



Blended Teaching of EFL Listening and Speaking in Junior Secondary School

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Abstract. Listening and speaking skills are critical abilities as they facilitate the learning of English as a Foreign Language (EFL), especially due to technological development. Investigating the use of blended learning in teaching supports the enhancement of students' language skills, especially in listening and speaking, which is crucial in today's era. However, in reality, teaching these two skills together can be more productive. This paper aims to integrate blended learning in teaching listening and speaking skills. This research utilized literature review as a research method. ICT-based blended learning approaches are utilized for teaching listening and speaking. Based on this summary, it can be concluded that the technology can be used in the integrating technology into blended learning for teaching listening and speaking can be effective, depending on the student's needs. Therefore, integrating blended learning into teaching listening and speaking processes can be more effective and can positively impact students' achievement.

Keywords: Blended Learning, Listening, Speaking.

1 Introduction

Technology has taken over the world. The spread of this technology continues, thus spreading the trend of languages that mostly use English. Consequently, in the past, the lack of technology limited the teachers' creativity in developing effective learning methods, particularly for English. It means that the teacher must solve important problems related to the integration of the learning process against students' needs, preferences, and requirements that they may not know. As technology develops, this means that teachers must address important problems related to integrating learning process with students' needs, preferences, and requirements, which they may not be aware of. Absolutely, teachers face the challenge of aligning the learning process with students' often undisclosed needs, preferences, and requirements. Students may not always explicitly communicate their learning preferences or difficulties, making it crucial for educators to adopt diverse teaching approaches. Teachers must employ strategies that cater to different learning styles and abilities within a classroom. This entails creating a supportive environment where students feel comfortable expressing their needs while allowing teachers to adapt and personalize their teaching methods accordingly. By being receptive to students' varied learning inclinations and adjusting their approach, educators can better engage and support their students overall learning journey. The use of online resources is more preferable for its efficiency,

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effectiveness, and practicality [1]. In fact, technology can be utilized not only in online learning, where teachers are required to take advantage of technology, but also in offline learning. Not only online learning, in which teachers are required to be able to take advantage of technology but in offline learning technology can also be used. Therefore, in teaching and learning integrated with technology, students and teachers should be able to utilize both online and face-to-face resources.

There are so numerous students studying English as a foreign as a foreign language (EFL). Moreover, although they can understand English when reading, they encounter significant challenges in speaking and listening. Nevertheless, it is important to evaluate our current assumptions and practices regarding the teaching of these essential language skills. In other words, understanding of the nature of listening and speaking has undergone significant changes in recent year.

The higher education system needs to explore ways to embrace the widespread use of technology in students' lives. Adapting the learning and teaching environment for the benefits of students and academics is more beneficial than opposing these modern technologies. In addition, there are so many students who study English as a foreign language (EFL). Therefore, to address this issue, there is blended learning (or called as mixed e-learning) which may integrate a face-to face learning or offline learning methodology as elaborated below. English teachers should become communicative and active in using current EFL learning and teaching models. In today's technology era, blended learning in teaching comes to solve the teachers' problem in teaching. Supported by [2] blended learning is becoming a hot topic of conversation in education, as more technology affects the learning model. Blended learning combines face-to-face learning (traditional) methods with online learning. Additionally, it can be asserted that half of the teaching-learning process can be conducted through online media.

2 Literature Review

2.1 Blended Teaching and Learning Practice in the New Normal Era

The COVID-19 pandemic has caused changes in all sectors of life, including the higher education sector. This has resulted in a significant change in the learning system, where face-to-face classroom learning has abruptly shifted to online learning, also known as e-learning or distance learning [3]. This drastic change has caused the government to require implementing the learning system to be carried out online or virtually throughout the country without making any changes due to poor infrastructure and available networks [4]. Consequently, all individuals involved in the higher education environment are faced with the challenge of swiftly adapting to the new normal.

Blended learning is useful in increasing access and helping to reduce student problems [5]. Besides, blended learning combines instructions carried out remotely with online-based learning and in the classroom [6]. Meanwhile, at the higher education level, vocational education contributes to preparing skilled workforce graduates. Besides that, blended learning combines instructions carried out remotely with online-based learning and in the classroom [7].

One of the challenges of traditional learning is the lack of preparedness among educators and students in the learning process. This can have an impact on the quality of student learning, so that blended learning model variables are needed to help improve student learning outcomes [8]. Online learning in vocational education has a stressful impact on students. Therefore, blended learning needs to consider the characteristics of digital technology, in general, and information communication technology (ICT) [9]. In addition, ICT is needed to support the educational system especially in the new normal era. Blended learning, with its integration of technology, offers advantages in teaching and student motivation, resulting in improved learning outcomes [10]. Information communication through ICT automatically in this blended learning system can be designed by humans [5]. Therefore, it can be generalized that all types of learning development consist of analysis, design, development, implementation, and evaluation, to identify the application of blended learning.

2.2 Blended Teaching and Learning in Indonesia EFL Context (A Blended Learning in ICT Used)

In the nowadays era, the progressing of technologies are range of workable options that can enhance inputs for teaching, learning methods, and results. Because of the ICT progress, it can provide abundant connectivity to internet access devices to create and distribute such as audio-visual, multimedia, discussions, and materials learning and teaching improvement. Technology for media and communications can help for students to learn anytime and anywhere details. Since online learning is maintainable, the network provides students with accessible English language information. Besides, [11] also emphasized that it was teaching and successful learning using technology that will contribute to greater academic achievement. In the teaching and learning systems, the introduction of ICT has opened the road to modern and creative teaching and learning approaches which is as called blended learning. It has a great strategy in teaching and learning used ICT. The development of ICT, it can predict teachers that will foster a better learning environment both inside and outside beyond the school. Just like the world is accompanied by digital technology which is students are part of a digital community where they are the regular use of cell phones, laptops, and tablets. It means that students very critical anxious about this generation of touch screens. Thus, it will enrich the creative concepts for the application of ELT (English Language Teaching).

[12] asserted that the power of a blended learning approach lies in its flexibility and pedagogical effectiveness. It infers that its implementation provides dynamic learning procedures and is efficient for enhancing students' academic achievement. In addition, incorporating a blended learning approach in classrooms enhances the students' learning results and cultivates a constant learning process as learning is not a one-time occasion. That notion illustrates the learning process in which students are facilitated to learn both online and offline classrooms. Thus, they could continue learning and explore the materials online after having the offline course. In other words, a blended learning approach that integrates online and offline courses and proper utilization of innovation is advantageous for teachers to conduct their foreign-language instruction and improve students' achievement.

Speaking and listening skills have been regarded as being too difficult. Teachers should set boundaries and create interesting methods to motivate the students in speaking or listening. Furthermore, students have the lack of the needed information to complete a task such as in listening or speaking to each other to complete that task. To start with, they both enhance the opportunity of speaking practice and highlight the real communication so that the motivation of the students is high. It means that one of the challenges that teachers meet in the classroom is motivating the students to speak in the target language. In other words, active and confident students always participate, but the others who are less confident are not willing to speak.

Furthermore, [13] suggest speaking in the target language requires more than one task like choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers. To perform these operations while communicating, complex and nonspontaneous mentalities are required and failure to do so may lead to reticence, self-consciousness, fear, or even panic, similarly with listening or speaking. The instructor should be the facilitator in the classroom to create an unthreatening environment [14]. Hence, another important feature of tasks is that each student has only part of the information they need to complete a task, so they must cooperate and share their information by speaking or listening to each other. Within this framework, in the learning process the students talk to one another, not exclusively to the teacher, which provides the involvement of all students into the tasks while at the same time fostering student-centered learning in the classroom.

2.3 Integrating the Teaching Listening and Speaking using ICT in Junior High School

Integration of skills exposes English language learners particularly in listening to speaking that challenges them to interact naturally in the language. By this way, English becomes a real means of interaction and sharing among people. [15] stated that real success in English teaching and learning occurs when learners can effectively communicate in English both inside and outside the classroom. In addition to this, it allows the teacher to color his/her lesson with varieties because the range of tasks is wider. Listening and speaking are the important skills that should be mastered by the students. By having these skills, the students can communicate with others easily. When someone does not have good listening skill, then he will not understand what the others are talking about and finally he does not know how to respond to their talk. Thus, listening skill influences the speaking skill. Listening is receiving language through the auditory system. Furthermore, Listening here is not only described as the term meaning hearing of sounds, but also taken as a word to mean submission, obedience or compliance and suggest an agreeing response. Speaking is one way to communicate ideas and thought messages orally. Therefore, to enable the students to communicate, we need to apply those skills in real communication.

Integrating those of listening and speaking is the way creatively for the teacher. It means that combining those skills can lead to greater mastery of the language, make learning more fun and relevant and address more learning styles. Animation video as an example of integrating the teaching listening and speaking using the blended learning. That learning process can be face to face and online course such as using class-room, drive, act. In addition, blended learning can support to integrate the

teaching listening and speaking. [16] defined animation is a technique in which the film maker gives motion to otherwise inanimate objects. Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening and speaking activities in the EFL classroom. [17] describe some practical techniques for video implication in the classroom namely active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition, and role play. Active viewing is the teacher shows the video and lets the students watch it from the beginning to the end. This activity helps understanding of the video shown. Second, freeze framing and prediction in which this process, while the video is being played, the teacher stops the video which shows the pictures of expression, emotions, reactions, and responses. This activity helps the students understand what expression should be shown when we say something in English.

Third, silent viewing. The video is played with the sound off and let the students guess what the characters are talking about. This activity needs the students to re-member the dialogues in the video. Fourth, sound on and vision off activity. The students only can hear the dialogue but are unable to see the action. This activity helps the students to improve their listening skill. Then, in the repetition and role play activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember. Furthermore, reproduction activity in which the students are shown a section in the video and are asked to retell what is happening. This activity can improve the students' speaking skill. Dubbing activity also the students are asked to fill in the missing dialogues orally when the video is being played with the sound off. Lastly, follow up activity in which the teacher makes a discussion with the students about the content of the video in order the students understand what the video is about.

However, in language teaching, it has been conventional to teach speaking as being of primary importance by using blended learning, regarding listening to be less important although it is known that oral skills and aural skills cannot be separated from each other. Classroom use of comprehensible materials can help to alleviate this problem. Thus, all tasks should serve to facilitate communicative fluency in each of the other language skills including listening and speaking. Thus, animation videos are one of the methods that can be utilized in blended learning to integrate the teaching of listening and speaking.

3 Conclusion

Technology can be utilized in several situations, one of which is blended learning in teaching. Using the media, many tools are one of the teacher's hopes to take advantage of the technology especially during this situation. In blended teaching and learning activities is to combine the traditional method and using technology which can improve the particular skills. This paper focuses on speaking and listening where there are many media that we can use to improve them. In this paper, it has also been explained how to integrate blended learning in teaching listening and speaking. Furthermore, the technology such as the tools, the media that can be used in integrating the teaching of listening and speaking, is dependent on how the teacher

uses them. In other words, it is important for the teacher to consider some aspects before he uses the media in the teaching and learning process so the students can get advantages of using media.

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