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THE EFFECTIVENESS OF TEACHING LISTENING WITH A BLENDED-BASED CANVAS MODEL AT THE UNIVERSITY LEVEL

by

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Abstract:

The research is to know whether the blended-based canvas model is effective or not used in Listening classes. The study employed a mixed method with tests and structured interviews as instruments. The quantitative design used was a pretest-posttest experimental and control group design to examine if such a model of learning can affect their comprehension of Listening and a qualitative one to know their responsibilities towards the model. Two classes of third-semester students are selected randomly as research subjects, and each group consists of 32 students. The pretest-posttest scores are analyzed using a t-test. The result of the t-test indicates if there is an increase in the pre-test results after giving treatment (post-test), with the final score being 93.05 for the experimental class and 84.58 for the control class. It reveals that the listening activities designed with blended-based learning in the experiment class are practical. The student's response to this listening model is positive even though the online platform model still has weaknesses. The students can access their courses anywhere and anytime, with no time limitation and dynamic interaction between the teachers and students, and they can also get e-materials quickly. It implies that EFL teachers are more innovative and participate in using a canvas platform that can improve students' skills in Listening.

Keywords: *blended, canvas, listening*

Abstrak:

Penelitian ini untuk mengetahui apakah model kanvas berbasis campuran efektif atau tidak digunakan di kelas Mendengarkan. Penelitian ini menggunakan metode campuran dengan tes dan wawancara

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terstruktur sebagai instrumen. Desain kuantitatif yang digunakan adalah desain eksperimen pretest-posttest dan kelompok kontrol untuk menguji apakah model pembelajaran seperti itu dapat mempengaruhi pemahaman mereka tentang Mendengarkan dan kualitatif untuk mengetahui tanggung jawab mereka terhadap model. Dua kelas mahasiswa semester tiga dipilih secara acak sebagai subjek penelitian, dan masing-masing kelompok terdiri dari 32 mahasiswa. Nilai pretest-posttest dianalisis menggunakan uji-t. Hasil uji-t menunjukkan jika terdapat peningkatan hasil pre-test setelah pemberian perlakuan (post-test), dengan skor akhir 93,05 untuk kelas eksperimen dan 84,58 untuk kelas kontrol. Ini mengungkapkan bahwa kegiatan mendengarkan yang dirancang dengan blended-based learning di kelas eksperimen bersifat praktis. Respon siswa terhadap model mendengarkan ini positif meskipun model platform online masih memiliki kelemahan. Para siswa dapat mengakses kursus mereka di mana saja dan kapan saja, tanpa batasan waktu dan interaksi dinamis antara guru dan siswa, dan mereka juga bisa mendapatkan e-materi dengan cepat. Ini menyiratkan bahwa guru EFL lebih inovatif dan berpartisipasi dalam menggunakan platform kanvas yang dapat meningkatkan keterampilan siswa dalam Mendengarkan.

Kata kunci: *campuran, kanva, mendengarkan*

INTRODUCTION

Indonesia's teaching and learning process has been partially focused on students. It can be seen from the rush of students who daily do various tasks given by the teacher, including homework and printed materials, as the learning sources frequently used in the teaching. Also, students need help finding materials from various sources besides textbooks. Referring to the phenomenon above, the Minister of Education and Culture created "freedom of learning" as a program designed to change the paradigm and enhance students' literacy and numeracy skills following Indonesia's substandard achievement in the global education assessment, Programme for International Student Assessment (Mazid et al., 2021; OCED, 2012). Furthermore, the freedom of the learning program allows students to choose the subjects they like. Also, the freedom of students in the learning process and the educational environment make them quickly determine the best way to learn for themselves.

The advance in information and communication technology has influenced academics in Indonesia, especially in the teaching and learning process. The interaction changes between educators and learners face to face and with communication media.

Teacher creativity is essential in encouraging students to be active in class. In addition, the teacher can determine the appropriate methods and strategies to foster students' thinking skills. Teachers can design student-centered activities to improve students' thinking skills. Currently, teachers can choose a variety of methods according to the needs and abilities of students. The

goal of learning is not only to pass the knowledge but also to encourage students to self-development.

The freedom of learning paradigm also allows teachers to choose any learning method for their students, and it may give more room for innovations. They must be encouraged to apply innovative learning models that enable students to learn more fun and independently according to their abilities and potential. Learning models that take advantage of the development of technology are very rapidly developing and utilized in learning. The learning process will happen quickly, and students can learn independently and be happier because children are more motivated to learn with technology, especially the internet and gadgets (Sudarsana et al., 2019). Therefore, teachers can implement information and communication technology in the teaching and learning process to realize this. Here, the existence of technology is not a subject but integrated into the teaching-learning process (Hadawey et al., 2019).

One of the innovative learning models that can use technology in learning is hybrid learning. Hybrid learning or Blended learning is a model that blends conventional offline and online learning methods using virtual learning resources (primarily web-based) and various communication options that students and teachers can use (Garrison et al., 2017; Sharma, 2010a).

Introducing a web-based learning system in the field of education in the current digital era is essential and needs to be developed by an LMS (Learning Management System), which is an effective and efficient means of information delivered to students in class in a short time (Khan et al., 2019). Canvas Learning Management System (LMS) has been socialized and used by lecturers at UMM during the learning process. Many types of research revealed the technology's assimilation with a blended learning model and its advantages and disadvantages. Research in education software reveals that LMS software enables students to learn more independently. They are unbound by time, and place can be anytime and anywhere according to the student's ability. It could be a solution to the limited time in class that is often the complaint of some teachers in achieving learning goals (Fenton, 2018). Even though there are many advantages to implementing the method, otherwise there are still many weaknesses of using this method, such as the negative impact on teachers, overwork, and negative impact on students;

cognitive overload (Chernysheva, 2021). Another researcher is also investigating the use of the canvas at the university level. The result shows that decision-makers have a deeper insight into the entire process, by which they can make better decisions. Meanwhile, colleagues with invaluable knowledge about the organization where the decision will be applied will improve how the decision must be implemented to produce the best performance (Nguyen & Winman, 2020).

Furthermore, blended learning can be applied to the listening class by combining it with traditional learning. This learning can be called the best learning in listening skills because blended learning occurs in the classroom, face-to-face, and outside the classroom (Gomez, 2010). The finding of research on the application of hybrid learning in teaching listening at the University revealed that this method could develop the student's listening ability (Aji, 2017).

Due to the prior observation, students feel that the listening tasks sometimes make them bored and lack motivation. Therefore, designing activities that help them learn rather than only testing their abilities is badly needed. Another research about the Application of the Blended Learning Approach in EFL Teaching shows that blended learning is conducive to promoting students' motivation, self-study, or independent learning as the activity to enhance their speaking and listening skills (Ye, 2020).

Based on the phenomenon above, the researchers want to analyze the effectiveness of blended learning with the LMS used in the Listening Class at the University of Muhammadiyah Malang. So, the research questions:

1. Is *the blended-based canvas model effective in improving the students' listening classes?*
2. *What is the student's response toward the blended-based canvas model to improve the students' listening classes?*

METHOD

Design

The research design employed a mixed method; quantitative and qualitative. The qualitative one utilized a quasi-experimental design. There was an experimental and a control group in which the experimental group (class C) was an independent variable treated differently from the control group (class A) as a dependent variable. This group did not get the experimental treatment. The experimental group received special treatment that was different from the control group and was the method usually used in the class. Further, the qualitative one employed structured interviews to gain data, and it was to obtain more explorative data than numeric data for the same subject.

We employed a hypothesis and a variable, crucial components in the quantitative approach (Abbas et al., 2009; Lichtman, 2023; Pawar, 2020). The current experimental study was in a controlled environment (Singh, 2021). We also interviewed participants to seek and foster learning about individual experiences and perspectives on a given set of issues (Lichtman, 2023; Ridder et al., 2014).

Participant

The researcher used a subject with 32 students in each group selected randomly, and the students were in their regular classrooms. Hence, quasi-experimental research was selected to represent the design in this study. The researcher took two groups; class A as the control group and class C as the experimental group. The research subject was third-semester students from the English Department UMM joining Interpretive Listening. 6 students were selected randomly to represent their response toward the activity in the model.

Instrument

The two instruments used in this research were a test and an interview. The test was designed twice in two-section; pre-test and post-test. A pre-test was given before treatment, and it is to know students' abilities before implementing a blended-based canvas. Next, a post-test is delivered to the experimental group to identify the effect of using a blended-based canvas model in learning Listening.

Besides, some students must respond to the interview designed in the model. The interview was to gain descriptive explorative data, and it had eight questions with open answers. The data were projected to confirm the pre-test and post-test data in the experimental design.

Data collecting technique

The researchers collected data through a pre-test. The two groups gave the activity by listening to the conversation using the computer and audio with the topic" Hotel Check-in." The test consists of a) pre-listening exercises; the students write a list of the obstacles that could happen with hotel reservations; b) whilst-listening exercises; asking the students to listen to the recording and answer five questions; c) post-listening exercises; the students summarize the problems that the guest encountered on his visit to the hotel in the conversation. 2) giving treatment. What is applied to experimental units is treatment (Lichtman, 2023). The researcher, in this case, used the blended-based canvas model for the listening class. For the control group (class A), the student completed the activity by listening to the conversation using a computer and audio.

The topic was "Movie Review." Before the listening activity, the students do the pre-listening exercises; while listening, they listen to the recording and answer the five questions. The last one was post-listening. The students presented the discussion in front of the class. Meanwhile, the experimental group (class C) got the online class using Zoom synchronously and opened the topic "Movie Review." Referring to the result of the interviews, teaching Listening activities with a blended-based canvas model as a learning management system in UMM is practical. Students can use the technology to access e-materials from many sources and use the media such as gadgets, YouTube, and Zoom applications for performing the activity. They enjoy listening activities to various e-material and videos that help them understand the conversation.

They can learn independently using their media and participate in discussion sessions collaboratively. Even though the teaching-learning process with LMS un/synchronously still has weaknesses, especially the lack of online learning preparation and e-material, fortunately, the students enjoy it because of getting various activities. Therefore, several things must be considered to make an online program successful, including curriculum, e-material, facilitators,

and technology. Students must be paid attention carefully to take full advantage of this model and avoid the risks resulting from its weakness. In the pre-listening exercises, the students can upload the results of their practice provided in the LMS asynchronously.

The listening exercises were performed synchronously using the provided media and the internet. In the post-listening, the students presented the discussion collaboratively using Zoom synchronously. 3) After treatment, a post-test was delivered to the experimental group to discover the effect of using a blended-based canvas model in learning Listening. Firstly, the students were asked to open the platform connected with GMeet. Then do the pre-test listening exercises about identifying the types of questions businesses ask potential employees during job interviews by presenting synchronously. Then listen to the" Job Interview" dialogue and answer 5 (five) questions. For the last test, the students had to answer about their major or future career and deliver the result synchronously and asynchronously. 4) giving an interview to the students via video call to get additional information related to the implementation of the model. The interview was conducted with a video call. Eight questions are delivered to the five (5) students to know their response to the Listening activity with the model. The interview was done via video call and recorded.

Data analysis technique

The researcher used the pre-test and post-test scores to analyze the data, then calculated the pre-test and post-test using a Statistical Package for Social Sciences (SPSS) 15.0 for Windows Program. T-tests were applied to test mean differences between the two groups. Generally, they require a single dichotomous independent variable (e.g., an experimental and a control group) and a single continuous dependent variable (Arias et al., 2021; Pawar, 2020; Punch, 2009). Additionally, if the researcher wants to compare the average (mean) performance between the two variables, they should consider the t-test. The t-test was applied to measure the difference significantly in mean scores between experimental and control classes. After the researcher gains the data, the researcher can use two types of t-tests.

Meanwhile, the resulting data from the interviews were elaborated descriptively. The structured interview data were analyzed by criteria content analysis (Ridder et al., 2014) and presented to support the result of quantitative data.

RESULT AND DISCUSSION

Results

The result of the pre-test

The researcher conducted a pre-test at the first meeting before administering the treatment to both classes. The pre-test was done on October 30th, 2020, in A-class (the control class) and on October 31st, 2020, in the C- class (experimental class).

Table 1. Result of Pre-Test

	Class	N	Mean	Std Deviation	Std.Error Mean
Pre-test	Experimental class (C)	32	86.63	9.990	1.766
	Control Class (A)	32	82.94	12.526	2.214

Based on the data above showed that the mean score in the pre-test of the experimental class was 86.63. In comparison, the mean score in the control class was 82.94. Based on the pre-test result, the researcher concluded that the mean score of the pre-test experimental class was higher than that of the control class.

For the third-semester students of class C, as an experimental class, the researcher gave treatment using a blended-based Canvas model. Blended learning was given at the next meeting, and the researcher provided Computer, CD ROM, internet connection, LMS-elmu, GMeet, zoom application, and WhatsApp for the teaching media.

The researcher highlights the significant difference in the experimental class student's mean scores between the pre-test and post-test sections in this section. The researcher used a dependent sample t-test to determine the significant difference between the pre-test and post-test scores in the experimental class.

Referring to the post-test result, the researcher found that the experimental class's mean score was much higher than the control class. Therefore, the researcher can continue using an independent sample t-test to test the hypothesis.

Analysis of the effectiveness of blended-based learning

In this section, the researcher elaborates on the significant difference in mean scores students of the experimental class (C-class) got between the pre-test and post-test sections. The researcher used a dependent sample t-test to determine the significant difference between the scores pre-test and post-test in the experimental class. The result of the dependent sample t-test is shown in the table below.

Table 2. Paired Sample Tests from the Experimental Class

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Differences				
	Mean	Std.Dev.	Std.Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pos-Pre	6.44	6.520	1.153	4.09	8.79	5.585	31	.000

Based on the calculation, the researcher found a significant difference in the mean score of the pre-test and the post-test in the experimental class. As a result, the P-value is 0.00, and if the P-value <0.05, it indicates a significant difference in the data.

Results of the control group

As a control class, the A-class students were given treatment by the researcher by conducting regular listening activities with a computer and audio. The researcher used a dependent sample t-test to determine the significant difference between the pre-test and post-test scores in the control class. The result of the dependent sample t-test is shown in the table below.

Table 3. Paired Sample Test from the Control Class

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Differences				
	Mean	Std.Deviation	Std.Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pos-Pre	**1.66**	5.141	909	-20	3.51	1.823	31	0.078

From the dependent sample t-test, the researcher found no significant difference in the data, and there was no sign of the mean score of the pre-test and post-test in the control class. It showed that the result of the P-value was 0.078. Although the P-value was 0.05 > 0.078, there was no significant difference between the pre-test and post-test in the control class. In other words, the control class had no significantly increasing score from the pre-test to the post-test.

Analysis of the hypothesis

In this research, to do the hypothesis testing for the independent sample t-test using SPSS 21. This application was used to determine whether there was a significant difference between the mean score of the post-test experiment and the control class. In this research, the researcher used a confidence level of 0.05 because she intended to determine a significant level of 0.95 or 95%. There was no significant difference between students who taught using blended learning with LMS, zoom application, and classic teaching (computer with audio) if the P-value result was higher than level 0.05.

Table 4. The result of the Independent sample t-test

Independent Sample Test

		Lavene's test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference Lower	Upper
Pre	**Equal variances assumed**	3.898	.053	1.302	62	.198	3.69	2.832	-1.974	9.349
	Equal variances not assumed			1.302	59.076	.198	3.69	2.832	-1980	9.355
Pos	Equal variances assumed	23.702	.000	3.775	62	.000	8.47	2.244	3.984	12.954
	Equal variances not assumed			3.775	46.994	.000	8.47	2.244	3.955	12.982

From the calculation of the independent sample t-test, the result of the P-value of the independent sample t-test was 0.000. This means that P-value was lower than the significant level of 0.05. Based on the result, the researcher concluded that the H0 was rejected and H1 was accepted. The students who taught with a blended-based canvas model (un/synchronously) understood the material more clearly than those with conventional teaching media (computer and audio).

The result of the student interviews

Eight questions are delivered to the five (5) students to know their response to the Listening activity with the model. The interview was done via video call.

Table 5. Students' Response

No.	Questions	Response
1.	Tell us your experience after learning listening with mixed model synchronous and asynchronous or blend-based canvas models.	All students (6) mentioned that the activity was enjoyable and made them happy with more communication, creativity, and collaboration. They can

		learn anytime and anywhere.
2.	How do you think you will understand the conversation with the video?	Five students said that they understood well and enjoyed it. One (1) sometimes said it was too fast.
3.	What do you think were the topics of the conversation?	All the students (6) said the topic was not hard to learn, meaning it was easy to follow and exciting.
4.	What do you think are the questions of the activity?	One student said he had difficulty answering questions when they found long questions, and 5 of them did not.
5.	How do you think a blend - based-model can enhance your Listening?	All students (6) revealed that the model could enhance their comprehension and got various activities to improve their understanding.
6.	What do you think of learning listening through video or gadgets"?	All students (6) answered that learning listening through blended-based learning using video or gadgets was enjoyable and more understandable.
7.	What are the advantages of performing listening activities online?	All the students (6) said they could get plenty of sources and knowledge.
8.	Tell us the weaknesses of learning to listen with the blended-based canvas model.	A student answered that he needed time to prepare and sometimes got a bad connection and lack of attention from the teacher. Five (5) of them had no problems. They can participate anywhere using a gadget, and they need more variety of e-materials.

Additionally, related to the result of the interview show that the students are interested in doing the activities of listening with a blended-based canvas model. It can be seen from the answer that they can participate in classes from anywhere as long as they have a computer, gadget, and an internet connection. Also, they have plenty of time to explore various sources by reading and even repeating the lecture material without limitation of time. They can study comfortably and are motivated to learn. In short, this method can improve their listening ability and develop other skills such as communication, creativity, collaboration, and critical thinking.

Discussion

Blended learning can help students to learn independently and collaboratively (Buckley, 2022; Dahlmanns et al., 2020; Rahmatika et al., 2020). It aligns with the finding that the blended learning model can support students in learning the material clearly and effectively. Also, using the blended learning model appropriately can enhance the student's 4 C skills, such as critical thinking, creativity, communication, and collaboration. It aligns with Hasanah and Nasir Malik's research on blended learning at the University. They found that the blended learning model can increase students' skills; communication and critical thinking skills (Hasanah & Malik, 2020). Besides, the blended learning model with LMS can actively involve the learners initially and throughout the learning process. Therefore, the blended-based learning Canvas model is needed to equip teachers to make interactive learning media and review and discuss together (Debra & John, 2022; Kovalchuk et al., 2020; Sharma, 2010b).

Developing a web-based ICT-based English learning model as a collaborative sharing resource is to improve teacher skills in designing instructional media that students and teachers can use and develop appropriate materials and media. Thus, the model that is composed later can create holistic teacher and student competencies that cover three (3) domains, namely skills, attitudes, and knowledge applied in daily life and society. The progress of a web-based ICT in English learning model as a collaborative sharing resource to improve teacher skills in designing instructional media is very beneficial for teachers, students, and others concerned with Education (Hadawey et al., 2019; Sudarsana et al., 2019).

Referring to the result of the interviews, teaching Listening activities with a blended-based canvas model as a learning management system in UMM is effective and practical. Students can use the technology to access e-materials from many sources and use the media such as gadgets, YouTube, and Zoom applications for performing the activity. They enjoy listening activities to various e-material and videos that help them understand the conversation. They can learn independently using their media and participate in discussion sessions collaboratively. Sometimes they lack online learning preparation and e-material. Even though the teaching-learning process with LMS un/synchronously still has weaknesses, especially the lack of online learning preparation and e-material, fortunately, the students enjoy it because of getting various activities. Therefore, several things must be considered to make an online program successful, including curriculum, e-material, facilitators, and technology. Students must be paid attention carefully to take full advantage of this model and avoid the risks resulting from its weakness (Bailey, 2009).

CONCLUSION AND IMPLICATION

Conclusion

In this experimental research, blended-based learning as a learning model is proven effective and practical in the listening class. Classic teaching with computers and CDs as conventional media also attracted students' curiosity and attention to learning in the control class. A CD and computer are monotonous teaching media and need to help students learn English. There was a significant difference between students who were taught using a blended-based model of offline face-to-face combined with online with ICT-based learning and classical teaching media. The conclusion is that the blended-based canvas model can be used as an alternative to designing activities un/synchronously that can enhance students' listening ability.

Implication

This study is intended for English language teachers and provides information about teaching using the blended-based canvas model. This study is expected to make learning more interesting using technology, and it is also hoped to improve students' understanding of learning

and Listening. Besides, it can also provide knowledge to other teachers to be more innovative and participate in learning to use a canvas platform that can improve students' skills in Listening.

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