



Designing Web-based English Listening Tasks for University Students

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ABSTRACT

Some problems faced by the student in listening activities are limited vocabulary, unfamiliar phrases or words, inability to understand the message due to lack of exposure to listening. This study emphasizes the design of English listening tasks using websites to improve students' listening skill. Two main objectives were determined: (1) to present the process and need analysis of the development of web-based listening tasks; (2) to present the appropriateness of the web-based task and students' improving in listening skill. This study is designed-based research using a mix method. ADDIE model was used as the process of design. The data were qualitative and quantitative which was collected by using questionnaire, observation and test. The result shows students' enhancement of around +11 from the pre test (score 71.75) and the post test (score 83.52). The web-based listening task was considered good by 63% of students. Expert judgments also confirmed score 4.4 for the content or listening tasks that covered the alignment of the content with learning outcomes, materials, originality, and students' need; and score 4,1 for the media in the terms of instruction, multisensory experience, the visual, the communicative aspects. In conclusion, web-based listening tasks are the answer to improve students' listening skills and boost their motivation to learn English.

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INTRODUCTION

Listening is the skill in language teaching that should be taught before speaking, reading, and writing (O'Connor, 1998, cited in Ampa, 2015) because it helps people understand the information. In real life, listening has an essential role in the communication process, impacting the productive participation of life. (Javed, 2013 cited in Putri et al., 2018). Good listening skills will help someone succeed academically, improve their quality of life (Sonmez et al., 2023)) and gain new insights, knowledge, and success in communication (Handayani, n.d., 2021) The essential of good listening can help to be effective for workplace communication, such as understanding information, interpreting

messages, and optimizing the efficiency of communication. Even listening is a crucial skill that is essential to communication skills (Setiawan & Arini, 2021) as there is understanding and being understood in the communication process, so people must be able to listen and capture information adequately. For that reason, improving listening can enhance students' communication skills. Thus, improving listening skills is believed to be a crucial aspect of effective communication.

In this modern era, communication using English plays a vital role in competing worldwide, and it is one of the keys to success in global industries. Human resources with good communication skills, especially in English, will find competing in global industries easier as having good communication skills increases job opportunities (Mishra et al., 2020). Even, English is one of the keys to success because English is the tool that can help to show the potential of human resources that help to master technology and the current development (Nur Hasan et al., 2022).

Preparing human resources is important (Nur Hasan et al., 2022), considering that the worldwide sector includes the ability to communicate well. Moreover, facing the technological developments in the global industry demand, human resources need to improve in capturing information quickly (Pratiwi, n.d., 2021). English as an international language is said as the language to exchange information will open the access to get more updated news, statistics and knowledge. The fact about English proficiency in Indonesia is not satisfactory. Based on the data from English Proficiency Index 2022, Indonesia is ranked 81st in the world out of 111 countries and 15th of 24 countries in Asia, which are categorized as low. This data shows that Indonesia got a decrease from last year which will impact the future, especially in global communication.

Since English in Indonesia is considered as a foreign language, learning English is not easy. There are so many aspects that affect language acquisition, such as the vocabulary, pronunciation, and other rules that contradict their mother tongue (Sundari, 2018, cited in Nur Khamidah, 2021). Some problems faced by the students in the listening process, as found by (Chen 2013: and Li & Renukadevi, 2014, cited in Latupono & Nikijuluw, 2022), are vocabulary recognition, speaker speed, and sound and word apprehension. Students' problems in listening skills also exist in the need for more ability to capture information in English orally. As (Reynandya and Farrer, 2011, cited in Gunawan et al., n.d., 2023) illustrated, the reason why English is difficult is cause speech fast will be difficult for beginner level. Based on several studies on difficulties in listening skills, it is also revealed that things are a problem, namely, unfamiliar vocabulary, speaker accents (Nadhira and Warni, 2021,

cited in Gunawan et al., n.d., 2023), and language pronunciation. It is the same with the issues students face in English general subjects. The preliminary study showed that students (93,5%) had difficulties with listening skills; which were caused by unfamiliar vocabulary, lack of exposure to listening activities and different accents. Further, the lecture did not deliver the materials using full English because the student had difficulty to understand what the lecturer said if it was given in English. On the contrary, it would be the problem because the student did not get enough exposure in comprehending information by listening to spoken English.

According to (Ahmadi 2016 cited in Furwana et al., 2021), teachers must provide students with suitable materials and tasks to comprehend English. The well designed task can enhance understanding (Izci 2020 cited in Pratama, 2020), give information about the student's needs and improve the student's competence (Dyah & Pratama, 2020). Tasks could be a method in the learning process that focuses on the use of language to face the real life situation (Promruang 2014) and being the control and facilitating students' success in the learning process and help students to implement the knowledge that they know in real life for the large scale (Li 2021). In designing listening tasks, important features are needed to consider, such as representing real world communication (Feez 1998 cited in Taheri 2018), and the outline of listening that helps students to learn new vocabulary, grammatical structure (Roos 1994 in Altun 2023).

Listening comprehension is more effective if they are constructed around tasks (Bahrani 2010) and the tasks give the input that is suited for the beginner level to engage the l2 production (Ellis 2012 cite in Barjesteh et al., 2019). A task is a piece of classroom work that involves the production, manipulation, or interaction of the student with the language target (Nunan 1989, cited in Arif Sariçoban & Leyla Karakurt, 2016). Further, there are four principles of teaching listening skill (Nunan, 2003 cited in Gede et al., n.d.) in Yavana: (1) exposing students to different ways of processing information using top-down dan bottom-up (identifying the pronounce, recognize the word) in the processing of design tasks, (2) considering different types of listening such as intensive listening which mean listen in the specific area to find the specific information) and extensive listening (activity to listen extensively to get a comprehension of the audio (Tsiqah & Arini, 2022), (3) providing a variety of listening tasks, and (4) considering the authenticity and difficulty of the material in the tasks.

Since the emergency issues faced by the students in the second semester of the General English course need to be solved it is crucial to provide an effective media for listening tasks. Thus, this study aimed at designing web-based tasks

to facilitate students in their listening skills with two major issues to investigate: (1) to present the process and need analysis of the development of web-based listening tasks; (2) to present the appropriateness of the web-based task and students' improving in listening skill. Furthermore, the web was chosen as the media for the listening tasks by considering some advantages. Web, which is technology based media has become the latest trend for sources of information and tasks (Turino 2009 as cited in Hasibuan et al., 2021), efficiency in the given task process, and has not been limited by space and time (Sari & Setiawan 2018, cited in Tanti et al., 2021). Web-based tasks bring the experience excitingly and interactively of tasks (Bayrak & Akcam, 2015), lighten the burden on the teacher (Rahman 2019, cited in Saputra et al., 2020).

RESEARCH METHODS

This study was a designed-based research using mixed methods that covers the process of collecting, analyzing, interpreting, and reporting in qualitative and quantitative data appropriately and principally (Bryman, 2012; Creswell, 2015; Creswell & Plano Clark, 2011 cited in Dawadi et al.). This study implemented the ADDIE model that has five stages : analysis, design, development, implementation, and evaluation. The design media conducted using the website builder namely wordpress as the consider the advantages of it, are easy and lightweight to access and free of charge (Pratama & Effendi, 2021 cited Azizah 2023) and basic advantages are the following: security, usability, documentation/support, expansion & correction, easy administration/installation (Fragulis 2021).

This study involved second semester students taking General English courses at Universitas Mercu-Buana Yogyakarta. The participants are 60 students majoring in Psychology class in the academic year 2022/2023. The process of collecting data was done by questionnaire, observation, pre test and post test. Two questionnaires with different purposes were used in order to collect data. The first questionnaires were made to get information about student need, lack, and want; whereas the second one was distributed to get students' feedback on the use of the listening tasks and website as the media. There were implemented ranges of the score by using the Likert scale to fill the questionnaire which is divided into 5 categories such as excellent (5), good (4), adequate (3), poor (2), and 1 (very poor).

The questionnaire includes information on student perception of English, student difficulties in English skill, and the media students need in the learning process. Furthermore the data analysis techniques of questionnaires by using calculate the percentage. The observation was conducted to get more

information deeply about the students' characteristics, listening skill, student behavior, and the media that are used in the learning process.

Pre test and post test were carried out to get the students' score, which consisted of listening activities from several topics of the material that were already given by the lecture. The pre-test and post test results were analyzed by using the Mean difference formula by Gay in Jumrah, 2011 cited in Sariana 2020. The scores of pre-test and post test would be categorized to the range of the score proposed by (Sudijono in Jumrah 2011 cited in Sariana 2020): very good/A (100-86), good/B (85-71), Fair/C (70-56), poor/D (55-41), and very poor/E (40).

RESULT AND DISCUSSION

The Steps of Designing Web-based task for Listening Skills

The first stage to conduct in this study is the need analysis; it is meant to obtain information related to students, learning environment, materials and media used in English class. Students took the English course because English is a compulsory subject and to face the requirement of higher education to get a score toefl in 400 score minimum. almost all students (91%) agreed that English is important and has an impact on their future although 54% of them had many difficulties in learning English, in the terms of unfamiliar phrases (67%), difficulty of catching the information (41%) and rarely practice listening activities (39%) and difficult to comprehend in the listening (48%). It is proven by the result of the English Proficiency Test (a TOEFL-like test) which shows most of the students have low scores in the listening section. The average score of the listening section was 40.8 in fact the passing grade they have to fulfill is 41; even the listening score is lower than the other sections structure (score 44.0) and reading (score 46.0). Unfortunately, the classroom activities did not explore listening skills; the lecturer utilized the e-learning tool and the tasks given emphasized more on reading.

The next step was designing the blueprint of the content media based on the syllabus to get the references of the appropriate content. The design is a crucial topic because it provides the detailed plan of the task, learning objectives, and the listening activity. The competencies in the blueprint consist of the essential knowledge, skill, and authentic task, then additionally. As the learning goal concerns making students able to communicate using English spoken and written, the selected topics should be a compromise with the real life situation to make it authentic. The topics cover self introduction, exchanging information, description of people, things, places, and comparison.

The listening tasks concern intensive listening emphasizing on top down and bottom up strategies (Picture 1).

Audio Transcript:	
Emily: Hello! Let me introduce myself. I am Emily.	
Wendy: Hi, I am Wendy.	
Emily: Where are you from?	
Wendy: I am from Singapore but moved to this city last week.	
Emily: Oh, I see, where do you live?	
Wendy: I live in Sudirman Street Number 200 Block C. How about you?	
Emily: I'm from Australia. But right now, I live in Rafflesia St. Number 10 Block A	
Wendy: It's not too far from this cafe.	
Emily: Yeah. Btw, can I get your number, maybe we can go to hang out together one day?	
Wendy: Sure. It's 087823245012	
Emily: Thank you, Wendy. I have to go now. Nice to meet you	
Wendy: Nice to meet you too.	
Bottom Up Strategy	Top-Down Strategy
10. Based on the audio, what statement is true?	7. Where is Emily's address?
a. Emily's best friend of Wendy	a. Sudirman St. No. 200 Block C
b. Emily and Wendy will befriend	b. Sudirman St. No. 201 Block A
c. Emily and Wendy are neighbors	c. Rafflesia St No. 10 Block A
d. Emily and Wendy came from the same origin.	d. Rafflesia St. No 09 Block C

Picture 1.

Sample of Bottom up and Top-Down Tasks for Web-based Listening Tasks

The next steps to carry out were making the audio of the listening activity and creating the website. The website was chosen as media by considering some advantages of the flexibility, user experience, and the effectiveness of the media and the task to help students in the learning process. The audio was made by using a voice maker application while the website used builder Wordpress. QSM, quiz maker, was used as a plugin tool to make a task to provide the kind of question and facilitates the student to give comments on the task that is difficult for them. The website of listening tasks can be accessed through mobile phone, or desktop using the link of <http://www.englishquiz.online/>.

The media presented the welcoming section that consists of the menus. Using the websites, students go to the menu, find the task and click it. There would be a page containing name and email. The next section is the listening

activity. The web has a timer that would run as soon as the students hit the tasks button. Students could play the audio times but they needed to consider the times of the task. To enhance the students' interaction with the lecturer, comment space is provided on the website so students may write down their opinion or questions on the difficult questions. They could see the score when they finished doing the task; and the most important point is the students could retake the task, get improvement both in the listening and the scores.

Students' Improvement in Listening Skills

Pre-test was given to obtain the student's listening score the first time they used the task, and post test to find out the improvement of the student in listening skill. The result presented in table 2.

Table 2.
The Increase of Pre and Post Test

Average	Post-Test	Pre-Test	Increase
	71.75	83.52	+11.77

According to the pretest and posttest data of the students after work in the task, the score was compared in the pre and post test based on the average in every task. In the pretest result the average of the student score is 71,75. Then the post test is conducted to find if there was improvement in the student score or not. The post test score result is 83.52. From the result it can be seen that the increase of pretest and post test is around + 11.77. After that students score classified to the range of the score (Table 3).

Table 3.
The Classification of Scoring Grade of Pre-Test and Post-Test

Range of the Score	Categories	Pre-Test		Post Test	
		Frequency	Percentage	Frequency	Percentage
86-100	Very Good/A	8	13%	34	56%
71-85	Good/B	19	31%	17	28%
56-70	Fair/C	25	41%	9	15%
40-55	Poor/D	8	13%	0	0
40	Very Poor/E	0	0	0	0
SUM		60	100%	60	100%

Table 3 shows the classification of score grades in the pre test and post test. In the pretest, 13 % of the students were very good at listening; while in

the post test the number of students who were categorized “very good” increased to 56%. In the pre test, 31% of the students were good at listening; while in the post test 28% were as good at listening. In the pre test, 41% of the students were fair; while in the post test 15% of the students were fair at listening. In the pre-test, 13 % of the students were poor at listening, while in the post-test there were no student categories as poor. It means there was a reduction in the number of students in the poor category.

The Appropriateness of The Website as The Media to Learn Listening

The web-based listening tasks are considered appropriate to use based on the expert judgment and students feedback. The validation from the expert concerns on the listening tasks as the content and the website as media. The validation of content includes the alignment with the standard of outcomes, objectives, content, originality, interest level, appropriate language, and the benefits of the media. Meanwhile, the evaluation on the website covers the instruction in the media, multisensory experience, installation, visual appeal, communicative, student creativity, and stimulative creativity. The result of the expert judgment was 4.1 for media (website) and 4,7 for the content or the listening tasks which means both aspects are considered good. Some suggestions for the betterness of the website are addressed to improve some issues of the media such as the bug, the appearance of the menu, and the display of the appropriate image scale to make it better. Further, the content expert gave recommendations to two aspects: the content area such as the feedback for both correct and incorrect answers, and the arrangement of the tasks: short dialogue, long dialogue and long monologue. To conclude, the web-based listening tasks can really help students in the learning process.

Moreover, student feedback is really important and it is one of supporting data related to the listening tasks and the appropriateness of the web as the media in listening tasks which is shown on table 4. Based on table 4, the listening tasks presented the positive result 78% of students consider about the appropriateness of the material with the topic. 73% of students claimed that listening tasks help to improve their listening skill and 70% of the students admitted that feedback helped them in understanding the material; although they (43%) expected more variety of the tasks. Related to the audio of the listening task, it is considered interesting (70%) clear and understandable (58%).

Table 4.
Student Feedback of The Media

Listening Tasks (the content)	Percentage
● The listening tasks are appropriate for the topic	
● The listening tasks present various activities	78%
● The listening tasks help students improve their listening skill	43%
● The feedback in the listening tasks help me to understand the material	73%
● The feedback in the listening tasks help me to understand the material	70%
● The listening audio is interesting	70%
● The audio is clear and understandable	58%
The Website (the media)	Percentage
● The website helps me to learn about listening activities.	45%
● The menus and facility are understandable (timer, audio, button)	75%
● The website increases my motivation to practice listening	46%
● The website is easy to use	70%
● The website has the interesting visual	56%

For the website, table 4 shows that 45% of students confirmed that the web helped in doing listening activity. 75% of students claimed that the web and facilitation was understandable; although less than 50% of students agreed that their motivation was increased when studying listening using the web. Further, 70% of students consider the web to be easy to use and 56% stated that it has an interesting visual.

Additionally, students gave some positive comments about both listening tasks and the web. For them, the listening tasks really improved their listening skill and helped them to practice listening comprehension so they can apply it in real communication. Meanwhile, in the use of the website the student agreed that the website is easy to use although there were some errors that occurred during the learning process. Some audio could not be played and some students failed to submit the tasks. However they admitted that the website is very beneficial because they can access it anywhere and anytime and

the facilitation such as timer, audio, feedback was the plus aspects that were really helpful for them.

CONCLUSION

This study concerns designing a web based task that can improve students' listening skills for higher education. The designed website as media offered listening activities including picture, audios, tasks. The task timer was plugged in order to limit students while doing the task so it would encourage them to work fast.. Through this study, the design media can be the alternative to boost student motivation to learn English and improve their listening skills. The web based listening tasks were easy to access and had simple instructions that could make students understand the task. The various audio can facilitate students in the process of learning to listen and familiar with listening itself. So students improve listening skills. Therefore, the web based listening task can be considered in the learning process so that students who graduate from higher education can develop their English skills better.

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