



TEACHING LISTENING TO JUNIOR HIGH SCHOOL STUDENTS BY USING WEB BASED LEARNING RESOURCES (WBLR)

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Abstract

Listening is a skill that has to be mastered by language students because it is the basis for communication. If the students do not understand what the interlocutors are saying, the communication will not happen even though they are good in speaking. However, when learning English, most students have difficulties in listening. Based on the previous research, it is because the teacher often skips to teach listening so the students are not used to listen, strategy used by the teacher is monotonous, and the speed of the speakers, and also the students are lack of vocabulary. To solve the problem, the writer wants to apply and explain a media called Web Based Learning Resources. Web Based Learning Resources is an interactive web-based tools that support learning by enhancing, amplifying, and guiding the cognitive processes of students. It requires students to do different exercises with authentic materials, and it will give feedback soon after the students finish the exercises. The finding shows WBLR can improve students learning skill since they are used to listen to the native speakers.

Key words: Listening, Teaching Listening, Web Based Learning Resources

A. INTRODUCTION

Listening is one of the important skills in English language learning even it is the basis for communication. Rivers in Marrienne Celce-Murcia (2001: 70) says "speaking does not itself constitute communication unless what is said comprehended by another person." It means that when someone speaks but the others do not understand what is said, it cannot be said as a communication. If someone misunderstands what other person is talking about, the communication will not happen.

Although listening is one of the important skills in mastering English, most students have difficulties in listening to the audio or video. It is because the students are not used to listen. It is because many teachers usually skip the

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teaching listening at the school even though it is stated on the syllabus that the students have to master both aural and written text/ expression. It may be caused by the difficulty of the teachers to find suitable materials and prepare the media to teaching listening in the classroom that can ease the learners understand what they listened.

In addition, the teacher tends to use the same strategy in all topics. They play the audio or video, and the students answer the questions based on what they listened. After doing the tasks, both the teacher and the students check and discuss the correct answers. This may cause the boredom for the students because they just depend on their teacher in the learning process. The students are not accustomed to autonomous learning. As a consequence, they do something unrelated to the lesson to get rid of their boredom.

Moreover, lack of vocabulary and the speed of speakers influence learners' ability in comprehending the aural text/ expression. Underwood in Adnan (2012: 2) states that lack of vocabulary possessed by students makes them unable to understand the text they listened even can make them become bored and frustrated. Also, the students cannot control the speed of the speakers, so they think that the speakers speak too fast. Consequently, they will not pay attention to the audio/ video again. It is supported by Ardi (2015: 205) that listening is frequently considered as the most difficult skill to learn among the four skills because the message is delivered in uncontrolled speed.

Related to the cases above, teachers have to find media to teach listening with different activities/ exercises not only in order to make the students comprehend what is being learned but also to improve their listening skill and ease the teacher in teaching listening. One of the media is Web-Based Learning Resources (WBLR). WBLR is an interactive Web-based tools that support learning by enhancing, amplifying, and guiding the cognitive processes of students (Kay, et al. in Hadjerrouit, 2010: 116). Moreover, Hadjerrouit (2010: 116) explains the concept of WBLR that is a learning object or Web-based learning tool with four major features: it uses Web technologies; it teaches content that meets specific learning objectives aligned with the curriculum; it is designed on the basis of a learning strategy and pedagogical procedure; and it contains reusable elements.

By using WBLR, the teachers will not need to skip the teaching listening since it provides a lot of authentic teaching materials, different exercises, and feedback soon after the students finish the exercises. It also allows students to study independently. So, the purpose of this paper is to explain the implementation of Web Based Learning Resources in teaching listening to Junior High School. In addition, this paper also aims to tell the English teachers that "Web Based Learning Resources" helps them easier to teach listening in order to improve students' listening skill.

As stated previously, listening plays an important role in learning English even it is the basis for communication. According to Howatt and Dakin in Saricoban (1999: 1), "listening is the ability to identify and understand what others are saying." This involves understanding the pronunciation or accent, the grammar, and the vocabulary of the speaker and catching his meaning. It means

that listening requires students' ability to recognize different accent or pronunciation, grammar, and vocabulary used by the speaker in order to understand a message.

Similarly, Helgesen in Helgesen and Brown (2007: 3) states "listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

According to Brown (2001: 92), Junior High School Students are categorized as teens. So, he states that teaching teens are challenging for the teacher because at this age they are in age of transition, confusion, self-consciousness, growing, changing body, and minds. It can be said that they are the "terrible teens".

Additionally, Hammer in Syafei and Anggia (2014: 297) suggests a listening principle that

"A teacher should encourage his students to listen as often and as much as possible. Beside listening activity in the classroom, students should practice away from the classroom through Internet, TVs, CDs, Tapes, radio, and so on."

As stated in the quotation above, a teacher has to find strategy or media to make the students be able to practice their listening skill outside the classroom. By using WBLR, they can practice their skill outside the classroom without guidance of the teachers. Because the students have the opportunity to practice and repeat the listening, their listening skill may get improvement. They may improve their vocabulary, know how the pronunciation of a word, so when they are asked to do listening tasks, they can understand what they are listening and answer the questions well. They will not think that the speaker speaks too fast anymore as they have got used to listen.

So, teaching listening by using WBLR can help teachers to improve the listening skill of the students. It is appropriate to apply to Junior High School students because it provides a lot of authentic materials, different exercises, and feedback soon after they finish the exercises. If they do not understand about the lesson, they can find any sources on the website by their own. The teacher just needs to guide them. In this paper, the writer limits to discuss listening to descriptive text about people by using Web Based Learning Resources.

B. RESEARCH METHOD

In explaining the implementation of Web-Based Learning Resources, the writer uses 2013 Curriculum. Then, the exercise is organized based on 3.10 and 4.12 basic competences, which are about very short and simple descriptive text about people, animals, and things which are close to students' life. Here, the writer chooses the topic about describing people. There are many types of persons

that can be described, for instance family, friend, teacher, idol, etc. It not only describes about people appearance but also the attitude, hobby, etc. The writer selects the topic about describing people because it is considered to the closest to the students. So, the upcoming example that will appear is audio and video about describing people.

In implementing Web-Based Learning Resources, in teaching listening to the students, there is one thing that needs to be remembered by the teacher. There is no specific time to teaching listening; on the other hand, teaching listening is integrated with other skills (speaking, reading, and writing). Because, it is not stated in the syllabus that teacher should teach listening for today, and teach speaking for tomorrow. In the syllabus, it is just stated that aural and written text for describing people, animal, and thing for example. So, for the time allocation, the teacher determines by herself.

Before coming to the classroom, the teacher needs to prepare everything that will be needed, for instance the topic, material, and media. In explaining the implementation of using Web Based Learning Resources to teaching listening, the writer chooses the topic about very simple descriptive text about people. The teacher needs check whether the internet connection is good or not and the language laboratory is available.

a. Pre-teaching

In this stage, the teacher should prepare the learners' psychology and physical to join in the learning process. Also, the teacher has to make sure that teaching and learning process is enjoyable for students. The teacher can start by greeting the students and asking their condition to catch their first attention. Then, the teacher checks the students' attendance. After that, the teacher tells the students about the topic which is describing people and explains the purpose and the basic competence that must be reached.

b. Whilst-teaching

Whilst-teaching stage is the most important stage because the teacher applies the WBLR in this part. This is the core activity during the process of teaching and learning. Based on 2013 Curriculum, this stage consists of five phases which are observing, questioning, collecting information/ experimenting, associating, and communicating.

1) Observing

In this phase, the teacher presents a video related to the topic which is describing people. Then, the students should pay attention and observe the people's characteristics shown in the video for a few minutes. This video describes some people through song, so the students may enjoy the video. After presenting the video, the teacher leads a discussion by asking some simple questions in order to check whether they understand or not. Last, the students try to think someone and observe his characteristics.

2) Questioning

The students can ask the teacher or their friends about the information they want to know related to the topic. For example, the students can ask the teacher about the video shown before or about new vocabulary. The students can also ask how to describe someone's characteristics.

3) Collecting Information/ Experimenting

The teacher leads the students finding the answers of their own questions. In addition, the teacher applies the teaching listening by using web-based learning resources. According to the website, there are three stages should be done, they are pre-listening, whilst-listening, and post-listening. The teacher can modify the activities on the website according to the topic and the level of the students' ability.

Example of Collecting Information

Teacher: Now, open your dictionary or any sources you have and find 'gendut' dalam Bahasa Inggris!

Learners: Yes, Miss.

Example of Experimenting

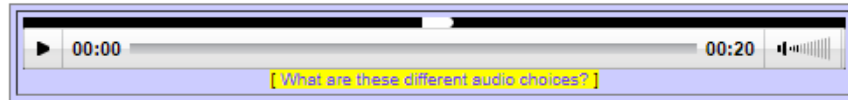
1. Pre-Listening Exercises [Top]

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When listening to a description of a lost child, what kinds of information would you expect to hear (e.g., the child's name)?

2. Listening Exercises [\[Top\]](#)

Listen to the announcement by pressing the "Play Audio" button, and answer the questions. Press the "Final Score" button to check your quiz.



[Other Audio Option: [Play Window Media](#)]

1. Where does the announcement take place?
 - A. at a baseball stadium
 - B. at a department store
 - C. at an amusement park
2. What is the boy's name?
 - A. Marshall
 - B. Matthew
 - C. Michael
3. How old is the boy?
 - A. 4
 - B. 5
 - C. 6
4. What is the boy wearing?
 - A. a solid white baseball cap
5. Where is the boy now?
 - A. He is at the information desk waiting for his mom.
 - B. He is waiting in the sporting goods section.
 - C. He is at the cashier where you pay for goods.

Score =

Correct answers:

Listen to the conversation again as you read the [Quiz Script](#).

3. Vocabulary Activities [Top]

Review the key vocabulary from the conversation: [Why do these?]

- Mixed-Up Sentence
- Sentence and Vocabulary Matching
- Text Completion Quiz

4. Post-Listening Exercises [Top]

Whenever you travel to an amusement park with your family, what things should children do if they get lost? Where should they go and what should they say? Are there Internet Websites that help families find lost children? Do an online search and report on what you find.

Figure 2: Example of Experimenting Activity

4) Associating

The students compare and associate the information that has been collected. Then, based on the information, they can make a conclusion how to describe people. After presenting their opinions, the teacher must give explanation about the topic. Next, the teacher explains the students about the video shown before and gives clues for the students how to describe people during her explanation.

5) Communicating

Communicating is the last phase in whilst-teaching activity. Here, the students will be asked to retell what they have listened about describing people to check whether they understand the audio or not. This can be done by presenting it in the front of the class, or they may write on the board.

c. Post-teaching

In this stage, the teacher draws a conclusion about the lesson with the students. She may ask a student to tell what she has got. Then, she gives homework for the students related to the topic learned. Next, the teacher evaluates the material and activities by asking the students' opinions. Then, the teacher closes meeting.

C. RESULT AND DISCUSSION

1. Research Finding

Web-Based Learning Resources is a learning tool which is integrated to internet. It develops learners-centered activities and provides many kinds of exercises and authentic materials for the students. At the beginning, the teacher presents the video and discusses it with the students. Then, the teacher leads the students to open the website that has been selected. Next, the students are required to do the exercises. There are many different exercises that are provided by a website. Different website provides different activities. After doing the exercises, the students can check their answers by themselves whether they are correct or

not. When they check the result and there is a wrong answer, they will be motivated to study harder. They may check why their answer is wrong, and automatically they will listen to the audio or video again. Indirectly, teachers also teach the students to think critically. Finally, the teacher discusses both text and exercises with the students. Here, we can see if the students understand or not about the material and exercises before. Because the website provides instant feedback soon after the students finish their exercises, they can practice their listening by their own whenever and wherever they are. By teaching listening in this way, hopefully, the students can improve their listening skill.

2. Discussion

It can be seen that teaching listening by using Web Based Learning Resources can improve students' listening skill because of some considerations. First, it develops learners-centered activities and provides many kinds of exercises and authentic materials for the students. As explained in the previous chapter, one of the causes why the students are lack in listening is because the teachers usually skip teaching listening in the classroom. By using WBLR as the media, the teacher does not have to do it anymore since WBLR provides many authentic and different materials.

At the beginning, the teacher presents the video and discusses it with the students. It is used to build the students' background information. Then, the teacher leads the students to open the website that has been selected. Next, the students are required to do the exercises. There are many different exercises that are provided by a website. Different website provides different activities. So, the students will not feel bored because the teaching and learning process is not monotonous. After doing the exercises, the students can check their answers whether they are correct or not. When they check the result and there is a wrong answer, they will be motivated to study harder. They may check why their answer is wrong, and automatically they will listen to the audio or video again. Indirectly, teachers also teach the students to think critically. Finally, the teacher discusses both text and exercises with the students. Here, we can see if the students understand or not about the material and exercises before.

In addition, Web-Based Learning Resources helps the students study independently. It allows students to study wherever and whenever they are. They can listen everything according to their interest. By practicing listening more, hopefully, the students can improve their listening skill. They will not think that the speaker speaks too fast anymore because they have got used to listening. Moreover, they can collect information provided by a website for further information if they do not get much from their teacher. By using WBLR, the students can check the correct answer by themselves. If they want to make sure their listening about a video or audio, they can see the transcript provided by the website. They do not have to wait for the teacher to explain to them. If the students are used to listening, their listening ability will get the improvement, since their ears have been trained to listen.

D. CONCLUSION AND SUGGESTIONS

Listening is one of the important skills in English that should be mastered by the learners even it is the basis for communication. So, based on the discussion before, it can be concluded that Web Based Learning Resources (WBLR) is a media which all learning materials and activities are sourced from websites on the internet. This media can be a solution to improve the listening skill of Junior High School Students due to some considerations. First, WBLR contains a lot of authentic materials. If they get used to listen to the native speakers, their listening skill can get the improvement, and they will not think that the speakers speak too fast anymore. Also, different website provides different materials and activities; so, the students will not be bored in teaching and learning process. Furthermore, teaching listening in this way develops learner-centered strategy and allows the students to study by their own. It is because the website gives the students feedback soon after they finish the exercises. They also can find the materials that they do not understand on the websites. Not only that, they can practice their listening skill whenever and wherever they are. If they practice more often, it will improve their listening skill.

Furthermore, the teacher should have a media that is new, interesting, effective, and efficient. The teacher should have good preparation before coming to the classroom. In choosing materials, the teacher should pay attention to some important considerations, e.g. level of the difficulty. Also, the teacher should create good atmosphere in the classroom that can motivate learners to engage in the teaching and learning process.

In addition, this WBLR have the possibility to make students do something unrelated to learning process. So, the teacher has to make sure that she does not take her attention away from the students. In other words, they have to guide the students during the teaching and learning process.

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