THE IMPACT OF BLENDED LEARNING APPROACH ON GENERAL ENGLISH ACHIEVEMENT AMONG INTERMEDIATE EFL LEARNERS

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ABSTRACT

This study examined the effect of blended learning strategy on student's general English achievement. To do this study, 64 intermediate EFL learners were selected among 118 students at a junior high school. Then, the selected participants were divided into two equal groups; one experimental (blended learning) and one control (traditional learning) group. After that, both groups were pretested by a general English achievement pre-test. Then, both groups received the treatment. The learners in the blended learning group received traditional teaching methods of English idioms plus learning through using computers and the internet. On the other hand, the control group was taught in the traditional classroom. The traditional classroom setting was deprived of the computer and the internet and the students were taught in the classroom only based on their course textbook. After the treatment, both experimental groups took the post-test of general English achievement. The results of paired and independent samples t-tests revealed that the experimental group had better performance on their post-test compared to their pre-test. Finally, implications arising from the findings, and suggestions for further research were explained.

INTRODUCTION

The modern period is marked by quick developments as a consequence of science and technical advancements, containing information technology. To deal with the challenges that could result from them, such as the vast amount of material and the overcrowded classrooms, along with teachers' deficiencies, it is essential to continue with these developments in the educational system. These advances in science and technology have led

to several innovative teaching and learning techniques, like e-learning and Blended Learning (BL), especially in research and self-development (Abidoye, 2015), and metamorphosis in information technology that has practically converted the community into a digital village. The former contributed to a stronger desire for learners to participate in multi-vendor settings, and the latter resulted in people exchanging insights and opinions with others.

E-Learning is characterized as learning that is delivered electronically via the Internet, an internal network (intranet or multimedia, such as CDs or DVDs) (Alzahrani1 & O'Toole, 2017). It is deemed to be one of the most advanced learning approaches and has been credited with many obvious benefits. These benefits include the potential to address the issue of the growth in information and an increasing necessity for instruction (Coswie & Nichols, 2010); tackling the problem of overpopulated classrooms if utilized as a form of distance learning and creating resources for the recognition of differences in education. E-learning, for instance, enables workers to be educated, trained, and incarcerated without quitting their enterprises, while still educating their housewives, thereby leading to a rise in literacy rate (Al-Karami & Al-Ali, 2009). E-Learning allows work interviews and lives discussions to be made accessible online and offers rapidly updated information, animation and simulation services, immersive activities, and realistic apps that are compatible with the needs of the students (Brew, 2008) and keep up pace whilst lessening cost of training (accommodation, travel, and books). Besides, it promotes the preservation and accessibility of information on time and combines material and information for all consumers. Eventually, it strengthens communication and cooperation among learners and decreases their feelings of humiliation to peers when making mistakes (Chih-Hua, 2008). Even so, e-learning may have negative sides, such as digital dependency, lack of enthusiasm, and loss of interpersonal contact. Eventually, e-learning evaluations are limited to largely quantitative subjects, not to overlook the standard of protection concerning online learning programs. Nevertheless, BL is a new curriculum technique that has steadily substituted e-learning in most universities, schools, institutes, and colleges. According to Clark and Olson (2010, BL is a rational and logically appropriate complement to e-learning, has better benefits, is cheaper, and integrates progressively advanced forms of learning. Likewise, Garrison and Kanuka (2009) claimed that BL is a concept that describes the different endeavors made by instructors to integrate the technology aspect into the conventional classroom environment, due to the efficacy this arrangement offers. BL attempts at immersive learning, culminating in the blending or combining of the role of a teacher in a conventional classroom with that of a virtual classroom. The technology used in BL is also intended to produce optimum participant output. As per Graham (2006), BL systems are designed to facilitate learning by promoting the incorporation of visual cues and instructional principles. The use of interactive settings is intended to attract the interest of the individuals participating while boosting the connections with the partners.

From another point of view, information technology (IT) is rapidly growing as brought major changes in every aspect of our lives, including high demands in education and IT-based learning and teaching. Through

technology, learning and teaching activities can be done without any boundaries of place and time differences. Unfortunately, this still appears far from the reality since learning and teaching activities are still based on the traditional way, where students have to face the teacher directly in class. Aside from learning and teaching activities that were not so enjoyable, teachers still used teaching techniques that asked students to memorize a concept that was described abstractly. Some teachers still could not see an opportunity to use technological advancement to deliver the lesson to students easily (Mouza, 2009).

The use of technology in class is still complementary and has not been used fully for both students and teachers. Whereas, technology can help them to do their learning and teaching activities wherever and whenever so that it will not be as boring as before. Teaching through technology in the classroom help increase students' willingness to learn more and change the students' perception of teaching activities in general. moreover, teachers will have a different point of view about using technology in teaching that it is not only an activity to deliver the lesson to students but an activity to share and discuss new information. That is why a teaching strategy that can provide a useful atmosphere for both teachers and students is of paramount importance (Namaziandost, Neisi, Kheryadi, & Nasri, 2019; Nuno, 2005).

Many strategies can be used by teachers. Yet, a strategy that can combine learning face to face and learning online will be the best choice for the students of the general English course. The teachers needed to know not only the way to properly teach students theoretically, but also to use teaching technologies that highly applicable based on context. It also becomes an additional reason as to why the traditional way of teaching students face to face in a class will not be a suitable technique for them. Some extra time to help students in understanding a lesson also as a way to do interaction and discussion between students to teachers and students to students outside of the classroom will be necessary and appropriate. Therefore, in this study blended learning was implemented.

In a nutshell, curriculums based on blended based learning has been growing internationally since 2000 and has been utilized in many developed countries so far, such as North America, England, Australia, and so forth. All sorts of learning channels have been utilized appropriately to provide improved learning tasks through blended learning. Blended learning uses computers as a tool to merge both face-to-face learning and digital learning. This implies that teachers can teach using the technology approach and integrate it with channels of face-to-face learning that have been shared online. Through using laptops, mobile phones, televisions, video conferencing, and all other electronic equipment, they can have access to it. To develop their learning and teaching qualities, learners, and even instructors as facilitators can cooperate successfully. All share the same goal of using a blended learning approach, which is to make the learning experience easier for learners to be autonomous, sustainable, and to continue to improve in their lives. Throughout this way, the learning experiences of students will no longer be tedious, but they will certainly be more productive, efficient, and fascinating instead. Moreover, one of the advantages of blended learning is the ability to increase student participation – changing and strengthening the structure of the student's role in their learning as an engaged

student (Korkmaz & Karakus, 2008; Namaziandost, Pourhosein Gilakjani, & Hidayatullah, 2020; Obiedat et al., 2014; Mosca et al. 2010; Vernadakis et al. 2011). Blended learning has the potential to leverage students' perceptions that distribution modes would parallel a significant part of their out-of-university environment that resides in this blended 'style.'

In order to make it easier for students to find language classes more exciting and to reach the best nature of learning, online instruction will, in addition to conventional approaches, lead to new learning success. It is recommended that a combination of traditional instruction and on-line training, named blended learning, will be used in language classrooms. Blended learning can be a realistic and feasible solution to motivating students to understand languages properly and effectively.

In this way, concerning confinement and issues in conventional classes (tedious, lack of interest, and inspiration), the requirement for the joining modern technology into traditional classrooms, to improve students' learning is definitely needed. Although the utilization of the PC and the web has been presented in language classrooms, studies are required to check the viability and effect of blended learning on junior high school EFL students. Therefore, this research aims to investigate the impact of blended Learning strategy on student's general English achievement. To reach this aim, the following question and null hypothesis were formulated:

RQ. Does blended learning have any significant effect on students' general English achievement?

H0. Blended learning does not have any significant effect on students' general English achievement.

LITERATURE REVIEW

Instructors utilized films; radio, media, audio, videotapes, until they made use of computers in the 1980s (Liu, Moore, Graham, & Lee, 2002). In the 1980s, teachers began using computers in language classrooms to encourage and help learners learn the language quickly, as noted by Cunningham, 1998 (cited in Liu et al., 2002) and to create additional exercises (Lifang, 2012). Computers may be a great incentive for learners to understand materials and learn successfully (Mendez & Gonzalez, 2010; Wold, 2011).

In teaching a foreign language, utilizing a computer has a specific name - "CALL." This is the abbreviation for "Computer-Aided Language Learning" or "Computer-Assisted Language Learning," according to Garbett and Ovens, (2017). Ho and Savignon (2017) characterized CALL as the search for and study of computer applications in language teaching and learning" (p. 11). On the other hand, CALL was described by So and Lee (2013) as the way a second language teaching and learning activity was carried out at the time to boost the teaching techniques utilized."

In theory, drill and practice programs were the first category of software programs utilizing CALL (Tananuraksakul, 2014). In order to maximize accessibility to language, these programs mirrored real-life scenarios (Tuan, 2010; Kazu & Mehmet, 2014). In addition, to the extent that they segregated students, the practices of these programs were inactive and their focal point was on memorization. Hashemifardnia, Namaziandost, and

Rahimi Esfahani, (2018), acknowledged that immersive activities and diverse forms of media have been used in language learning as technology progressed. This has contributed to more and more teachers using the virtual learning system to build for their learners an immersive educational environment.

Starting in the 1990s, researchers began to examine the benefits of the widespread use of technology and computers, especially in language learning. The research by Liu et al. (2002) demonstrated the beneficial impact of computer technology on the learning of second languages. The research supported the results of Dunkel, 1990, which stated that computers enhanced the "self-esteem of the language learner" and their academic skills (Cited in Liu et al., 2002). Chun and Brandl, 1992, reported that providing students with instant feedback when learning the course is the benefit of a computer (Cited in Liu et al., 2002). Colakoglu and Akdemir (2010) believe that the use of computer technology in second language instruction increases the learners' ability to successfully communicate in the second language.

Lalima and Dangwal (2017) noted that the computer helps the learners to reuse lessons as required, thus enhancing the learners' knowledge. It also offers a range of language practice opportunities for L2 learners - particularly for those who cannot practice in the classroom (Laher & Boshoff, 2017). CALL exercises will be a strong opportunity for learners to know (Namaziandost, & Çakmak, 2020). CALL activities frequently encourage students to develop their learning strategies (Jobst, 2016; Ismail et al., 2014).

The concern here is not the accessibility of computers and computer applications, but how to make the best use of it in producing strategies and materials for language learning (El-Ghalayini & El-Khalili, 2012; Namaziandost, Razmi, Heidari, & Tilwani, 2020). As Davies (2011) argued, the use of technologies is a way of reaching educational targets and improving learning objectives.

The key ICTs and fundamentals of the rest of these inventions are computers, the internet, and its related technologies. ICTs have become ubiquitous and are utilized to promote and strengthen users' communications and connections (Hussain, Cakir, Candeğer, 2018). Blended learning helps us to understand, more precisely, the features of electronic media in general, and information communication technologies (ICTs) in particular (Dziuban et al., 2018; Saat, 2004). Some aspects of blended e-learning are web-based teaching, video playback, audio, synchronous and asynchronous interaction, etc (Kenney & Newcombe, 2011; Limniou, Schermbrucker, & Lyons, 2018). The concept of blended learning has been defined using multiple meanings by many scholars. Miles and Foggett (2016) characterize blended learning as the integration of the powerful and beneficial elements of face-to-face learning with web-based learning. Blended learning is often characterized as a teaching approach that removes obstacles related to time, location and circumstance, while yielding high-quality communication between instructors and learners (Kanuka & Rourke, 2014; Krishnan, 2015; Simpson & Anderson, 2009).

In order to determine the relationship between the use of the computer in L2 learning and progress, various experiments have been carried out. Liu et al. (2002) claimed that "Outcomes from various researches indicate that the use of visual media facilitated the acquisition of vocabulary and sought

to boost academic performance". Francis and Shannon (2013) measured the effect of blended learning to enhance the academic outcomes of learners. They concluded that students who do not engage with blended learning are academically disadvantaged.

Ghahari and Ameri-Golestan (2013) investigated the impact of blended and classroom teaching methods on Iranian EFL learners 'writing. To fulfill, a group of 29 upper intermediate and advanced EFL learners were randomly divided into two groups: an experimental group, namely Blended Learning, and a control group, namely Classroom Learning after taking part in a placement test. Participants of the Blended Learning group received traditional teaching methods of writing plus learning through the web. Participants of the Classroom Learning group, however, were taught based on the traditional teaching methods of writing and received the materials, instructions, and feedback merely through traditional methods. The results of the independent-samples t-tests showed that participants of the Blended Learning group significantly outperformed the ones in the Classroom Learning group in their writing performances.

In another study, Harahap, Nasution, and Manurung (2019) investigated the influence of the blended learning approach on students' learning achievement and scientific process skills of plant tissue culture course in the Universitas Negeri Medan. Based on the study results, the blended learning approach can be inferred to be considerably more efficient in improving the learning success and science process level of learners in the plant tissue culture course in comparison with the traditional learning strategy.

Based on a study done by Dziuban, Hartman, and Moskal (2004), blended learning can improve students' learning outcomes and also decrease school dropout numbers in comparison to only thoroughly online learning. Another finding is that teaching based on blended learning is far better than face to face learning. The composition that is often used through blended learning is 50/50; it means from total time allocation, 50% is for face to face activity while another 50% is for online learning. Another percentage is 75/25, where 75% for face to face learning and 25 % for online learning. A composition of 25/75 is also possible, where 25% for face to face learning while 75% for online learning.

In another study done by Sihkabuden (2011, there were no significant changes found between the experiment class which used blended learning, and the control class which used face to face learning method with help of PowerPoint, bout the students in the experimental group had higher motivation than the control class.

Blended learning typically attempts to employ multi-educational approaches to pursue the overarching purpose behind education (Olejarczuk, 2014; Tsoi, 2009). The versatility of blended learning is expressed by the potential to use both e-learning and conventional methods in streamlined techniques, so the product would be a variant of the best from each approach. As a consequence of this development in instructional strategies and processes, which provided the means to help provide students with scientific information in a simple, fast and transparent manner, different forms of e-learning emerged to meet the concerns of students and the essence of the available resources to communicate with, including education depends on the

use of electronic media in the classroom, and communication between teachers and learners, and receive information, and the interaction between the student and the teacher and the student and the sources of information available in the school.

METHOD
Participants

To do this study, the researcher selected 64 male participants. The participants were chosen among 118 intermediates via non-random sampling from a junior high school. The participants' age range was between 21 and 23. They were intermediates students and their level of English language proficiency was determined on the basis of their scores on the Oxford Quick Placement Test (OQPT). The learners were randomly divided into two experimental and control groups. In each group, there were 32 participants. The native language of the all participants was Persian. Both classes were taught by the same instructor who is the author of this paper.

Instruments

The first instrument which was utilized in the current study was the OQPT. It was administered to homogenize the participants' level of English proficiency. Based on this test, those students whose scores were 0-17 are beginner, 30-47 were intermediate and 48-60 were advanced level. The participants whose scores were between 30 and 47 took part in the study as beginner level students.

The second instrument used in the present study was a researcher-made pre-test. To realize the current participants general English, a researcher-made pre-test was designed based on the students' materials. It was a test of 40 objective items including multiple-choice, short answer, and true or false items. The validity of the pre-test was confirmed by 5 experts. It should be mentioned that the reliability index of the pre-test was calculated through the KR-21 formula (r=0.94).

The third instrument of the current study was a post-test of general English achievement. After the treatment, a post-test was designed and given to the participants. Like the pretest, it included 40 objective items including multiple-choice, short answer, and true or false items. The validity of the post-test was confirmed by 5 experts and the reliability index of this test was computed through the KR-21 formula (r=0.89).

Procedure

To conduct the present study, the researcher attended the above-mentioned university and selected two intact classes which were EFL learners. The researcher selected 64 students and divided them randomly into two groups; the experimental group (Blended Learning) (n=32) and the control group (Traditional learning) (n=32). Then, both groups were pretested. Then, the treatment was practiced in both groups. The learners in the Blended Learning group received traditional teaching methods of general English plus learning through using computers and the internet. In essence, before the initiation of the treatment, a particular education webpage was developed by the researcher to educate the general tenets of the contents of the general English achievement course. Using Hypertext Markup Language

(HTML), Hypertext Preprocessor (PHP), and JavaScript language, the website was designed as a learning media for this research in the blended learning class. The format and design of the website course were updated by validating: 2 professors who are specialists in general English achievement, 2 professors who are specialists in studying media design, 2 professors who are specialists in instructional design, and 2 professors who are website design specialists. After that by taking the perspective of 20 participants who passed the general English achievement class, the website was revamped. Learners have been briefed on the procedure. The outcome of the design of this general English achievement website was deemed legitimate and practical.

On the other hand, the control group was taught in the traditional classroom. The traditional classroom setting was deprived of the computer and the internet and the students were taught in the classroom only based on their course textbook. The treatment lasted 15 sessions of 50 minutes each under the guidance of the researcher. Finally, to ensure the effectiveness of instructions and to assess learners' knowledge of general English achievement throughout the study a posttest was administered.

Data Analysis

To answer the research question, data analysis was carried out by using the Statistical Package for Social Science (SPSS) software version 25. In data analysis, the descriptive statistics including means and standard deviation were calculated. Finally, to examine the effects of the treatment on improving the participants' general English achievement, an independent samples t-test and paired samples t-test were used.

RESULTS

First of all, the performance of both groups on the pretest was checked through running an independent samples t-test.

Table 1. Group Statistics (Pre-test of Both Groups)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental Group	32	12.3125	1.30600	.23087
	Control Group	32	12.7097	1.46500	.26312

In table 1, the descriptive statistics of both groups are presented. The means of both groups are almost equal. The EG's mean score is 12.3125 and the CG's mean score is 12.7097. This means that both groups are somehow similar since they are homogeneous at the beginning of the treatment.

Table 2. Independent Samples t-test (Pre-test of Both Groups)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest	Equal variances assumed	.942	.336	-1.137	62	.260	-.39718	.34940
	Equal variances not assumed			-1.135	60.719	.260	-.39718	.35005

In Table 2, an independent samples t-test was used to show the scores of both groups on the pre-test. Since the Sig (.260) is greater than 0.05, the difference between the groups is not significant at (p<0.05). They performed the same on the pre-test.

Table 3. Group Statistics (Post-test of Both Groups)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental Group	32	15.5625	.80071	.14155
	Control Group	32	13.0323	1.30343	.23410

Table 3 reveals the descriptive statistics of both groups on the post-test. The EG's mean score is 15.5625 and the text chat group's mean score is 13.0323. It seems that both groups performed differently.

Table 4. Independent Samples t-test (Post-test of Both Groups)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference

Pretest	**Equal variances assumed**	6.690	.012	9.317	62	.000	2.53024	.27158
	Equal variances not assumed			9.249	49.537	.000	2.53024	.27357

Table 4.5 indicates that the difference between both groups is significant at (p<0.05). The experimental group had better performance than the control group on the post-test. Therefore, it can be concluded that blending learning had a significant effect on improving general English achievement.

Lastly, to check the performance of each group from pretest to posttest on both speaking and self-efficacy tests, a paired samples t-test was run.

Table 5: Paired Samples Test Comparing the Performance of Both Groups from Pretest to Posttest

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	**EG. Posttest – EG. Pretest**	3.25000	1.43684	.25400	12.795	31	.000
Pair 2	**CG. Posttest – CG. Pretest**	.37500	1.07012	.18917	1.982	31	.061

As can be seen in Table 5, the experimental group improved from pretest to posttest (p-value <.05) but no change was found in the control group performance from pretest to posttest (p-value > .05).

DISCUSSION

After collecting the data, the researcher analyzed them to find out the effectiveness of the treatment on the students' general English achievement. The findings showed that the students who received the instruction through blended learning had better performance on their post-test compared to their pre-test. The results statistically revealed that the blended learning group significantly did better on the post-test (p < .05). Therefore, the null hypothesis of the study "blended learning does not have any significant effect on students' general English achievement" was rejected. The results showed that blended learning appeared to have a greater effect on the general English achievement of the learners.

According to the shreds of evidence from the above tables, the students who learn using the traditional way scored lower than the students who learned by blended learning strategy. This result can be explained as

follows; the blended learning approach provided an efficient atmosphere for the growth of communication skills that reflected on the skills of students, such as real-life behaviors and attitudes, enhancing their engagement with these attitudes. Thus, the significance of the blended learning approach stems from the feelings of the student towards this technique, they believe that while learning they play a significant part, and they have the choice of selecting which learning method matches them. The Blended Learning technique saves both the instructor and student time. These results are also compatible with the research of Mendez and Gonzalez (2010) in terms of saving both the teacher and the student time.

The findings further agree with those of Krishnan (2015), which notes that blended learning is efficient in developing the capabilities of the experimental group than traditional methods. This study is also in line with that of Saat (2004), who demonstrated that a web-based learning atmosphere enables the student to improve skills in the science process. The potential of the learning process is developed by learners themselves in an individual learning process through blended learning. Students are also expected to comprehend the material individually and in detail. Before joining the class, the learners are also expected to learn the material individually by blended learning, although it will then be debated together in the class. It is independent learning that is probably one of the explanations of why blended learning will strengthen the learners' general English achievement. By implementing the learning phases such as observation, description, and estimation, students individually develop their comprehension of material information. Multimedia presented by teachers on the website, such as videos, animations, pictures, games, and flash, will also assist students. Lecturers also provide the platform with a simulated allocation of topics related to general English achievement. In the debate forums on the internet, participants are also allowed to attempt to figure a way out of the issue and reveal it online. Students are expected to regularly carry out science tasks such as analysis, estimation, generating observations, asking questions, applying ideas, preparing research, and sharing research findings through the accessibility of the virtual task. Learners are therefore supported with too much academic help and scientific arguments between students and teachers to boost their general English achievement.

The outcome of this study confirms the study results of Obiedat et al. (2014), who concluded that blended learning has an important and optimistic effect on the academic success of students at the University of Jordan. Furthermore, the results of Abidoye (2015), Kazu and Mehmet (2014), Ismail et al (2014), and Korkmaz and Karakusus (2009) also affirm the finding of this study that blended learning setting boosts students' general English achievement. In their study, Sridevi (2008) and Krishnan (2015) reported that the enhancement of skills in the science process is linked to student learning progress. Garrison and Kanuta (2004) mentioned that it is the potential of blended learning that facilitate deep learning. According to Simpson and Anderson (2009), its key role in higher education has been reinforced by the effects of blended learning. Kenney and Newcombe (2011) also did their comparison to establish effectiveness because of grades and found that blended learning had a higher average score than the non-blended learning environment.

From another point of view, the findings revealed that the high success of the experimental group could be related to the benefits of information delivery through the computer. The benefits of the computerized curriculum may have led to the improved results of the students in the experimental group who were trained using a computerized content configured for learners to be appealing, fascinating, and pleasant and include vision and sound characteristics that far surpass the static descriptions in the book, thus making learning more interesting.

The curriculum permitted the solution to be identified by the computer in the learner-computer interaction, and also performed the correction process so that the learners would know if the solution they had given was right or inaccurate. The computer gave feedback and support if the response was accurate; otherwise, the students were asked to attempt again. This is can also be credited to the innovation of introducing English language lessons via a computer. The findings of this research are compatible with those of Nuno's (2005) report, which confirmed the efficacy of computer-based instruction.

More specifically, computers boost the ability of students to draw a connection between abstract ideas and their immediate surroundings. When students are introduced to visual indications and monitored visual environments, they are more motivated to monitor their learning initiatives. In evaluating the implications of technology on student motivation, Mouza (2009) concluded that increased experiences in the classroom atmosphere, as a result of embedded computers, provided students with the means to promote active participation. BL encourages personalization, in addition to promoting a concise connection between abstract ideas and the environment. The enthusiasm of students is boosted as they are subjected to instruments that enhance their abilities while developing their deficiencies. Olejarczuk (2014) proposed that blending models should redesign themselves to accommodate the individualized necessities of the students who are interested in the program. Preferably, as he or she can connect with the resources used in the learning process, student curiosity is sparked. Students' productivity is boosted as they are subjected to instruments that facilitate their comprehension based on different abilities. BL promotes the recognition of the strengths and deficiencies of learners. Such an approach is important because it offers the knowledge required for teachers to modernize each student's performance in learning institutions.

CONCLUSION

The results indicated that junior high school learners can benefit from attending blended learning classrooms. Based on the findings of the present study, it can be concluded that the implementation of blended learning in teaching and learning can produce positive results because they could absorb students in learning English. The positive effects of using blended learning became obvious after the treatment. Here, it can be claimed that receiving instruction by using blended learning can facilitate English learning. The results of this research supported the fact that there is a positive relationship between students' general English achievement and technology use. These results have also indicated that using technology can lead to students' satisfaction. Moreover, applying technology in classes and learning through

it can enhance activity engagement. The results of this study have also shown that student-centered classes and interactive education can be achieved through the application of technology in junior high school classes.

In general, blended learning is an efficient way of teaching general English achievement, and it positively portrays the success of the students in a particular topic. Because of the use of both the e-learning and conventional method, this method takes its' values and as a consequence, the student's progress in junior high school and their skills have been strengthened. The use of a blended learning approach plays a significant role in converting the classroom atmosphere into an innovative and engaging setting; it incorporates the students and the teacher in the course of education. The instructor and the student are also the main members of the blended learning approach, making the lesson and discussion enjoyable and appealing. Furthermore, without the need for the intervention of the instructor, the relationship between the student and the instructional materials in the electronic world improves the ability to self-learn, in other words making the transition from teaching to learning and relying on the teacher to rely on the learner and therefore increase the efficiency of the teaching process as a whole. Eventually, the blended learning approach as a teaching strategy focuses on increasing students' success and enhancing their attitudes towards learning. Besides, it improves the skills of the student, such as communication skills, obtaining information, and collaboration between the student and the instructor, feeling that the learner plays a significant role throughout learning and that they have the choice of selecting which learning approach matches to them. The blended learning approach saves both the instructors' and the students' time.

The researcher proposes the following for more studies and advancements in the light of the findings of this research: Blended learning should be incorporated in other disciplines due to the useful effect of teaching the skill of general English. Researchers should perform more studies on the usage of blended learning techniques in students' success in other fields of education and regard other variables such as gender, age, student score rate, and IT and internet experience. Several challenges impact the blended learning approach from the teachers' and students' point of view and their attitudes towards it, so further research can concentrate on this field to increase the use of this approach. This research can be the gateway for other related experiments to demonstrate the impact of utilizing a blended learning approach on other academic materials or other stages of education.

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