CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

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1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word.*

2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.

3. Semua karangan ditulis dalam bentuk *esai,* disertai judul subbab *(heading)* masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.

5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

TEACHING LISTENING USING WEB BASED MATERIALS

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Abstrak: Dalam belajar Bahasa Inggris, paling tidak ada empat kompetensi dasar yang harus dikuasai dimana salah satunya adalah Listening. Selama ini pengajaran listening masih mendapatkan porsi yang lebih sedikit bilamana dibanding dengan tiga kompetensi dasar yang lain, speaking, reading dan writing. Beberapa alasan seperti sulitnya medapatkan materi listening dan cara siswa dalam belajar menjadi halangan untuk melaksanakan pembelajaran listening yang lebih baik. Berkembangnya teknologi, terutama internet dengan segala fasilitasnya menjadi angin segar yang diharapkan mampu meningkatkan kualitas pengajaran dan pembelajaran bahasaInggris khususnya listening. Pengajaran melalui web kelihatannya menjadi begitu efektif dalam pembelajaran listening dimana strategy ini akan memberi siswa kesempatan lebih dalam berlatih di luar kelas ataupun laboratorium. Porsi belajar listening yang diperoleh siswa selama ini menjadi kurang efektif untuk meningkatkan kemampuan listening mereka. Strategi ini menawarkan kesempatan kepada para siswa waktu yang lebih lama dalam berlatih listening diluar laboraturion kapanpun dan dimanapun sesuai dengan waktu yang mereka inginkan selama terhubung dengan internet. Hasilnya, tentu para siswa akan lebih mendengarkan dengan sungguh sungguh dan hal ini baik untuk meningkatkan kemamampuan listening kereka.

Kata kunci: pengajaran, kreatif, pembelajaran

Abstract: In learning English, students are demanded to minimally learn four basic competencies in which one of them is listening. The teaching of listening still gets little portion if it compares to speaking, reading or writing. Some reasons as material, strategy of teaching and student ways of learning may appear as handicap to learn better listening. The coming of internet with its all facilities has become new fresh air that can be used to improve the teaching and learning quality specifically their listening ability. Web base teaching strategy seems to be very effective used to provide the students chance to do more listening practice outside of the laboratory. Small portion of listening practice that students have so far is less effective to improve their listening ability. This strategy offers the students to do listening practice outside the laboratory at anywhere and anytime they like as long as they have internet connectivity. As a result the students will do more attentive listening that is good to improve for their listening ability.

Key words: teaching, web base strategy, listening

INTRODUCTION

Learning English for Indonesian is really very challenging. It also happens to English teachers. Basically, there are four basic skills that students should study. They are reading, speaking, writing, and listening. Among these skills, listening does not get serious attention in language pedagogy. It seems less challenging material to be analyzed,

so that it only gets very little portion during teaching learning process in all levels of education.

Some problems arise and become a dilemma among the educators to find appropriate ways to improve their students' listening skills. Some of them think that listening is laboratory centered and so that the ideal place to learn it is in the laboratory. This means that it will need a huge finance to build it. Unfortunately, there are not many English educators who are interested in teaching of listening because it is quite difficult to find references. Therefore it is often seen as a boring English skill.

The difficulty of decoding, encoding, and discriminating sound, understanding intonation and stress, predicting and finding the gist, identifying relevant points, rejecting irrelevant information, note taking and summarizing are difficulties learning process.

In most listening classes, the lecturer has biggest control toward the listening devices while the students only have limited lime to listen. If this lasts continuously, it can be predicted that the objective of teaching listening is quite difficult to be achieved. Students should have more control toward the listening materials they learn from their lecturers and freely listened to what they already listened at anytime and anywhere they like.

In line with the development of technology, mainly information and technology, the teaching of language should be able to take the advantages for language learning. IT especially computer has offered teachers as well as students easier ways of learning. English language laboratory has changed from manual to digital. It means that there should be different strategy that both teacher and students do in language learning. The development if IT allows students to do better listening practice.

Teacher needs some preparation to conduct web based listening strategy. To start with, a listening teacher should prepare a set of computer, compatible software, internet connectivity, ability to operate, and appropriate strategy. Internet connectivity will enable lecturer to do more interesting and effective model of learning. There are lots of free listening sources with different levels and different speakers who use different accent of English for listening practice. It also enables

the teacher to download more materials for their students. By this ways, students can still learn listening by copying listening files to their electronic devices though they do not have any internet connectivity.

Underwood states in Wahono that recorded materials have some advantages to improve students' listening skill. Since the materials used in this strategy are from free site that can be downloaded and converted into recorded material, so that the use of web become the alternative of teaching listening. Meanwhile Wong (2005), in his paper he discussed issues behind educators' apparently slow uptake of advance in web technologies that can be incorporated into the teaching of listening skills in a straightforward manner and attempts to propose interim approaches as solution. In this case the students just need internet connectivity in their PC or notebook while those who do not have PC or notebook they can go to internet renting houses.

The use of web based teaching strategy is hoped become one of good solutions offered for students to improve their listening ability. On the other hand, students also face serious problems, their mastery of vocabulary and grammar also become handicaps found during teaching learning process. It should be realized that the good mastery of grammar and vocabulary will affect their listening.

In fact, it cannot be denied that listening is mostly seen as a difficult skill for foreign language students so that the teacher should vary between teaching listening and practicing listening. Practicing listening is just a matter of giving students constant and frequent exposure to the language, and presumes that this will gradually increase their familiarity with its sounds, rhythm, intonation etc, allowing easier decoding. An approach aimed at teaching listening, on the other hand, starts from the premise that the students' comprehension is blocked by specific features of the language or listening process.

Listening requires more effort from both course developers and learners. Unlike courses for other skills, which are mostly paper-based, listening courses are a combination of paper-based materials in the form of a course book, and on tapes or compact discs. However, learn-

ers get to keep only the course book (if any), and can access the course audio only in class, which essentially prescribes teacher-centered lessons. Learner autonomy, if it is to take place at all, necessitates a different delivery mode. The web seems to be a perfect candidate for an alternative mode. Nielsen (2003) states that information technology is maturing. When it comes to the multimedia capabilities of the web, we can probably argue that the technology is mature. However, listening course developers are reluctant to venture to the web and are still clinging to traditional ways of conducting listening classes.

So far, however, the process of teaching and learning listening is less effective without giving more practice to students after teaching learning process. Teaching is mostly teacher centered and can only be presented inside the laboratory. The new coming technology such as computer has actually opened a wide chance for EFL learners to use its benefit to develop their English competence. In listening, the use of computer software has vividly given a big chance for learners to practice listening independently without thinking that it is a laboratory subject. As it was said before, listening class tends to be laboratory centered which limits the students' chance to practice outside of the laboratory. Using web-based listening, students just read a computer connected to the internet. Then by using some free programs easily downloaded from some vendors, they can browse some sites with free listening materials. A web-based listening strategy tries to provide teachers as well as students thousands of challenging materials in which they can access any time and everywhere as long as they have internet connectivity.

This paper discusses one of several alternative ways to improve students' listening skill by using modern technology through a web-based strategy. Computer technology grows very rapidly. It is not denied that this technology has been widely used in this country and in the institution where this research takes a place, the use of computer with internet connectivity seems to be very vital. Browsing, up loading and downloading file, Yahoo Messenger, upgrading anti virus and some other needs cannot be done without internet connectivity.

Free internet access provided in some schools is like fresh air for students to develop their English listening skills. The writer assumes that PC, laptop or netbook are not quite expensive anymore. In addition, many students already have hand phone, PC tablet or other devices completed with internet connectivity including any media player for MP3, MP4, I-tune, MPEG etc. If students can make a copy the material and transfer to their computer or multimedia equipments and listen to it again and again outside of the laboratory, their listening skill improves gradually. It really gives more chance to students to have more practice on listening skill; furthermore, this gives fresh views to listening teachers to use this strategy for their students.

This study is designed based on some reasons; 1). The students' chance to learn listening is low because most listening activities are still done in the laboratory, 2). The students' interest in listening is lower than speaking, reading, grammar or writing, 4) It often finds difficulties to get books and listening references or if any, they cost very expensive.

This strategy will enable listening teachers to use broad listening materials just by visiting free sites which are always updated with the latest topics. Most materials are free downloaded ones so that teachers can make copy of the materials for their students and motivate them to do extensive listening.

THE NATURE OF LISTENING PROCESS

There are some definitions about listening. The National Communication Association (1996) defines that "Listening is the active process of receiving, interpreting, and responding to messages" while Harris and Hodges (1995) in the Literacy Dictionary offer up two definitions; 1). The ability to attend to sound. 2. The act of understanding speech. Wolvin and Coakley (1996) discovered at least fifteen different definitions of listening. To make sense of all these definitions that enable learners to understand effective listening, one ways is to acknowledge that there is a little consensus among experts in the field of definition of listening and to look at commonalities among the definitions. And experts agree to

the explanations and formulate the diagram of listening as shown in Figure 1. Commonalities such as these are drawn from several references including Lundsteen (1979), Wolvin and Coakley (1996)
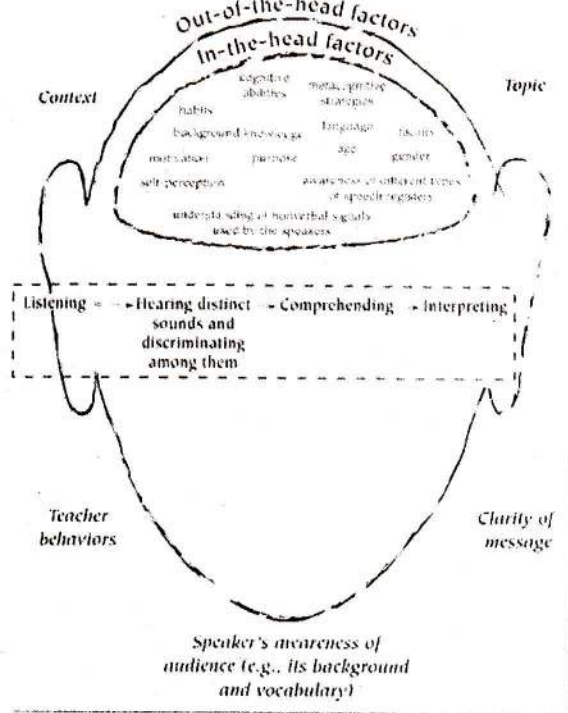
Figure 1
The Definition of Listening and Its Factors

Listening is a complex process that is far different from hearing. As Figure 1 shows, hearing is one of three functions that form a fuller view of listening. Hearing is merely being able to discriminate among spoken sounds with little or no comprehension. Listening is an active process that includes the attention of meaning to the spoken message. Lundsteen (1979) says that "it is the process by which spoken language is converted to meaning in mind" Listening has not occurred unless comprehension has occurred. The listeners focus on answering the questions. "What does the speakers mean?" (Goss 1982:307). Listener actively construct meaning from both verbal and non verbal signals sent by the speaker. Clearly, listening is an active process. A good listener listens with a questioning mind (Strother, 1987:628).

Listening is a method of taking in information used for more than reading and writing com-

bined. It is the channel used most often for learning. Ironically, it is the least understood function of all. When we think about listening, we tend to assume it is basically the same as hearing; this is a dangerous misconception because it leads us to believe effective listening is instinctive. Listening involves a more sophisticated mental process than hearing. It demands energy and discipline. Listening is a learned skill. The first step is to realize that effective listening is an active, not passive, process. Listening is taking information from speaker, other people, while remaining nonjudgmental and emphatic, acknowledging the talker in a way that invites the communication to continue, and providing limited, but encouraging, input to the talker's response, carrying the person's idea one step forward. This definition stresses the listener's responsibility in the communication process.

Although listening is one of the most demanding aspects of communication, as shown in Figure 1. Listening is a way to acknowledge someone often increases self-esteem. It is a way to say to the talker, "You are important, and I am not judging you." That is why listening is such a powerful force in human relationships. It is a potent force for reducing stress and tension. True listening builds teamwork, trust and a sense of belonging to a group. When people know that they are talking to a listener instead of someone who sits in judging, they openly suggest ideas and share thoughts. The listener then has an opportunity to respond to the person's concerns and needs that otherwise might have gone unnoticed.

Burley and Allen (1995) have done a research that shows the important role of listening when people are doing communication. They found that listening has the most important place in human communication (40%), speaking is in the second place (35), followed by reading in the third place (16%) and the last place is writing (9%). This proves that English foreign language learners may not ignore listening while they are learning English

CURRENT FORMAT OF TEACHING LISTENING

Mostly teaching listening has the following ways:

1. Pre-listening
   - Establish context
   - Created motivation for listening
   - Pre-teach only critical vocabulary
2. Extensive Listening (if any)
   - General questions on context and attitude of speakers
3. Intensive listening
   - Pre-set questions
   - Intensive Listening
   - Checking answers to questions
4. Post Listening (optional)
   - Functional language in listening passage
   - Learners infer the meaning of unknown word from the sentences in which they appear
5. Final play
   - Learners look at transcript

Those general steps of teaching listening will be more effective whenever the teacher can modify and insert web based teaching listening for their students.

WEB BASED TEACHING LISTENING

This is a new way of trial in line with the development of computer technology hoping very much to be able to give useful contribution to help the students improve their English comprehension, especially listening skill by introducing nowadays strategy, web-based teaching strategy, in teaching listening process. This new model has actually been introduced and has been well applied in some university. Nielsen (2003) states that information technology was maturing, a comment which naturally included the web. If listening teachers want to add interactive learning tasks such as automatic answer checking or mouse over gloss to their WebPages, they can open free listening sites.

Text-based interactivity aside, the multimedia capabilities of the web renders it the perfect medium for the delivery of course materials that involve audio and video. Bandwidth is becoming less and less of a concern in recent years. Downloading time of audio and video files from streaming servers has vastly improved. There is not much difference between playing a video file from a streaming server (which is itself a computer) and

a stand-alone computer or a CD player, with the exception that maybe the latter outperforms the server with its audio quality, which is, however, not the most significant concern for academic listening practice. Although Nielsen (2003) also argues that web browsing "sorely needs improvement", for the purpose of delivering listening materials online, the web has become probably the best medium.

A CD player or even a stand-alone computer can play only audio and video materials that the teacher has brought with him/her to the classroom. While it is also possible and in fact easier to play, fast-forward or rewind a CD with a computer program such as the Windows Media Player, KM Player, GOM, or Cool Edit that it is not possible to do the same things with a tape. Few teachers will argue for the use of cassette recorders in this day and age, although it is obviously a case of habits die hard and it may be many more years before they are eventually phased out. But even with a stand-alone computer, the CD-ROM drive is useful only when the teacher uses it. After class, it is just an empty drive. However, a computer connected to the web can easily tap into the multimedia resources there mostly free for the taking. One may need to install plug-in in the computer such as the Real Player (see Figure 2), the Quick Time Movie player, or other media players before certain audio or video clips can be played. But again they can be downloaded free of charge.

Figure 2
Real Player Image Window Control Panel

Due to the blossoming of digital media and portable devices, there are indeed many new and

exciting possibilities when it comes to feasible applications in the listening classroom. Mobile devices such as mini MP3 players, MP4, MP5, Tab, personal digital assistants, various kinds of Bluetooth enabled devices and any devices that support various types of memory cards or memory sticks, have opened up whole new ways of distributing audio (and video) clips for use in the classroom. For example, instead of taking powerful audio equipment such as a Comber cassette recorder to the classroom, it may in fact be easier to carry twenty plus mini MP3 players or other digital players, which definitely weigh less. And they can even be pre-loaded with different audio clips for information gap listening activities. Every student will have control over their own learning pace. It can almost be compared to a mobile Language Lab. However, it will be little bit expensive way of using technology. It is certainly hoped that the use of technology will not create another wave of equipment purchase in the next few years.

The web, on the other hand, is an open field. Because it can seamlessly embed and integrate various generic technologies, it is a highly flexible platform that can be exploited for educational purposes. When course audio and video materials are on the web, it will no longer be necessary for language teachers to take any equipment to class. The audio can be broadcast much more loudly with standard speakers mounted on the wall. Listening activities that are designed to go with the audio or video can easily be converted to web-compatible formats, which will cost a teaching department very little unless it aims to create highly interactive learning tasks. A web-based listening unit can be clearly projected onto the screen, which easily captures students' attention.

PREPARING LISTENING CLASS

To conduct this strategy better, a teacher should have:

- Computer knowledge, especially some basic program as real player, windows media player, gom player, KM player, I tune, media player classic, cool edit. etc that closely related to operating the audio and video files.

- PC or Laptop with the following files already installed: Audio and video software as real player, windows media player, gom player, KM player, I tune, media player classic, cool edit, appropriate audio codec,
- Downloader file like IDM, FDM, or others.
- Good sound quality
- Good Internet connectivity
- Internet browsing skill

Teacher can use the following steps:

No	Teacher activity	Student Activity
1	Select a certain downloadable materials from free listening sites such as Randall's ESL Cyber listening Lab, BBC, VOA, etc (see list of free website)	While preparing the computer, lecturer let the students prepare the learning equipments.
2	There will appear some levels of listening topic and so choose the one that is adjusted to students level.	Students were asked to check their headphone and to prepare notes
3	Apply pre-listening activities using following steps: a. Teacher explained the topic that was going to discuss in not very detail portion. b. Teacher wrote the topic of listening on the screen. c. Teacher made some questions dealt with topic would be given. d. Teachers could do this activity in to ways orally or written.	Students were asked to pay attention while lecturer gave general views and explanation of pre listening activity. After knowing the topic that would be taught, students were asked to make a short of list of words, phrases or vocabulary that might be used in the recording in order to trigger their prior knowledge
4.	Apply whilst listening activity by using the following steps a. Give chance to students to listen the material for several times. b. When the first listening activity was done, just let students listen the material to build their knowledge. c. Ask them to write essential information for key information d. After listening; give chance to students within the group to share their own ideas and to compare individual result of listening to their group members. e. Give chance to every group to discuss the content of listening material in their own group and,	Students were listening to the recording. Students wrote important information including words and phrases used in the recording. Students compared their work with table mate. There were four students in each table. Students discussed the recording that they had just listened.

5	Apply post listening activity by the following steps:
	  a. teacher turned on the material once more
	  b. Step by step discuss the content of material given together with the students to have the appropriate understanding of given material.
	  c. Ask the students whether or not there are some questions proposed.
	  d. Showing a picture related to material being discussed, teachers could show it to give more clearly understanding to their students by using LCD projector
	  e. Before ending the class, ask the students to make a copy of the material which can be used to practice outside of the laboratory.
	Remind the students not to forget to learn the topic given at home.
		Students listened to the recording again. teacher and students discussed the materials interactively. Students could check their answer and corrected the mistakes they made during the class.
		
		Students could make a copy of the material given, specially the leader could do it and spread it to his class. Member.

FREE LISTENING RESOURCES

Bellow are some of free listening websites that the teachers can use based on the students levels:

1. http://www.esl-lab.com/
2. http://www.manythings.org/pp/ (minimal pair)
3. http://iola.cityu.edu.hk/
4. http://personal.cityu.edu.hk/~eljohnw/IOLA/dictation/minimal2.htm
5. http://iteslj.org/links/ESL/Listening/
6. http://www.bradleys-english-school.com/online/cloze/index.html
7. http://www.idlo.int/english/external/IPEJournal.asp
8. http://www.tkukoulu.fi/~kerttuli/animal-e.html
9. [[http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/|**http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/**]]
10. http://www.manythings.org/pp/ Minimal Pairs Listening Exercise.
11. http://fog.ccsf.cc.ca.us/~lfried/activity/listening.html
    (Listening - Phone Conversations, Directions, Stories and Exercises.)
12. http://www.1-language.com/audiocourse/index.htm
    (Listening - Practical Topics Listening Exercises).
13. http://international.ouc.bc.ca/takako/
    (Listening Comprehension with an Adventure Story.)
14. http://www.eflclub.com/2songs/songs.html
    (Listening Comprehension with Songs and Vocabulary Exercises.)
15. http://www.elllo.org/months/weeks/music.htm
    (Listening Comprehension with Songs and Vocabulary Exercises 2.)
16. http://www.elllo.org/months/weeks/games.htm
    (Listening Comprehension with Various Games and Exercises.)
17. http://www.elllo.org/months/thestates.htm
    (Listening Comprehension with Various Topics and Quizzes)
18. http://www.efl.net/articles.htm
    (Interesting Articles with Dictionary Support)
19. http://www.cdlponline.org/
    (Listening Practice with Many Different Topics)
20. http://www. childtopia.com/index.php?module= home&func=coce&myidioma= eng&idphpx=educational-games-childtopia (listen and read with children)

CONCLUSSION

Finally, we should realize that listening is really important that should have appropriate portion in English learning as speaking, reading and writing. Better learners are good listeners (Optitz and Zbaracki) which means that if one starts to listen attentively and to respect in talking to his partners and take turn when his turn comes, he will understand better. Web based teaching is only one of the strategies in teaching listening, so that the success of its application is fully on the teacher's creativity and class involvement during learning process.

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