

CAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher will present study findings and engage in disource. The last chapter provides a solution to this topic using research methodologies, The research was organized as follows: How are the teacher's techniques applied in teaching listening in a blended learning environment of class XI SMA NEGERI 1 Kepenuhan Hulu? The data were obtained through questionnaires distributed to 25 students and an interview conducted with the English teacher.

4.1 Finding

The researcher concentrated on examining the employed by the teacher in teaching listening skills in both online and face-to-face learning environments. To obtain the data, the researcher administered questionnaires to the students. The data for this study were collected through the distribution of questionnaires to students and interviews conducted with the teacher. The questionnaire was designed to include a number of statements addressing students' perceptions of the teacher's instructional techniques, the use of learning media, students' level of participation, and the effectiveness of blended learning in listening instruction. The responses were measured using a Likert scale consisting of four categories: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

4.1.1 The Students of Questionnaire

The following description deals with the student's writing score regarding

content and communicative achievement Table. 1 An Analysis of Students Needs in Language Learning at SMA Negeri 1 Kepenuhan Hulu

No	Strongly Agree		Neutral	Disagree	Strongly Disagree	Percentage
Q1	6		0	0	0	84.62%
Q2	9		0	0	0	86.92%
Q3	3		0	0	0	82.31%
Q4	6		0	1	0	83.85%
Q5	4	22	0	0	0	83.08%
Q6	1		0	3	0	78.46%
Q7	10	16	0	0	0	87.69%
Q8	3		0	6	0	77.69%
Q9	4	20	0	2	0	81.54%
Q10	3		0	3	0	77.69%
Q11	3		0	3	0	77.69%
Q12	1		0	0	0	80.77%
Q13	18		0	0	0	80.77%
Q14	1		0	1	0	93.85%
Q15	12		0	0	0	80.00%
TOTAL	26		RESULT			89.23%

Based on the provided data, the table presents the mean scores and interpretive findings from a survey evaluating students' perceptions of English listening activities and teaching techniques. Paragraph-Style Explanation The findings indicate an overall positive response from the respondents regarding the listening instruction and their own classroom engagement. Specifically, the highest level of agreement is observed in item 7, where students strongly agree that they actively participate in classroom listening activities, yielding the highest mean score of 4.38. This is closely followed by item 2 (Mean = 4.35), where respondents strongly agree that the teacher provides clear instructions prior to conducting listening tasks. Additionally, the use of varied techniques by the teacher (item 1) also received a strongly agree

interpretation with a mean score of 4.23. Conversely, general agreement (Agree) is consistently expressed across several items focusing on the effectiveness of teaching strategies. Respondents agree that the listening techniques successfully enhance their proficiency (Mean = 4.12), that the quantity of exercises provided is sufficient (Mean = 4.15), and that the overall teaching methodologies are effective (Mean = 4.15).

However, despite these positive perceptions of teaching quality, students also admit to experiencing personal challenges. Item 6 reveals that students agree (Mean = 3.81) that they encounter difficulties in understanding English audio. This correlates with item 8, which shows the lowest positive mean score (Mean = 3.65), indicating that while students agree they possess confidence in understanding conversational English, it remains the area with the least strong agreement.

Item 11: The statement "I feel helped by online listening learning" received a mean score of 3.88, which falls under the interpretive category of Agree. This indicates that the majority of students find online platforms beneficial for improving their listening skills. Item 12: The item "The teacher uses applications or online platforms in listening learning" achieved a high mean score of 4.23, interpreted as Strongly Agree. This reflects a very strong consensus among students that instructors actively integrate digital tools and applications into their listening lessons. Item 13: For the statement "I feel more focused during face-to-face listening learning," the mean score is 4.12, with an interpretation of Agree. This demonstrates that despite the benefits of online tools, students still highly value the concentration and engagement offered by traditional in-person classrooms. Item 14: The statement "Blended learning makes me more independent" garnered a mean score of 3.96, which is interpreted as Agree. This suggests that combining online and offline methods successfully fosters self-directed learning habits among

the students. Item 15: The final item, "I prefer offline listening learning to online learning," recorded the highest mean score in this section at 4.46, categorized as Strongly Agree. This strong agreement highlights that a clear majority of students ultimately favor physical, classroom-based listening instructions over fully remote alternatives.

4.1.2 Indicators

The following deals with the students score regarding the teacher uses various techniques in teaching listening.

A. An Analysis Teacher Techniques

The first indicator examined students'

No	Indicator I	Mean	Interpretation
1	An Analysis Teacher Techniques	4.21	Strongly Agree

Based on Table 1 the first indicator, *An Analysis Teacher Techniques*, achieved a mean score of 4.21, which falls into the Strongly Agree category. This finding demonstrates that the students expressed highly positive opinions regarding the teacher's techniques in teaching listening. The result indicates that the teacher applied appropriate and effective instructional techniques throughout the listening activities. Therefore, it can be concluded that the teacher's teaching techniques were successfully implemented and contributed to improving students' participation and understanding during the listening learning process.

B. Teaching Listening

No	Indicator II	Mean	Interpretation
1	Teaching Listening	3.41	Agree

Based on Table 2 The second indicator, *Teaching Listening*, achieved a mean score of 3.41, which is classified as *Agree*. This result reflects that the students held positive views toward the teacher 's listening instruction. The findings indicate that teacher employed appropriate teaching methods and managed the listening activities effectively throughout the learning process. Consequently, it can be inferred that the implementation provided meaningful support for students' participation and enhanced their understanding of the listening materials.

C. Blended Learning

No	Indicator III	Mean	Interpretation
1	Blended Learning	2.61	Neutral

Based on Table 3 , the third indicator, Blended Learning, obtained a mean score of 2.61, which is categorized as Neutral. This result shows that the students expressed neither positive nor negative opinions toward the implementation of blended learning in the listening class. The findings suggest that the blended learning approach provided a fairly balanced learning experience, although its effectiveness was not fully recognized by all students. Therefore, it can be inferred that the implementation of blended learning has not yet achieved optimal results and may require further improvement to better enhance students' engagement and learning outcomes in listening instruction.

4.1.4 Percentage of Students' Responses to Questionnaire Questions 1-4

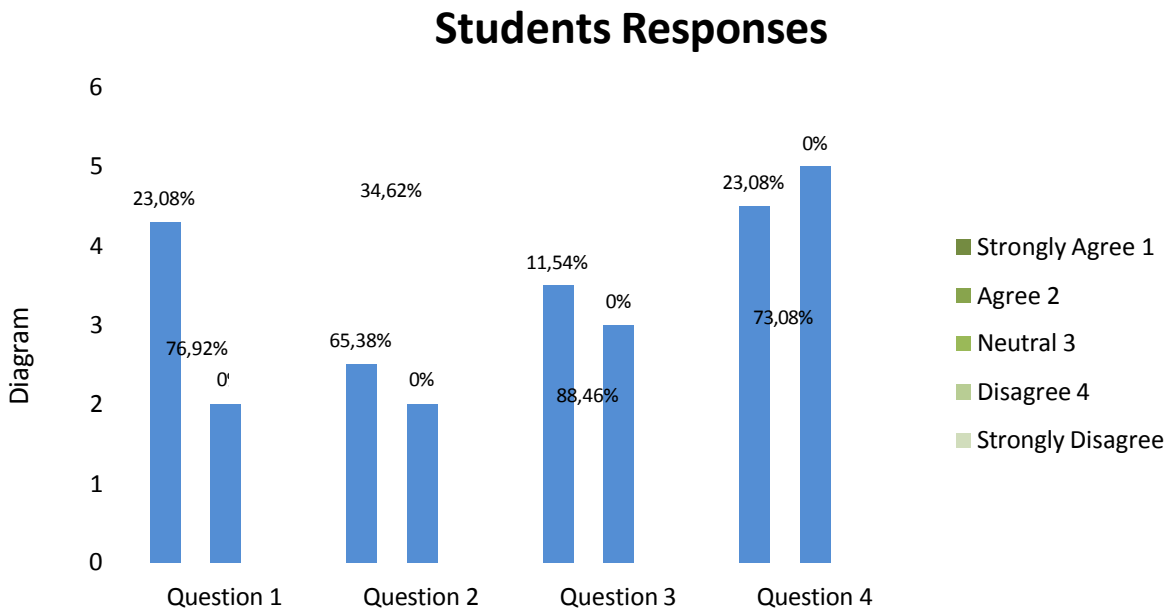


Figure 4.1.4 presents the distribution of students' responses to the questionnaire. The bar chart provides a visual comparison of the responses for each questionnaire item, allowing the dominant response to be identified more clearly. Based on the chart, most students gave positive responses, indicating that they had favorable perceptions of the teacher's techniques in teaching in a blended learning environment.

4.1.6 Percentage of Students' Responses To Questionnaire Question 5-8

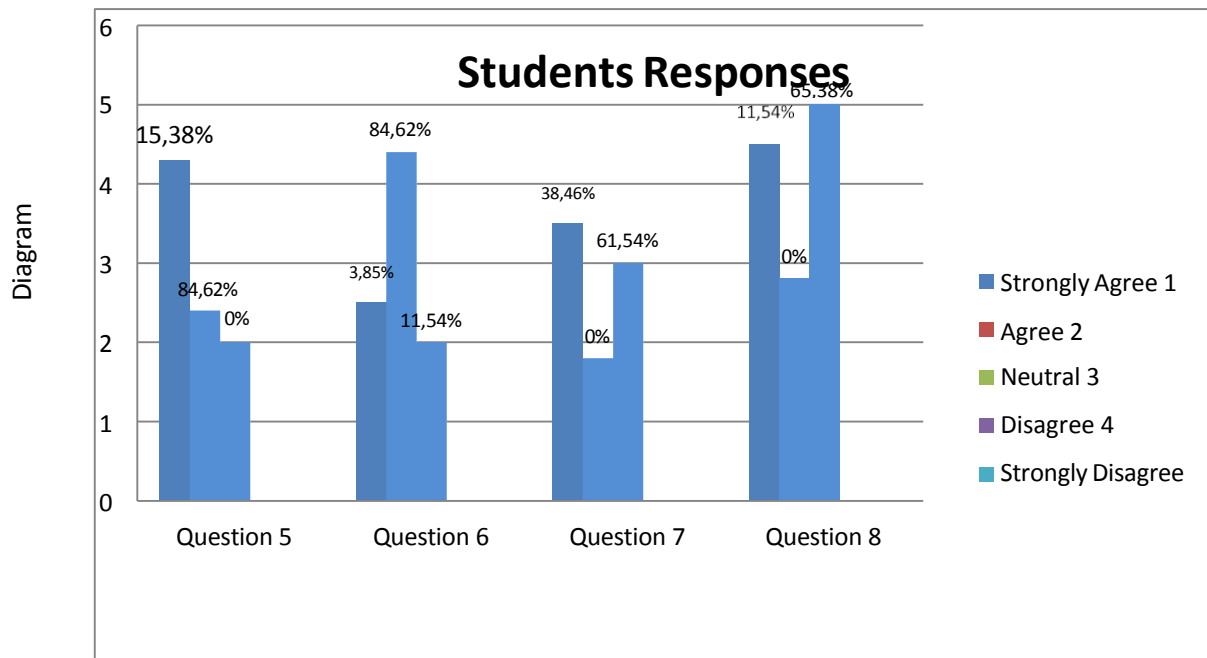


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4.1.3 Interview Questionnaire For Teacher

Table 4.3 Techniques Teaching From data interview and respond from Teacher at SMA Negeri 1 kepenuhan hulu.

Theme	Sub-Theme	Code	Sub-code	Respond
Teaching Techniques	Global Comparison	LMI	LMI-01	I play the audio once in its entirety so that students can grasp the general idea or main idea of the text first."
Teaching Techniques	Global Comparison	LMI	LMI-02	Students are usually quite enthusiastic about guessing the main topic, although some students still have difficulty because of unfamiliar vocabulary."
Teaching Techniques	Global Comparison	LMI	LMI-03	"I chose audio materials with everyday topics that are close to the lives of high school students so that the main ideas are easy to understand."

Teaching Techniques	Selective Listening	LSI	LSI-01	"To find specific information, I ask students to focus on certain numbers, names, or keywords on
				the question sheet."
Teaching Techniques	Selective Listening	LSI	LSI-02	The biggest challenge for students is when native speakers speak too fast, so they often miss details."
Teaching Techniques	Selective Listening	LSI	LSI-03	"I overcome this by repeating crucial audio sections two or three times until they get it down."
Teaching Techniques	Interactive Tasks	GFA	GFA-01	Gap-filling activities are great for training students' listening focus on spelling and grammatical accuracy."
Teaching Techniques	Interactive Tasks	GFA	GFA-02	Students become more focused on listening because they feel like they are solving a game or puzzle."

Teaching Techniques	Interactive Tasks	GFA	GFA-03	"Gap-filling activities are great for training students'
Teaching Techniques	Verbal Interaction	QAS	QAS-01	"Students become more focused on
				listening because they feel like they are solving a game or puzzle
Teaching Techniques	Verbal Interaction	QAS	QAS-02	"I use this question and answer session to test students'
Teaching Techniques	Verbal Interaction	QAS	QAS-03	"Active students respond immediately, but passive students
Teaching Techniques	Collaborative Learning	DAR	DAR-01	"This technique is very effective Teaching listening
Teaching Techniques	Collaborative Learning	DAR	DAR-02	"This technique is very effective in encouraging students to help each other, especially students with high abilities

Teaching Techniques	Collaborative learning	DAR	DAR-03	"The final results of the discussion are usually presented orally in front of the class as a form of assessment of speaking skills as well."
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4.2 Discussion

During the face-to-face sessions, the teacher applied several listening techniques, including listening for the main idea, listening for specific information, gap-filling activities, question-and-answer sessions, and discussions based on audio recordings. These techniques encouraged students to pay close attention to the listening materials and helped them develop their listening comprehension. In the online learning sessions, the teacher utilized digital platforms such as WhatsApp, Google Classroom, and YouTube to distribute listening materials, audio recordings, videos, and assignments. The integration of technology allowed students to review the materials repeatedly, which supported independent learning.

The questionnaire results also revealed that most students had positive perceptions of the teacher's listening techniques. The majority of the respondents agreed that the techniques used by the teacher made listening lessons more interesting, interactive, and easier to understand. Furthermore, students reported that the blended learning environment increased their motivation and confidence in participating in listening activities. These findings suggest that the implementation of blended learning can enhance students' engagement and improve the effectiveness of listening instruction.

Overall, the findings demonstrate that the teacher successfully integrated appropriate listening techniques with blended learning strategies. The combination of classroom interaction and online learning resources provided meaningful learning experiences and supported the development of students' listening comprehension. Therefore, the use of blended learning is considered an effective approach for teaching listening to Grade XI students at SMA Negeri 1 Kepenuhan Hulu,

The findings of this study show that the English teacher applied various listening teaching techniques in a blended learning environment for Grade XI students at SMA Negeri 1 Kepenuhan Hulu. The teacher integrated face-to-face and online learning activities to create a more effective learning process. This approach helped students improve their listening comprehension, increased their participation, and made the learning activities more engaging. Overall, the implementation of blended learning had a positive impact on the teaching and learning of listening.

materials in a more flexible and effective manner. Various techniques, such as listening for the main idea, listening for specific information, and interactive question-and-answer activities, encouraged students to become more actively involved in the learning process. In addition, the use of digital learning platforms allowed students to access listening materials repeatedly, which contributed to improving their listening comprehension and learning independence. These findings indicate that the implementation of blended learning not only enhanced students' engagement during listening lessons but also created a more meaningful and effective learning experience. Therefore, blended learning can be considered an appropriate approach for teaching listening at the senior high school level. Heliyon. (2024).

4.3 Limitation of The Research

This study has several limitations that should be considered when interpreting the findings. According to Creswell and Poth (2023), acknowledging research limitations is important because it helps readers understand the scope and boundaries of a study.

First, this research was conducted only at SMA Negeri 1 Kepenuhan Hulu and involved one English teacher and one class of Grade XI students as the research participants. Therefore, the findings describe the implementation of listening instruction only within this particular

setting. Since each school has different learning environments, teaching practices, technological facilities, and student characteristics, the results of this study cannot be generalized to other schools or educational contexts.

Tomlinson, B. (2022).

Second, this research focused specifically on analyzing the teacher's techniques in teaching listening through a blended learning environment. Other aspects of English language teaching, such as speaking, reading, writing, grammar, vocabulary, classroom assessment, and students' overall language achievement, were outside the scope of this study.

Third, the implementation of blended learning was influenced by the availability of technological facilities, internet access, and digital learning media. As explained by Graham (2006), the success of blended learning depends on the effective integration of face-to-face instruction and technology-supported learning. Therefore, different technological conditions may lead to different learning experiences in other schools.

Fourth, this study employed a qualitative descriptive research design. Creswell and Poth (2023) explain that qualitative research aims to understand and describe participants' experiences in their natural settings rather than to establish statistical relationships. Consequently, the findings of this study are descriptive and cannot be interpreted as evidence of causal relationships.

Fifth, students' perceptions were collected through questionnaires. Since the responses were based on students' personal experiences and opinions, the results may have been influenced by individual motivation, learning preferences, and classroom experiences. Therefore, the findings may not fully represent the perceptions of all students in different educational contexts.

Sixth, interview data were obtained from only one English teacher. Although the interview provided detailed information about the implementation of listening instruction, involving more teachers from different schools would likely provide broader perspectives and richer data.

Seventh, classroom observations were conducted within a limited period during the research process. Teaching techniques may vary according to lesson objectives, learning materials, and classroom situations. Therefore, the observations may not fully represent all listening lessons implemented throughout the academic year.

Eighth, this study involved only Grade XI students. Consequently, the findings may not reflect the implementation of listening instruction in other grade levels that have different learning characteristics and levels of English proficiency.

Despite these limitations, this study contributes to a better understanding of teacher techniques in teaching listening within a blended learning environment. The findings are expected to provide useful information for English teachers and future researchers. Future studies are recommended to involve larger samples, include multiple schools, extend the observation period, and apply different research designs, such as mixed-methods or quantitative approaches, to obtain more comprehensive findings.

CHAPTER V

CONCLUSION AND SUGESTION

This chapter presents the conclusion, limitations, and suggestions of the research entitled "An Analysis of Teacher Techniques in Teaching Listening in a Blended Learning Environment of Class XI at SMA Negeri 1 Kepenuhan Hulu." The conclusion summarizes the main findings based on the research questions and data analysis.

5.1 Conclusion

The findings of this research showed that the implementation of blended learning increased the flexibility of the teaching and learning process. During classroom meetings, the teacher provided direct instruction and guided students through various listening activities. In addition, the online learning platform allowed students to access learning materials at any time, replay audio or video resources when necessary, and complete assigned tasks independently. The integration of face-to-face and online learning gave students more opportunities to practice their listening skills both in the classroom and outside school hours. Nunan, D. (2021).

Moreover, the questionnaire findings indicated that the students had positive perceptions of the teacher's listening techniques. Most of the participants agreed that the techniques used during the lessons made the listening activities more engaging, interactive, and easier to understand. These findings were consistent with the results of the interviews and classroom observations, which revealed that the teacher selected listening techniques by considering the learning objectives, students' needs, and the available facilities to support the learning process. Oxford, R. L. (2021).

5.2 Suggestion

First, English teachers are recommended to continue applying a wide range of listening teaching techniques when conducting lessons through blended learning. The findings of this study demonstrate that combining face-to-face instruction with online learning activities provides students with a more flexible, interactive, and effective learning experience. Therefore, teachers are encouraged to integrate various listening techniques instead of depending on only one instructional method. Activities such as listening for the main idea, listening for specific information, gap-filling tasks, picture-based exercises, note-taking, and classroom discussions can make listening lessons more engaging and help students develop their listening comprehension more effectively. In addition, the use of different techniques allows teachers to address students' diverse learning needs and preferences. Cambridge University Press. (2023).

Moreover, teachers should make greater use of digital technology to enrich the learning process. Online learning platforms, including Google Classroom, WhatsApp, YouTube, and other educational applications, can be utilized to provide students with additional listening materials that are accessible outside the classroom. Authentic resources, such as podcasts, interviews, news reports, conversations, and educational videos, should also be incorporated into listening instruction to expose students to various English accents, speech rates, and real-life communication situations. Furthermore, teachers are encouraged to provide regular feedback on students' performance and continuously evaluate the effectiveness of the teaching techniques they implement in order to improve students' learning outcomes and achieve the intended instructional objectives. Hermawan, M. Y. (2025).

Second, students are encouraged to take a more active role in improving their listening ability. Besides participating in classroom activities, they should independently practice listening using various English-language resources available through digital media. Listening to English songs, podcasts, audiobooks, films, documentaries, and educational videos on a regular basis can help students expand their vocabulary, improve pronunciation, strengthen listening comprehension, and increase their confidence in understanding spoken English. Students should also maximize the opportunities provided by blended learning by reviewing learning materials, replaying audio or video recordings, completing online assignments responsibly, and actively participating in both online and face-to-face learning sessions. Continuous and consistent practice is expected to contribute significantly to the development of their listening proficiency. Karman k & kartini, (2023).

Third, schools are expected to provide sufficient facilities and technological support to ensure the effective implementation of blended learning. The availability of reliable internet access, appropriate multimedia equipment, digital learning platforms, and relevant instructional resources plays an important role in supporting successful listening instruction. In addition, schools should facilitate professional development programs, seminars, or training sessions that enable English teachers to improve their knowledge and skills in integrating technology into classroom instruction. Such institutional support is essential for encouraging teachers to develop more innovative and effective teaching strategies that enhance students' learning experiences. Nation I.S.P & newton j. (2021)

Harmer, J. (2021). Finally, future researchers are encouraged to conduct further studies on listening instruction in blended learning settings by involving a larger number of participants and different educational contexts. Expanding the scope of the research may provide more comprehensive findings and increase the generalizability of the results. Future studies may also examine other English language skills, such as speaking, reading, or writing, within blended learning environments. Additionally, researchers are recommended to compare different blended learning models or investigate the effectiveness of specific digital learning platforms and technological tools in improving students' listening achievement. Applying different research approaches, including mixed-methods or experimental designs, may also provide deeper insights into the effectiveness of listening teaching techniques and contribute to the advancement of English language teaching practices. Khallaf, N., Behbahani, A., & Abugohar, M. (2024).

Overall, it is expected that the findings and recommendations presented in this study will provide valuable insights for English teachers, students, schools, and future researchers. Furthermore, this study is expected to serve as a useful reference for improving the quality of listening instruction through blended learning and for supporting the continuous development of effective English language teaching and learning practices. Chou, P. N. (2022).

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Documentation



**Day one Distributions of Questionnaire At SMA Negeri
Kepenuhan Hulu**



Students of Sma Negeri 1 Kepenuhan Hulu

	Identity SMA Negeri 1 Kepenuhan Hulu
	Interview with Teacher At SMA Negeri 1 Kepenuhan Hulu. Teacher Annisa Salamah, S.Pd

APPENDIX

Research Instrument

Qualitative Research Instrument Adapted

From : ANNISA SALAMAH, S.Pd

ANALISIS KEBUTUHAN

“ AN ANALYSIS TEACHER'S TECHNIQUES in TEACHING LISTENING in a
BLENDED LEARNING ENVIRONMENT of CLASS XI SMA NEGERI 1
KEPENUHAN HULU”

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dear Teacher,,

I would like to express my sincere gratitude for your willingness to participate in this interview. My research generally focuses on improving teaching and learning activities, particularly in the area of cross-cultural learning models, the structure of the curriculum in the Study Program, how lecturers implement cross-cultural learning for students, and how cross-cultural learning is integrated into the program curriculum.

This study is not intended to evaluate the performance of the Head of the Study Program or your experience in curriculum development. Instead, it aims to gain a deeper understanding of teaching and learning practices. It is hoped that the implementation of cross-cultural learning can support lecturers and enhance students' performance in drama.

This document states that: (1) all information provided will be kept confidential, (2) your participation is voluntary and you may withdraw from the research process at any time if you feel uncomfortable, and (3) there are no risks involved in this study. Thank you for your consent to participate.

A. Research Informant Identity

Name	: Annisa Salamah,S.Pd
Participant	: English Teacher
Position	: Teacher

B. Interview Guide:

1. What techniques do you use when teaching listening in Grade XI?
2. How do you integrate online and offline learning in teaching listening?
3. What media do you frequently use in listening instruction (e.g., audio, video, applications)?

4. How do you prepare listening materials for blended learning?
5. What are your main objectives in teaching listening to students?
6. How do students respond to listening instruction in a blended learning environment?
7. What difficulties do you encounter when teaching listening online?
8. In your opinion, what are the differences between teaching listening face-to-face and online?
9. Which techniques do you consider most effective in improving students' listening skills?
10. How do you assess students' listening abilities?
11. Do you use activities such as dictation, listening for gist, or note-taking?
12. How do you ensure that students stay focused during online listening lessons?
13. What strategies do you use to help students who have difficulty understanding audio materials?
14. What is the role of technology in supporting listening instruction in your class?
15. What are your expectations for the future development of listening instruction?

Interview Answer

1. I use listening for gist, note-taking, dictation, and question-and-answer activities to improve students' listening comprehension.
2. I integrate online and offline learning by combining classroom practice with assignments through Google Classroom and WhatsApp.
3. I frequently use audio recordings, YouTube videos, PowerPoint presentations, and digital learning applications
4. I prepare listening materials by selecting curriculum-based audio, creating worksheets, and providing online practice activities.
5. My main objective is to help students understand spoken English and improve their listening comprehension skills.
6. Most students respond positively because blended learning makes listening activities more interesting and flexible.
7. The main difficulties are unstable internet connections, limited student participation, and distractions during online learning.
8. Face-to-face learning provides direct interaction, while online learning offers flexibility but requires greater student independence.
9. I consider listening for gist and note-taking the most effective techniques for developing listening skills.
10. I assess students through listening quizzes, comprehension questions, classroom participation, and assignments.
11. Yes, I regularly use dictation, listening for gist, and note-taking because they develop different listening abilities..
12. I keep students focused by using short audio clips, interactive discussions, and questions during online lessons.
13. I replay the audio, explain difficult vocabulary, and provide additional guidance for students who need support.
14. Technology supports listening instruction by giving students access to authentic materials and interactive learning platforms.
15. I hope listening instruction becomes more innovative and helps students become confident, independent, and successful English learners.

Appendix

Documentation Students of SMA Negeri 1 Kepenuhan Hulu



**y one Distributions of Questionnaire At SMA Negeri
Kepenuhan Hulu**



udents of Sma Negeri 1 Kepenuhan Hulu



**entity SMA Negeri 1 Kepenuhan
Hulu**



**interview with Teacher At SMA
Negeri 1 Kepenuhan Hulu.
acher Annisa Salamah, S.Pd**

BIOGRHPY



Annisa Ramadani was born in Muara Musu, Rokan Hulu, on 22 August 2003. She is the first of two children, the daughter of Nasri and Nuriyah.

She completed her elementary education at SD Negeri 001 Kepenuhan Hulu. In 2017, she graduated from MTs.S Pekan Tebih and continued her studies at SMK Negeri 1 Kepenuhan Hulu. After graduating

from vocational high school, she enrolled in Universitas Pasir Pengaraian, Rokan Hulu, in 2021. She majored in English Education at the Faculty of Teacher Training and Education (FKIP). She completed this undergraduate thesis as the final academic requirement for obtaining the Sarjana Pendidikan (S.Pd.) degree.

Motivation: Keep growing, keep improving yourself.