The Use of ELICA Website: A Web-based Learning in Listening Learning

Arum Nisma Wulanjani[1], Endah Ratnaningsih[2]
{arum_nisma@untidar.ac.id[1],endahratna@untidar.ac.id[2]}

[1,2] Universitas Tidar, Magelang, Indonesia

Abstract. The rise of the technology used in a classroom setting brings a mandatory change of learning strategies. Engaging technology in a language learning process has discussed as one of the promising factors related to students' achievement. This research tries to explore how the use of ELICA website, a tailor-made site, in listening learning. A qualitative approach was carried out in this study. A case study had been conducted, and 112 students from English Education Study Program joined as the participants in this study. A questionnaire, interview, and observation were conducted to reveal the students' attitude towards the use of the website. The data shows that bringing ELICA website in the listening learning give some positive impacts, especially related to the students' engagement in the learning process.

Keywords: *Listening Learning, Web-based Learning, ELICA Website*

1. INTRODUCTION

There are many research conducted on behalf of the importance of listening, they ranged from students' problem in listening learning up to strategies used by students in improving their listening skill. [1], [2], and [3] concern on the importance of listening strategies related to listening comprehension. Moreover, [4] states that the use of strategies in the listening process can increases students' self-confidence, motivation, and ability to complete the activities. In line with the importance of listening strategies in supporting the improvement of listening strategies, technology appears as an innovation to be adopted as a beneficial listening strategy in enhancing listening skill.

The emerge of technology in the education field has been seen as a new direction in language learning. In this new direction innovations which accompanying technology, take place in all aspects of our lives; it also brings many novelties, changes and facilities in the learning, teaching of language (acat). Bringing technology into a language learning recently has been proven to be one of the advantageous external factors for students' success in education. Many positive impacts of technology use in language learning cause significant positive change in language learning. As stated by Pasuphati in [5] the use of technology has changed people's abilities to access information, including receive communication and has had a significant impact on students' learning abilities. The positive effect of technology use is also can be utilized for the success of students in listening learning. In line with the emerging of technology usage, the challenge in conducting a useful and exciting listening learning also arises. research in listening comprehension has shifted its focus from the result of learning to the sequence through which

comprehension takes place [6]. The needs of technology use are considered such an essential factor related to students 'achievement in listening learning. Many studies in this area

Conducting web-based learning into a listening learning can be included as an effort in presenting and engaging technology into the learning process. Web-Based learning enforces students to engage actively in the learning process. Web-Based learning features the potential for flexibly displaying information in many different ways [7]. It means that web-based learning can give more opportunities for students in getting more info or materials in a learning process. Furthermore, [8] find out that conducting a website-based learning impact on a generally positive relationship between the use the learning technology and student engagement and learning outcomes. In line with the benefits of web-based learning, [9] find out that web-based learning can increase students 'cognitive skills. By having web-based learning, a positive learning environment can be created to trigger students 'skills improvement.

Regarding numbers of the beneficial impact of web-based learning stated previously, this research comes as an attempt to conduct web-based learning in listening class. The use of ELICA website has chosen because it is a tailor-made website designed for listening learning. ELICA website provides many sources for listening learning. By bringing ELICA website into a listening learning, the students are given more chances to engage actively in the listening learning process. Thus, this research tries to bring ELICA website in conducting a web-based listening learning.

2. METHOD

This research belongs to qualitative research. This research aims to explore the students' attitude towards the use of ELICA website in listening learning. A case study had been conducted in Intensive Listening classes. There were 112 students from three classes of Universitas Tidar joined as the participants. Fourteen meetings had been held to see how the students' attitude towards the use of ELICA website. There were three different ways of collecting data; they were a questionnaire, interview, and observation. A set of questionnaire was distributed to the students. The questionnaire itself was in the form of a Google Form. The students were asked to access a specific link to fill the form. The questionnaire consisted of 5 questions, and it was a Likert-scale questionnaire. It consisted of four scales (1 to 4), spread from strongly disagree, disagree, agree, and strongly agree. The questions in the questionnaire reflected how the students react towards the use of ELICA website in the listening class. While an open-ended interview was conducted to expose how the students' response towards

For data analysis, a descriptive data analysis was done in this research. Since the questionnaire was in the form of Google form, the result could be seen directly once the students filled and send the questionnaire back. The percentage from each question also appeared together with the result of the questionnaire. After the result of the questionnaire was obtained, the results of the interview are described and interpreted descriptively. As for the open-ended interviews, analysis and data conclusions are conducted descriptively.

3. RESULT AND DISCUSSION

THE USE OF ELICA WEBSITE

As stated in the background, ELICA is a tailored-made website which was specifically designed to fulfil the needs of the students in the Intensive Listening course. It was designed to provide the students with chances to involve themselves actively and interactively during the

listening class. ELICA itself is equipped with menus or features for the students to contribute to their listening learning actively. By using ELICA, they can listen to many listening sources, to create tasks and questions, and also give a response to every task displayed on the website. They can freely access the website at any time and anywhere.

During the web-based learning, the students were given instructions always to access the website for the listening learning. The students were given opportunities to take charge of the learning process. They were instructed to choose a specific material from the website, create a task or activity based on the material selected, and to respond or reply through the website. The students were asked to participate through the website since the first meeting to the fourteen meetings. They were given the freedom to create task or questions based on the material they chose. In creating the tasks, they still must follow some instructions given by the lecturer. The tasks were in line with each meeting's learning goal. Those learning goals must be fulfilled in every meeting such as:1) inferring situations, participants, goals of a conversation, 2) responding to a simple conversation, and 3) finding and understanding main ideas and supporting details. The figures below show some activities during the web-based meetings.
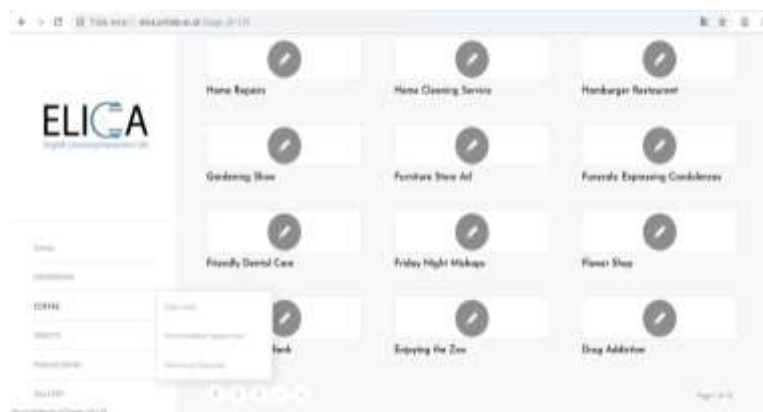

Figure 1. Some conversation sources in ELICA website

Figure 2. Students' Response in ELICA website

THE QUESTIONNAIRE

After having intensive seven meetings of Intensive Listening web-based learning, a set of online questionnaire was distributed to the students. They answered several questions related to the use of ELICA website. There was a total of 112 students who responded to the questionnaire. They were five questions need to be answered by them. Their response towards the questions can be seen in the table below.

Table 1. The Result of the Questionnaire

No.	Statement	Students' Response			
		Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
1	I agree that the use of ELICA Website can enhance my listening learning	0.9%	2.7%	54.5%	42%
2	I agree that the use of ELICA Website in listening learning has a positive impact on your learning achievement	8%	10.7%	50.9%	30.4%
3	I think that using ELICA Website in listening learning motivates me to study more and work on my assignments	0%	8.9%	58.9%	32.1%

4	I agree that using ELICA Website is useful tools for listening learning	0%	10.7%	53.6%	35.7%
5	I believe that using ELICA Website can help me understand the material better in listening learning	0%	11.6%	67.9%	20.5%

From the table above, it can be seen that most of the students give a positive attitude towards the use of ELICA website in the listening learning process. There were about 96% of 112 students agree that the use of the website can enhance their learning. More than 80% of the students agree that the use of the website brings a positive impact on their achievements in listening learning. Besides, the use of the website can motivate more than 80% of the students in listening learning. It can also be concluded from the table that the website such a useful tool for listening learning since more than 88% agreed with that statement. Moreover, by engaging the website in the listening learning process has helped more than 87 in understanding the materials given.

THE INTERVIEW

The interview was conducted after the students submitted their responses to the questionnaire. They were only asked a single question in the interview. They were asked to state their opinion about the listening learning activities by using the website. They mainly gave positive responses to the use of the website during the learning process. Most of them were interested in following all the instructions during the learning process. They stated that by having the website into the listening learning process could help them to improve their listening skill. Most of them said that they enjoyed the learning process by using the website since they could contribute more to their learning. Besides, the whole activities in the listening class were challenging for them, and it caused their motivation in participating in the listening class. Surprisingly, some of them also added some suggestion for the listening learning process. They said that they need more challenging activities on the website, direct feedback about the tasks and responses they posted on the website, and improved materials on the website by adding some more various sources.

THE OBSERVATION

The activities and response from the students were put into a note. Based on the observation, the students were enthusiastic in participating in the listening learning process by using the website. They also become more creative since they were asked to prepare and create tasks for every meeting. Their responses from the first meeting to the last meeting were all put into a note. It was found that most of the students always participated in posting tasks and replays their friends' questions or instruction displayed on the website. Most of them always joined on every activity displayed on the website. It shows that bringing the website into the listening learning process could keep them engaged actively in the listening process.

4. CONCLUSION

The discussion above shows that the use of ELICA website brings a positive atmosphere in listening learning. This positive atmosphere can create an excellent learning environment during the listening learning process. The students can be more active, creative, and enthusiastic in joining the learning process. Besides, a pleasant learning environment can improve students' motivation in the learning process. Furthermore, ELICA website still needs more improvements both about the performance and also the material.

REFERENCE

[1] "Hamouda, A. (2013). An Investigation of Listening... - Google Scholar." [Online]. Available:
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Hamouda%2C+A.+%28 2013%29.+An+Investigation+of+Listening+Comprehension+Problems+Encountered+ by+Saudi+Students+in+the+EL+Listening+Classroom.+International+Journal+of+Aca demic+Research+in+Progressive+Education+and+Development%2C+2%282%29%2C +113-15.+&btnG=. [Accessed: 12-Dec-2019].

[2] C. Goh and C. Meng, "Title A cognitive perspective on language learners' listening comprehension problems Author(s)," 2000.

[3] F. Abdalhamid, F. Ehlers-Zavala, and M. Hirchi, "THESIS LISTENING COMPREHENSION STRATEGIES OF ARABIC-SPEAKING ESL LEARNERS Submitted by," 2012.

[4] R. Salataci and A. Akyel, "Possible Effects of Strategy Instruction on L1 and L2 Reading," vol. 14, no. 1, 2002.

[5] A. N. Wulanjani, "Turning a Voice Chat Application for Gamers into a Virtual Listening Class," vol. 2, pp. 115–119, 2018.

[6] L. Chen, R. Zhang, and C. Liu, "Listening strategy use and influential factors in Web-based computer assisted language learning," *J. Comput. Assist. Learn.*, vol. 30, no. 3, pp. 207–219, 2014.

[7] H. Alomyan, *A CONCEPTUAL FRAMEWORK FOR WEB-BASED LEARNING DESIGN*. 2017.

[8] P. S. D. Chen, A. D. Lambert, and K. R. Guidry, "Engaging online learners: The impact of Web-based learning technology on college student engagement," *Comput. Educ.*, vol. 54, no. 4, pp. 1222–1232, May 2010.

[9] T. Lakonpol, C. Ruangsuwan, and P. Terdtoon, "Educational Research and Reviews Development of web-based learning environment model to enhance cognitive skills for undergraduate students in the field of electrical engineering," vol. 10, no. 21, pp. 2806–2813, 2015.