

## TEACHING EXTENSIVE LISTENING IN EFL CLASSROOM USING WEBSITE WWW.ER-CENTRAL.COM

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### Abstract

The COVID 19 pandemic has affected living systems around the world; one of them is in the education system. It has led to the complete closure of schools, universities and colleges around the world. In response to this situation, many schools, universities and colleges are encouraged to use distance learning programs and open education applications and platforms in which schools and teachers can use these platforms to reach students remotely and limit educational interruptions. In this research, the website ([www.er-central.com](http://www.er-central.com)) was used as one of the distance learning programs for extensive listening by EFL students. This research aims to determine whether there is an effect of websites used by English language learners on the global spread of the COVID 19 pandemic. In this research, the researchers used quantitative research in pre-experimental method design using one group of pre-tests and post-tests.. In pre-experimental research design, the researcher used concept one group Pre-test and Post-test for the third semester in university. The result of the data analysis indicated that there was significant difference of student' test before and after being taught by using website. It can be said that there is a significant difference of student's score after the treatment. It means that the website used is effective and can be used as a distance learning program for extensive listening in pandemic situations.

**Keywords:** extensive listening, distance learning, website.

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### Introduction

English as a foreign language in Indonesia is taught in many schools and university. The coverage of the use of english has expanded from time to time, especially in recent years. Although english is a foreign language, it occupies an important position in the daily life of our society. This is obvious in the education sector in Indonesia. English is one of the subjects taught to students from elementary school to university. The development of teaching and learning english is carried out in various ways, various techniques, methods and media used in teaching English which can be done face-to-face or online learning. As mentioned by Ali (2020), Online learning here means the distance learning needed in the age of COVID 19 pandemic blockade and social distance..

As the virus spreads around the world, we must also understand what it

means for the global education system. Due to the need to control the virus, many countries are taking measures to reduce the gathering of large numbers of people. Our school is not immune to these actions or the spread of the virus. Many countries have implemented measures in their education systems. Moreover, the recent COVID 19 pandemic has led to the closure of schools around the world and has led to the complete closure of schools, universities and colleges. In response to this situation, many schools, universities and colleges are encouraged to use distance learning programs and open education applications and platforms. Schools and teachers can use these platforms to reach students remotely and limit educational disruptions.

In term of what happened in that condition, the rapid application and website of technology in education,

especially in the teaching of English, will undoubtedly have a significant impact. In this pandemic era, teaching and learning are inseparable from the use of technology. Technology is said to be very helpful in the teaching and learning process. The use of technology can bring benefits to teachers and students. Using technology as a medium in teaching and learning can solve the problems faced by teachers and students.

Based on that condition, this study tries to use technology especially the development of an interactive website as a solution to figure out the problems faced by students in learning English especially learning listening. Listening is often used in the same time with other speaking, reading, and writing skills. It is not just an area of language performance skills, but also an important means of acquiring a foreign language.

Listening is one of many language learning skills, that's based on the Oxford Learner's Pocket Dictionary, is paying attention to someone or something that you can hear. One of the best ways to introduce students to listening strategies is to use website technology to integrate listening activities into language courses. Website technology has become easier for teachers and students of other languages to use, and its potential as a tool to improve listening skills becomes a practical option. One of websites used is [www.er-central.com](http://www.er-central.com)

### Teaching Listening

According to (Brownell, 2017), effective communication begins with listening. Only when people listen to others and understand their perspectives can they make wise decisions about what to say. Whether they are listening to a teacher in class, a friend on Skype, or a family member who needs a help and support, listening is one of the most important life skills.

According to Vandergrift (2012), teaching listening skill has gained prominence in language classroom recently, a paradigm shift can be observed in the learning and teaching of this interactive skill. Listening is now considered an interactive skill rather than a passive skill, as the human brain is active during this process of listening to information. Learners consciously receive new data, analyze it, and then use it. In doing so, he / she uses metacognitive, cognitive and emotional strategies. There is a general consensus among researchers that metacognition enhances thinking and comprehension.

According to Rost (2001), as cited by Desi (2017), Listening task can be divided into pre – listening, while – listening, and post – listening phases:

#### a. Pre – listening

Effective listening tasks often include explicit pre-listening steps, which are activities that the learner performs before listening to the main input to enhance preparation.

#### b. While - listening

When the learner actually begins to listen to the input, there must be some expectation for concrete behavior. On the other hand – listening tasks include specific activities performed by the learner during listening to take notes, complete pictures or schematics or tables, write questions, and show continuous monitoring of meaning. increase. This phase of the listening task is usually the most difficult for teachers to prepare because it involves the design of tasks that require minimal reading or writing.

#### c. Post – listening

This is probably the most important part of a listening lesson, as it allows learners to build mental representations, develop short-term memory, and motivate them to listen a second time. Post-listening tasks may include additional reading, writing, speaking,

and dialogue, including comparing notes, negotiating summaries with partners, creating responses, or asking questions about what you just heard. (p. 20).

#### Extensive Listening.

In English as a Foreign Language contexts, Extensive Listening based on Ivone & Renandya (2019) defined as a language education and learning approach that encourages language learners to be exposed to a large amount of easy-to-understand and interesting material presented in the target language over a long period of time.

According to Waring (2008), extensive listening is a way of improving listening fluency by practicing listening to easy texts. In other word that extensive listening is listening to a lot of comprehensible and enjoyable content. This means the listening materials should be fairly easy to understand.

Barella and Linarsih (2020) said that one potential of extensive online listening materials is that, unlike intensive listening, EFL students can listen independently by using audio listening features. It encourages students to practice listening and encourages listening comprehension and autonomous learning outside the classroom.

Based on those theories that Extensive listening is a condition in which teachers encourage students to listen to themselves, and do it for fun and to improve general language skills and can be focused on their interests in listening rather than their scores or understandings. This is in line with what Dörnyei (2001) mentioned that the assessments of extensive listening should mainly focus on whether the students have actually done the listening and how much of it they did rather than on assigning them a grade based on how well they understood. The assessment

reward students' efforts, not their abilities, by focusing on how much they listen, not how well they understand, which can be positive for motivation.

Website ([www.er-central.com](http://www.er-central.com))

The use of the website has improved the English skills of the students. RuSi and ChinChung (2007) used an online survey to investigate student attitudes towards learning through a network of 1,866 Taiwanese university students. The results show that students have a positive attitude towards the dimensions of acquiring Internet technology for learning.

Extensive Reading Central is a non-profit organization specializing in the development of extensive reading and listening approaches to foreign and second language learning. It was started by Dr. Rob Waring from Note Dame Seishin University, Okayama, Japan and . Dr. Charles Browne from Meiji Gakuin University, Tokyo, Japan as a free service to the EFL community.

The aim of this website is to keep this site as much as possible free. Their hope is the EFL community will assist them in building the site through collaboration. They have lots of exciting new features to make this possible under development.

ER-Central is a free website created and maintained by EFL Technologies for the ELT community and do not expect to make any profit out of the content on the free parts of this site. It offers FREE English learning services to the EFL community through its website and mobile app. ERCentral aims to use Extensive Reading and Extensive Listening in learning English. Available in Japanese, Thai, Arabic, Vietnamese, Spanish, Portuguese, Bahasa, Simplified Chinese, Traditional Chinese, and Korean.

ER-Central is aimed at language learners, students, teachers, contributors,

schools and almost everyone.. The method is scientifically proven to be effective and texts are classified according to learner level and listening materials come with comprehension check, it has also fun games for learning new words.

### Methodology

#### Respondents

The population in this research was all students of third semester at english education program Muhammadiyah University of tangerang that consists of four classes they are 3A1, 3A2, 3A3 and 3B1. The sample used in this study is the third semester of 3A1 Muhammadiyah University of Tangerang 2021/2022 academic year, including 25 students, 3 males and 22 females.

#### Instruments

The instrument of the research was a test. The instrument is used to determine the students' extensive listening score. The tests were created by the researchers using some sort of score. There is a pre-test and a post-test in this test. The same topic is covered in both the pre-test and the post-test. The test materials were obtained from a website ([www.er-central.com](http://www.er-central.com)). A pre-test is given to measure students' ability prior to treatment, and a post-test is given after treatment.

#### Procedures

The researchers used quantitative research in a pre-experimental method design with the one group pre-test and post-test. In pre-experimental research design, the researcher used concept one group Pre-test and Post-test design. As what mentioned by Fraenkel that in the one-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment

of some sort, but also before. A diagram of this design is as follows: (Fraenkel, 2006)

**Table 1.** The One – Group Pretest – Posttest Design

| O       | X         | O        |
|---------|-----------|----------|
| Pretest | Treatment | Posttest |

(Source: Fraenkel, 2006: 265)

O = Pre test

O = Post Test

X = Treatment (Teaching listening using [www.er-central.com](http://www.er-central.com)).

#### Data Analysis

A quantitative data analysis was used in this research. The quantitative data of this research is numerical data that can be formulated using a statistical method. The data analyses in the experimental design are experimental one groups, using pretest and post-test, the data obtained from pre-test and post-test were analyzed by using T-test by using SPSS 22. The t-test is used to analyze data in this research.

The researchers in this research used the t-test formula to analyze the data in order to determine which is more effective between teaching students using a a website ([www.er-central.com](http://www.er-central.com)) before and after teaching them using a a website ([www.er-central.com](http://www.er-central.com)) in teaching extensive listening to third semester students of Muhammadiyah University of Tangerang.

### Findings and Discussion

The data of this research were obtained by conducting tests before treatment (pre-test) and after treatment (post-test).

#### The Students' Scores in the Pre-Test

The pre-test was given before the treatment (before teaching extensive listening using [www.er-central.com](http://www.er-central.com)). It consisted of twenty five items in the multiple choices form and time allocated was 50 minutes for the students to answer the question. After the test was

given to the student, the researchers were able to explain the results obtained from the test. The number of the students who were given in the pre-test was 25 students. After the students' score was tabulated, it found out the highest score

was 94 that was reached by one student and the lowest score was 53 that was reached by one student. The average of the students' scores in the pre-test was 73.160. This was obtained by using spss 22.

**Table 2.** Descriptive Statistics

|                    | N  | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Pre Test           | 25 | 53,00   | 94,00   | 73,1600 | 11,59267       |
| Post Test          | 25 | 60,00   | 95,00   | 77,7200 | 10,26531       |
| Valid N (listwise) | 25 |         |         |         |                |

Source: SPSS 22

**The Students' Scores in the Post-Test**

The post-test was given before the treatment (after teaching extensive listening using [www.er-central.com](http://www.er-central.com)). It consisted of twenty five items in the multiple choices form and time allocated was 50 minutes for the students to answer the question. After the student took the test, the researchers were able to explain the results of the test. The

number of the students who were given in the pre-test was 25 students. After the students' score was tabulated, it found out the highest score was 95 that was reached by one student and the lowest score was 60 that was reached by one student. The average of the students' scores in the pre-test was 77.720. This was obtained by using spss 22.

**Table 3.** Descriptive Statistics

|                    | N  | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Pre Test           | 25 | 53,00   | 94,00   | 73,1600 | 11,59267       |
| Post Test          | 25 | 60,00   | 95,00   | 77,7200 | 10,26531       |
| Valid N (listwise) | 25 |         |         |         |                |

Source: SPSS 22

Test of hypothesis of students pre-test and post test.

**Table 4.** Paired Samples Test

|        |                      | Mean     | Paired Differences |                 | t      | d       | Sig. (2-tailed) |
|--------|----------------------|----------|--------------------|-----------------|--------|---------|-----------------|
|        |                      |          | Std. Deviation     | Std. Error Mean |        |         |                 |
|        |                      |          |                    |                 | Lower  | Upper   |                 |
| Pair 1 | PRE TEST - POST TEST | -4,56000 | 5,88133            | 1,17627         | -3,877 | 2,13231 | ,001            |

Source: SPSS 22

The table showed that Sig (2-tailed) was  $0,001 < 0,005$  then it could be concluded that there was improvement in the students' extensive listening score before and after given treatment used website [www.er-central.com](http://www.er-central.com) to the third semester of 3A1 Muhammadiyah University of Tangerang 2020/2021.

Based on the elaboration above, it could be concluded that the null hypothesis ( $H_0$ ) was rejected whereas the alternative hypothesis was accepted. In other word, there was a significant difference in students' extensive listening score before and after given treatment used website [www.er-central.com](http://www.er-central.com) to the third semester of 3A1 Muhammadiyah University of Tangerang 2020/2021.

Based on the results of research and hypothesis testing that have been carried out, it showed that learning using website [www.er-central.com](http://www.er-central.com) more closely has an influence on students' score in their extensive listening for the third semester of 3A1 Muhammadiyah University of Tangerang 2020/2021. This can be seen from the result of the pretest and posttest of extensive listening test which showed that the posttest's result is better than the pretest one.

### Conclusion

Based on the research finding, it can be concluded that teaching extensive listening using website [www.er-central.com](http://www.er-central.com) for students in university is effective. The difference between the two average scores in the pre-test and post-test proves this point. From the pre-test (73,160) to the post-test (77,720). In addition, the progress based on the t-test analysis. It showed that Sig (2-tailed) was  $0,001 < 0,005$ . This means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other words, it is effective to teach extensive listening using website

[www.er-central.com](http://www.er-central.com) for students in university.

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