (2018) highlights that teachers' techniques play a significant role in developing students' listening strategies. Effective listening instruction should go beyond assessing comprehension and focus on teaching learners how to listen. Through carefully planned techniques, teachers can assist students in developing strategies such as predicting content, identifying important information, and inferring meaning from context. These strategies contribute to learners' independence and effectiveness as listeners.

Nation and Newton (2020) emphasize that teaching techniques are essential in providing learners with sufficient exposure to spoken language. Techniques such as extensive listening and the use of authentic audio-visual materials expose students to a variety of accents, speech rates, and language forms. This exposure supports the development of listening fluency and prepares learners for communication in real-life situations.

In addition, Larsen-Freeman and Anderson (2021) point out that teachers' techniques significantly influence students' motivation and engagement in listening activities. Engaging techniques, including interactive listening tasks, multimedia-based activities, and collaborative exercises, encourage active participation in the learning process. Increased engagement leads to greater attention and effort, which are key factors in improving listening skills.

Vandergrift and Goh (2018) also emphasize the importance of teachers' techniques in fostering learners' metacognitive awareness in listening. By applying techniques that encourage learners to plan, monitor, and evaluate their listening processes, teachers help students become more aware of how they listen and how they can enhance their comprehension. This metacognitive approach has been shown to contribute significantly to the development of listening skills.

In blended learning environments, teachers' techniques become even more critical. Richards (2022) notes that the integration of face-to-face and online listening activities allows teachers to extend listening practice beyond the classroom setting. Through blended learning techniques, students are provided with opportunities for repeated listening, self-paced practice, and independent learning, all of which support the improvement of listening proficiency.

2.3.4 Review of Related Findings

A review of related findings, often referred to as a review of previous studies, constitutes a fundamental element of scholarly research. It involves examining and evaluating earlier investigations that are closely connected to the topic under study. The main objective of this section is to determine the similarities, differences, limitations, and contributions of prior studies in relation to the present research.

According to John W. Creswell (2014), a literature review is a comprehensive written account of academic sources such as journal articles, books, and research reports that summarize and critically assess existing studies on a particular subject. It functions to position the current research within the broader body of knowledge and to justify its relevance and significance.

In the same vein, Fred N. Kerlinger (2020) explains that examining previous research enables scholars to gain an understanding of what has already been explored, prevent unnecessary repetition, and recognize areas that require further inquiry. This process also contributes to clarifying research problems and reinforcing the theoretical basis of the study.

Moreover, Donald Ary et al. (2020) argue that reviewing earlier findings provides an opportunity to analyze and compare aspects such as research design, instruments, participants, and outcomes. Through such comparison, researchers can demonstrate how their study either supports, expands upon, or differs from existing work.

Additionally, a review of related findings goes beyond merely describing past studies; it involves critical analysis and synthesis of information. By identifying research gaps, methodological limitations, or inconsistent conclusions, the researcher can establish a clear justification for conducting the current study. This analytical process highlights the originality and scholarly contribution of the research.

Therefore, in the context of this study, the review of related findings refers to a structured and critical examination of previous research concerning teacher techniques in

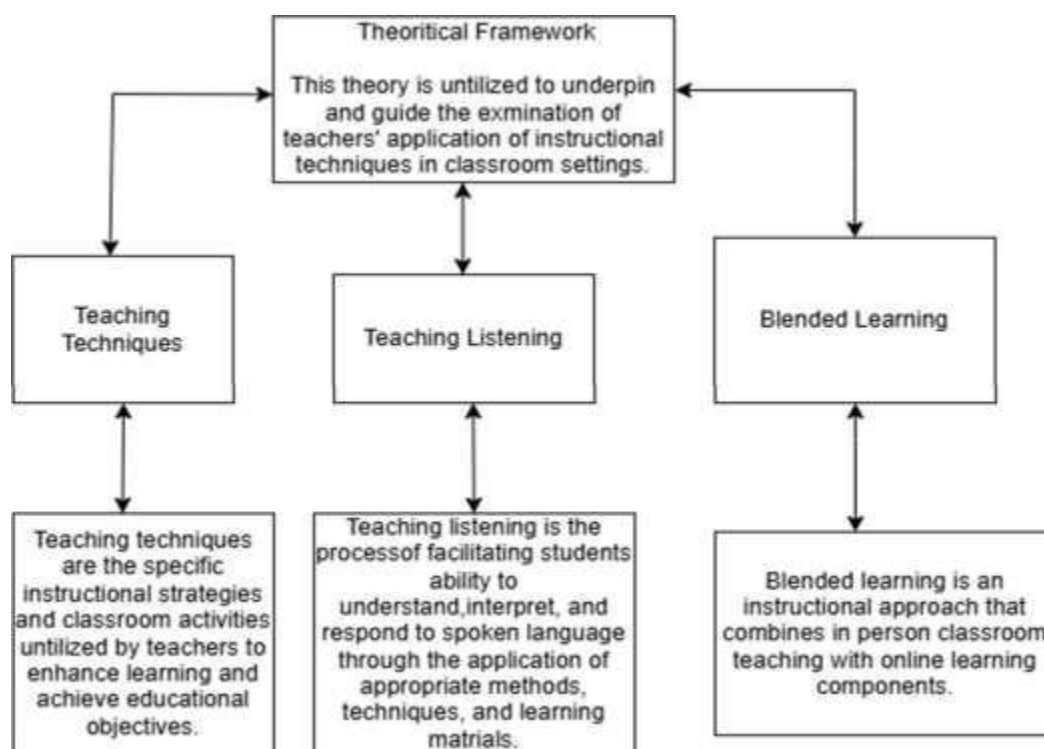
teaching listening within blended learning environments. Its purpose is to reveal existing gaps and to clarify how the present research adds meaningful insight to the field.

2.4 Conceptual Framework

A conceptual framework refers to an organized set of ideas, assumptions, and theories that serves as a foundation for conducting a research study. It clarifies the relationships among the key variables and offers a structured way to understand how the research problem will be examined. As stated by John W. Creswell, a conceptual framework outlines the main concepts involved in a study and explains how they are interconnected. In line with this, Sugiyono explains that a conceptual framework represents the relationships between variables based on relevant theoretical perspectives.

Figure 1. Conceptual Framework

A conceptual framework references refers to an organized set of ideas, assumptions, and theories that serves as foundationn



Based on the conceptual framework, the researcher aims to ascertain the underlying theoretical framework, analyze the teacher's techniques, examine the listening teaching techniques, and explore the implementation of blended learning in the classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methodology applied in the present study. It describes the research design, research setting and duration, research subjects and objects, sources of data, data collection techniques, research instruments, data analysis procedures, data trustworthiness, research stages, and ethical considerations. The methodological framework is intended to ensure the collection of valid and reliable data for the purpose of analyzing teacher techniques in teaching listening skills within a blended learning environment of Class XI at SMA Negeri 1 Kepenuhan Hulu.

3.1 Research Design

This study employed a qualitative descriptive research design. Qualitative descriptive research seeks to describe and interpret phenomena as they naturally occur in real-world settings, without any manipulation of variables. This design was selected to examine and explain the techniques applied by the English teacher in teaching listening skills within a blended learning environment. Rather than focusing on statistical measurement of effectiveness, this research emphasizes understanding how teaching techniques are implemented in both face-to-face and online learning contexts.

3.2 Setting of the Research

This research was conducted at SMA Negeri 1 Kepenuhan Hulu, located in the Kepenuhan Hulu District. The study concentrated on Class XI students and was carried out within the context of English teaching and learning activities, with a specific emphasis on listening instruction. The research took place during the academic year in which blended learning was implemented at the school.

3.3 Population

The population of this study comprised students at SMA Negeri 1 Kepenuhan Hulu who participated in the English learning process, particularly in listening activities conducted through a blended learning environment.

3.4 Sample

The participants in this study were 26 students from Class XI at SMA Negeri 1 Kepenuhan Hulu. The data were obtained through a 15-item questionnaire developed to explore the students' perceptions of the teacher's techniques for teaching listening within a blended learning environment. The questionnaire utilized a five-point Likert scale, ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), to Strongly Disagree (SD)

3.5 Instrumentation of The Research

In this research, the researcher utilized several instruments to gather the data needed for the study. These instruments were developed to investigate the techniques employed by the teacher in teaching listening through a blended learning environment among Class XI students at SMA Negeri 1 Kepenuhan Hulu. The instruments used for data collection included a questionnaire, classroom observation, and interview.

3.5.1 Observation

Observation is a data collection technique in which the researcher systematically watches and records behaviors, activities, and interactions as they naturally occur in the research setting. According to Creswell (2021), observation involves the direct

examination of participants' actions and events in their natural environment to gain an in-depth understanding of the phenomenon being studied. This technique allows researchers to capture real situations without manipulating the learning process.

3.5.2 Documentation

Documentation is a data collection technique that involves collecting and analyzing written or visual materials relevant to the research objectives. According to Creswell (2021), documentation includes official records, written texts, audio-visual materials, and digital files that can provide valuable information to support qualitative research findings. This technique is useful for strengthening data obtained from other methods and for providing factual evidence of the research process.

3.5.3 Questionnaire

The questionnaire was developed to explore students' perceptions of the teacher's techniques in teaching listening as well as the implementation of blended learning in English classes at SMA Negeri 1 Kepenuhan Hulu. It consists of 15 statements organized into three main indicators. The first indicator, Analysis of Teacher Techniques (Items 1–5), aims to examine students' views regarding the techniques employed by the teacher during listening instruction. The second indicator, Teaching Listening (Items 6–8), focuses on students' learning experiences, participation, and understanding during listening activities. The third indicator, Blended Learning (Items 9–15), is intended to investigate students' perceptions of the use and effectiveness of blended learning in supporting listening instruction. Each participant was required to select one response for every statement based on a five-point Likert scale, which represents the level of agreement with each statement.

3.6 Technique of Collecting The Data

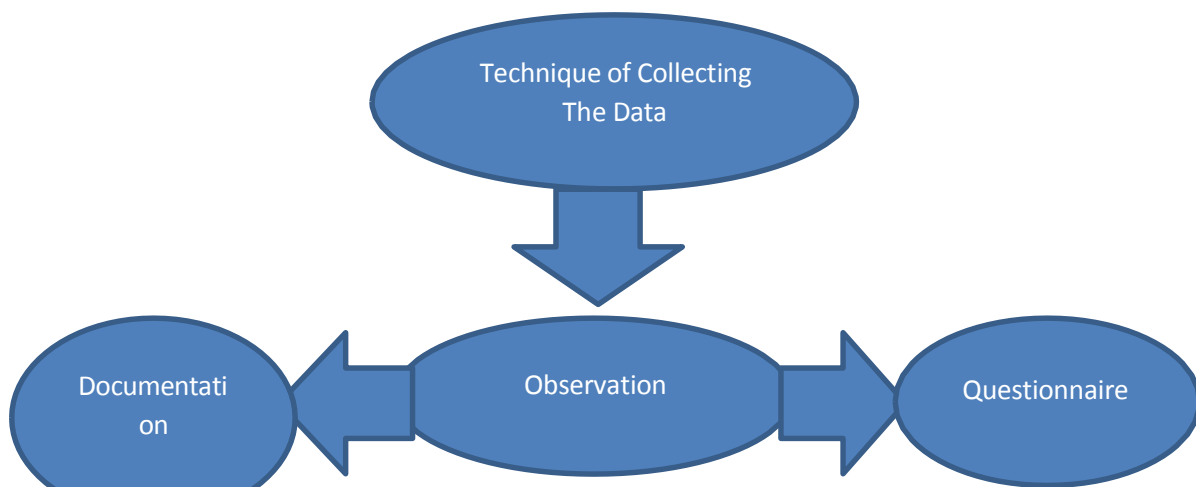
Collecting The Data are defined as systematic and structured procedures used by researchers to organize, examine, interpret, and draw conclusions from collected data. Creswell and Poth (2023) state that qualitative data analysis is a continuous and cyclical process in which researchers analyze textual or visual data through organizing, coding, classifying, and interpreting meanings in order to gain an in-depth understanding of a phenomenon. Through this process, researchers are able to identify patterns, themes, and relationships that emerge from the data.

Five-Pint Likert Scale, With The Following Response options:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Figure 3.1

Technique of Collecting The Data



Sugiyono (2020) explains that data collection techniques are systematic procedures employed by researchers to obtain data that align with the research design and objectives. In qualitative research, data collection is carried out in a holistic and ongoing manner until data saturation is achieved, which occurs when no additional or new information emerges. This approach enables researchers to gather valid, in-depth, and comprehensive data that accurately reflect the phenomenon under investigation.

In this research, data were gathered through three main techniques, namely observation, and documentation. These techniques were chosen as they are widely applied in qualitative educational studies and are considered effective for obtaining an in-depth understanding of teaching practices and learning processes. Observation, in particular, enables the researcher to directly observe the implementation of teaching techniques within authentic classroom contexts.

Through the systematic application of these data collection techniques, this study seeks to obtain comprehensive, accurate, and credible data concerning teacher techniques in teaching listening skills within a blended learning environment. Furthermore, the use of multiple data collection methods facilitates data triangulation, which contributes to strengthening the reliability and trustworthiness of the research findings.

3.7 Technique of Analyzing the Data

In this research, the researcher employed qualitative data analysis methods to examine the data collected through observations, interviews, and documentation. The analysis process was carried out through several systematic stages adapted from the qualitative data analysis framework proposed by Matthew B. Miles and A. Michael Huberman, which include data reduction, data display, and conclusion drawing as well as verification.

1. Data Collection

The researcher collected the data through four research instruments, namely classroom observation, semi-structured interviews, documentation, and students' questionnaires. Classroom observation was carried out to examine how the English teacher implemented various listening teaching techniques during both face-to-face and online learning sessions in a blended learning environment. Semi-structured interviews were conducted with the English teacher to obtain detailed information regarding the selection, implementation, and objectives of the listening teaching techniques used in the classroom. In addition, documentation was gathered in the form of lesson plans, teaching materials, students' assignments, screenshots of online learning activities, and audio or video materials used during the teaching process. Furthermore, a questionnaire was administered to 26 students to collect their perceptions and responses toward the teacher's techniques in teaching listening.

2. Data Reduction

After all the data had been collected, the researcher conducted the data reduction process by selecting, classifying, organizing, and simplifying the information that was relevant to the

research objectives and research questions. The observation field notes and interview transcripts were reviewed several times to identify important information. The data were then categorized according to the listening teaching techniques employed by the teacher, including pre-listening activities, while-listening activities, post-listening activities, listening for gist, listening for specific information, gap-filling exercises, dictation activities, and the integration of digital learning platforms in blended learning. Information that was not related to the focus of the study was excluded from the analysis.

The questionnaire data were also processed through data reduction by grouping students' responses based on each questionnaire statement. The researcher calculated the frequency and percentage of each response category, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. These quantitative results were then used to strengthen and support the qualitative findings obtained from the observation, interview, and documentation data.

For positive statements:

Answer Choices	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

For Negative Statements:

Answer Choices	Score
Strongly Agree (SA)	1
Agree (A)	2
Neutral (N)	3
Disagree (D)	4
Strongly Disagree (SD)	5

Likert Scale Formula

The total score for each questionnaire item was calculated using the following formula:

$$\text{Total Score} = \sum(f \times s)$$

Where:

- F= frequency of respondents' answers
- S= Likert Scale Score

$$\text{The percentage} = \frac{\text{Total Score} \times 100\%}{\text{Maximum Score}}$$

Where:

- Total Score = The sum of all respondents' scores
- Maximum Score = The number of respondents $\times$ the highest possible score (5).