

Research Article

Teaching Listening to Secondary Students: The Use of ICT

Syafira Alfiani¹, Primardiana Hermilia Wijayati²¹Indonesia Department, Universitas Negeri Malang, Indonesia²German Department, Universitas Negeri Malang, Indonesia**Abstract.**

Teaching English to secondary students needs to be considered in order to formulate their learning levels and their needs. This is crucial in order for the learning process to be successful. However, as teaching English should be integrated into other language skills, the use of media which is mostly helpful for particular skills sometimes can be time consuming, and not all teachers are able to prepare and use it in their classes. Thus, a teacher has no time to practice one of the skills sufficiently using particular media to support the learning process. Listening skills for instance, technology in which nowadays has been developed to facilitate students to improve their listening skills is better to be used by English teachers in order to find suitable listening sources. Thus, a research question of how is the significance of BBC Learning English to be used in teaching listening skills in secondary students was tried to be endeavored. Hence, a quantitative method was used in this research. It was found that BBC learning English is significant to be used in English classes of secondary school. Moreover, the questionnaire that students filled out showed that their motivation and enthusiasm revealed a positive response.

Keywords: ICT, teaching English, listening skill, secondary students, media

Corresponding Author: Syafira
Alfiani; email:
Syafira.firamj.alfiani@gmail.com

Published 16 May 2023

Publishing services provided by
Knowledge E

© Alfiani and Wijayati. This
article is distributed under the
terms of the [Creative Commons](#)
[Attribution License](#), which
permits unrestricted use and
redistribution provided that the
original author and source are
credited.

Selection and Peer-review under
the responsibility of the ICLIRBE
Conference Committee.

1. INTRODUCTION

Teaching foreign language for secondary students needs good effort as teachers teach teenagers whom their life is connected to technology including when they learning new things. Learning foreign language is nowadays not difficult to do as technology has provided all skills that students should be mastered. Moreover, since COVID-19 where schools are closed and technology became the most important for both teachers and students, it is not big matter for students to learn as they have already used and familiar with it as Gen z, Boldizsár (2021) [1] mention that the use of technology for teenagers in education helps them to give an opportunity to explore more. In learning English, they can access some sources which can enrich their English skills. At school, nevertheless, some teachers still used conventional methods, in fact, based on their opinion it is easier than they have to use technology since Mahrlamova & Chabanovych (2021) [2] state

 OPEN ACCESS

that this method can give students motivation directly as the students do a particular task and they get. However, Govindarajan & Choo (2022) [3] show that conventional learning for students particularly low achiever will cause negative attitude and tend to be passive learner for they depend on their teachers to lead the learning process.

Technology, as we have known help us to do something easier, in education, it had been developed and widely used since 1951 (Fitria, 2022) [4]. Up to now, website and apps have been used widely at schools to help students to learn better. In English, websites and apps have been developed to help all learners in different level improve their English skills. However, this does not helpful for some teachers as Kieu et al (2021) [5] mention the teachers' difficulty that cannot really teach and aware their students' improvement as what they usually do in traditional learning. If they can use it in education, it will helpful. Jie & Sunze (2021) [6] on their research found that teachers are worried about their teaching method which is slower than the technology used by students whom they have been using it since they were kids. The language skills as well as cognitive that offered by technology is much better than what those teachers' have given. This is in line with students' response which is found by Khan et al (2021) [7] that students' response towards the use of technology was positive and was fun to be used in learning activity. The result of their result show that during the learning activity got the higher result.

From the benefit and the unbeneficial of technology according to both teachers' and students' perception, fun and interactive technology, thereby, developed to improve students' English skill. This is developed in order both teachers and students can do interaction specially to improve their productive skills. Although according Tuma (2021) [8] the use of technology which can help students and teacher in order they are able to interact is still in the lower stage which means some developments should be conducted, meanwhile the use of technology to share learning sources is much better. Therefore, the selection of the technology should be the best one and should be selected based on students level and theory which. This is in line with the research uncovered by Suharyadi & Wulyani (2022) [9] that the selection of technology to be used by students and teachers should be match the students' level and needs. As according to them, the selection of technology by teachers is still rare. This statement is in line with Mansur & Utama (2021) [10] who suggest that teachers as the facilitators must select appropriate technology to be used as media. It not only as compliment but also one which effective, efficient and meaningful for students to use during the learning process.

For the above overview, teaching one of English skills, listening skill needs media which is technology mostly used. By using technology, listening skill material can be selected based on students' level of proficiency. This is in line with the statement of Laeli (2021) [11] that by using technology, teacher can match their students' level of proficiency and the material that they are going to use. As rapid and continuous development of technology for education as the era of today's revolution. Thus, there will no more difficulty that students face in learning foreign language. Besides, the opportunity of learning independently is high. This is suitable with the suggestion of Asyifah & Indriani (2021) [12] the use of technology can give students opportunity to learn outside the class, they also are able to improve their listening skill outside the class without depend on their teacher. Hasibuan & Male (202) [13] by using technology, according to their statement, it gives fun and interesting learning activity as the material are varied. Moreover, the themes provided for improving language skills based on students' age. Furthermore, it will not burden them during learning activity as they have been using it since they were kids. Learning using technology as it has been proved by the researches mentioned above, it provides fun and suitable learning material although it is authentic material, however, students have known the provided topic or theme in their daily life.

In this study, therefore, the significance of technology in teaching listening skill called BBC Learning English is used in secondary school is analysed. This media is compared to video on youtube which is selected randomly. Besides, students' response towards the use of BBC Learning English during listening activity will be endeavoured.

2. METHOD

To answer the research question which about the significance of BBC Learning English, thus the research design is quantitative. It is quasi experimental that is used as the populations were not chosen randomly. The population of this research are students of eights graders in two classes. They were 8 A and 8C. There were 31 students in each class. It was conducted in SMP Negeri 1 Kalianget. This school was chosen as it achieved some achievements in some national competitions and one of recommended schools.

This research was conducted in August of 2022. The pre-test and the post-test material were the same in both classes. It was about family. The material that is used during treatment in this research was listening materials from BBC Learning English and random listening video on youtube with the same theme and topic. The treatment

These materials were chosen as the researchers want to know which material is more significance to be used for junior high school students for their listening practice. Although the two classes have different material, however, the teaching method as well as the strategy were the same. During the treatment, the researchers gave the assignments it was close ended questions based on the material of the listening.

The data were analyzed based on pre-test and post-test. I use one way anova to know the significance of the use of BBC Learning English and youtube in teaching listening skill. Based on the result of the one way anova, the significance of the use of BBC Learning English will be analyzed and concluded.

Students' response towards learning listening skill using BBC Learning English were collected using questionnaire which distributed after post-test. In the questionnaire, they were asked to fill it out by choosing provided options by giving check list (✓). It contains five questions that related to their experience learning listening skill. In the questionnaire, students should choose strongly agree, agree, slightly disagree, and disagree. Their answer related to their response towards two different listening material. There are five questions that include in the questionnaire. They are: the topic given, their familiarity of the topic, the recognition of vocabulary and grammar, the easiness of listening material given.

3. RESULTS AND DISCUSSION

According to the pre-test, the researchers found that students in both groups found that learning listening skill was not easy. Since one of students protested that they have never practice listening skill using certain listening media with their English teacher. Based on the average of pre-test it is found that students who used BBC Learning English obtained 48. Students who random video on youtube obtained 41. These findings reflect the statement of Said (2021) [14] this happens as students had bad behaviour which affected by their experience who have never given facilitation in learning English. Thus, Ghonivita et al (2021) [15] has known these students' problems that listening skill is difficult since they have never practice to ecognize how new vocabulary as well as how to pronounce it. Moreover, Zhang (2021) [16] also state that teachers who practice all skills in English using media that support learning, means they help students to experience more in learning vocabulary and grammar. Besides, media which is used in listening method called authentic material, hence, it will be helpful for students.

Thus, during the treatment, the researcher needed effort to teach them. According to one of students' statement whom researcher asked during the treatment, they found that

learning listening skill needs big effort than other skills they have learnt as it was the first time they learnt listening skill using appropriate media. Besides, their English teachers have never brought media since the first time they learn English at school. Al-Omari et al (2021) [17] mentions that the media that is used by teachers can be the tool to deliver the message of what teachers are explaining. This builds the students understanding of the material. Besides, Corser (2021) [18] for secondary students (teenagers) using media that entertain them in learning particular material since it is easier for them to comprehend it. Both researches have shown that media gives important effect to students' learning. However, their teacher might not have time to select or create media to teach them. Sakkir et al (2021) [19] support this probability that teachers have no time to select or create media since this is the most difficult task for them.

As this treatment only conducted only five times, the result was not really satisfying especially students who used random video on youtube as it was not as interesting as Afriyuninda (2021) [20] explain the correlation of students' motivation and the topic chosen in material. Nevertheless, students who used BBC Learning English, there were some of them who understand and made improvement in listening skill. Although in the pre-test those groups' average was low. These students' results of tasks were more than 70. Meanwhile, the rest of students did not really understand and the result of their task were below 60. This was because they could not recognise some words and the way the speaker pronounces it. This is suitable and in line with the condition in Vietnam which Linh & Ngo (2021) [21] state that learning listening skill using audio as the media for some students in Vietnam needs big effort as it is about their ability to recognise words or the topic. Another problem that cause these students has no improvement or did not really understand was the duration or the treatment. As there were only five times of treatment. This is in line with the statement of Khasawneh (2021) [22] by knowing the students' difficulty in learning English skill, the issue can be found. Hence, teacher can solve it.

After the treatment and the post test had done, the researcher analyzed the data using anova test. Before anova test was tested to the students' pre-test and post-test, homogeneity was tried out to group of students who used BBC Learning English and random video on youtube. Based on the pre-test and post-test of the two group of students, it is found that the level of significant of students who used BBC Learning English is $\geq .005$ Meanwhile, the post-test of level of significant students who used random video on youtube is $\leq .005$

Homogeneity of student who use BBC Learning English

Homogeneity of student who use random video on youtube

TABLE 1

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
score_listenin	Based on Mean	3.781	1	60	.057
	Based on Median	4.447	1	60	.039
	Based on Median and with adjusted df	4.447	1	59.957	.039
	Based on trimmed mean	3.738	1	60	.058

TABLE 2

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
score	Based on Mean	3.830	1	60	.055
	Based on Median	3.992	1	60	.050
	Based on Median and with adjusted df	3.992	1	59.726	.050
	Based on trimmed mean	3.963	1	60	.051

TABLE 3

ANOVA					
score					
	Sum Squares	of df	Mean Square	F	Sig.
Between Groups	74.581	1	74.581	.449	.506
Within Groups	9975.161	60	166.253		
Total	10049.742	61			

result of students who use BBC Learning English

TABLE 4

ANOVA					
score					
	Sum Squares	of df	Mean Square	F	Sig.
Between Groups	362.903	1	362.903	6.991	.010
Within Groups	3114.516	60	51.909		
Total	3477.419	61			

result of students who use random video on youtube

Following five time of treatments, the students were asked to fill out a questionnaire. The questionnaire consisted of five closed-ended questions. The aim of the questionnaire was to gauge students' opinion towards the different implementation of two different media in two different groups of students. There were 31 students filling out the questionnaire.

According to students who used random video on youtube, their response to the first indicator of the questionnaire which about topic given 100% of students are interested in the topic of the listening material. This was as the researcher also explained what the speaker in material was talking about.

The second indicator in questionnaire of students who used random video on youtube is familiarity of the topic. According to the questionnaire, there were 93% of students familiar with the topic. However, some students, in fact, were not really familiar with the topic.

The third indicator in random video on youtube is their familiarity and comprehension of vocabulary and pronunciation. Based on the result of the questionnaire, there were 77% of students are familiar with the vocabulary and pronunciation.

The last indicator in the questionnaire random video on youtube is their comfort during they learn listening skill. According to their response, there were 69% of students were comfort using this media.

Meanwhile students who used BBC Learning English, their response to the first indicator which about familiarity and comprehension of vocabulary and pronunciation, there were 100% of students found themselves were familiar and comprehend of vocabulary and pronunciation.

The second indicator is their familiarity of the of the listening material. There were 93% of students who were familiar with the topic.

The last is about the easiness of the use of BBC Learning English. According to the result, there were 100% of students opined that using this method is easier in learning listening skill.

The results of the students' response towards, show that they were interested in the topics as they were selected based on the students' age. This is suitable with the suggestion of Wahyuniar (2021) [23] that listening skill that used audio as the media help students not feel bored easily. Thus, this is the importance of selecting media in teaching listening skill. If students had no idea towards what the speakers talked about, the researcher helped them for them to be able to figured out the listening material. Nomozoa & Ismoilova (2022) [24] suggested that giving keyword to students during

listening activity helped them to give keywords in order they are easy to understand the material. The use of key words for those students were helpful although some of them still could not figured it out clearly. Moreover, Hamdani & Puspitosari (2021) [25] have shown that students who used BBC Learning English could enrich their vocabulary. This was the same as students that involved in this research. As the researcher had given the key words, thus, they were able to recognise the words and understood them.

4. CONCLUSION

Based on the result of the result of the findings, it can be concluded that using BBC Learning English can help students to learn English specially listening skill. Besides, students response and the significance of the students' listening score in both pre-test and post-test give. Moreover, for the suggestion, it is better if the future research endeavor for the students' survey towards the use of media used in this research particularly for mastering another English skills.

References

- [1] Afriyuninda E, Oktaviani L. The use of english songs to improve english students'listening skills. *J Engl Lang Teach Learn*. 2021;2(2):80-85.
- [2] Abdulquadri, A., Mogaji, E., Kieu, T. A., & Nguyen, N. P. (2021). Digital transformation in financial services provision: A Nigerian perspective to the adoption of chatbot. *Journal of Enterprising Communities: People and Places in the Global Economy*, 15(2), 258-281.
- [3] Al-Omari KM, Alomari MA, Qazaqzeh SM. The degree of possessing media education skills among classroom student-teachers at yarmouk university. *Multicult Educ* 2021;7:42-51.
- [4] Asyifah DA, Indriani L. The student perspective: The impact of podcasts on EFL students listening comprehension. *EDUVELOP*. 2021;4(2):127-134.
- [5] Boldizsár B. Teenagers and new media: Impact on foreign language proficiency and cultural sustainability. *Euro J Sustain Dev*. 2021;10(2):301-301.
- [6] Corser, K., Dezuanni, M., & Notley, T. (2022). How news media literacy is taught in Australian classrooms. *The Australian Educational Researcher*, 49(4), 761-777.
- [7] Fitria TN. Investigating the emergence of digital platforms for listening learning proficiency. *Al-Lisan: Jurnal Bahasa (e-Journal)*. 2021;6(2):209-224.

- [8] Ghonivita Y, Pahamzah J, Wijayanti MA. Improving students' listening skills and vocabulary mastery through contextual teaching and learning by using online learning. *J Engl Lang Teach Cult Stud*. 2021;4(1):10-21.
- [9] Govindarajan SD, Choo SG. The implication of practising blended learning, and conventional learning towards student's achievement and attitude. *Int J Educ Pedagogy*. 2022;4(1):72-90.
- [10] Ha GL, Ngo TCT. Challenges in learning listening comprehension via Microsoft Teams among English majors at Van Lang University. *Int J TESOL Educ*. 2021;1(3):142-175.
- [11] Hamdani H, Puspitorini F. Applying BBC learning english application in students' vocabulary mastery. *Lexeme: J Linguist Applied Linguist*. 2021;3(1):34-43.
- [12] Hasibuan ME, Male H. Pre-service efl teachers' perception of using podcast as a learning media to improve listening skills. *JET (J Engl Teach)*. 2022;8(2):300-311.
- [13] Jie Z, Sunze Y. Investigating pedagogical challenges of mobile technology to English teaching. *Interactive Learning Environments*. 2021. 1-13.
- [14] Khan RMI., Radzuan NRM, Farooqi SUH, Shahbaz M, Khan MS. Learners' perceptions on whatsapp integration as a learning tool to develop efl vocabulary for speaking skill. *Int J Lang Educ*. 2021;5(2):1-14.
- [15] Khasawneh MAS. Teacher perspective on language competences relation to learning difficulties in english learning. *Journal Educational Verkenning*. 2021;2(1):29-37.
- [16] Laeli AF. (Artikel) VOA VIDEO ADOPTED INSTRUCTION: AN ATTEMPT TO ENGAGE EFL STUDENTS' ACTIVE PARTICIPATION IN LISTENING ACTIVITIES. *RIIL (Res Innov Lang Learn)*. 2021;4(1):18-30.
- [17] Mahrlamova K, Chabanovych N. Implementation of interactive methodology in medical education: Blended learning approach, e-learning vs conventional learning. *Linguist Cult Rev*. 2021;5(S4):1154-1160.
- [18] Mansur H, Utama AH. The evaluation of appropriate selection learning media at junior high school. *Indonesian J Instruct Media Model*. 2021;3(1):17-25.
- [19] Nomozova M, Ismoilova M. Using authentic materials to improve listening skill. *SO 'NGI ILMIY TADQIQOTLAR NAZARIYASI*. 2022;1(2):52-56.
- [20] Said MM. Attitudes based behaviours of Tadulako University Psycholinguistics students in learning english. *Turk J Comp Math Educ (TURCOMAT)*. 2021;12(13):7001-7024.

- [21] Sakkir G, Dollah S, Arsyad S, Ahmad J. Need analysis for developing writing skill materials using Facebook for English undergraduate students. *Int J Lang Educ.* 2021;5(1):542-551.
- [22] Suharyadi S, Wulyani AN. EFL teachers' reasons for selecting instructional materials during the COVID-19 pandemic. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya.* 2022;50(1):49-62.
- [23] Tuma F. The use of educational technology for interactive teaching in lectures. *Ann Med Surg.* 2021;62:231-235.
- [24] Wahyuniar, W. (2021). The Correlation Between Creative Listening and Storytelling Skill. *Media Informasi Penelitian Kabupaten Semarang*, 3(2), 121-128.
- [25] Zhang Y. A study on self-directed english intensive listening training based on the theory of learning strategy. *Adv Educ Technol Psychol.* 2021;5(3):101-111.