Mobile-Based Media as the Solution in Teaching and Learning Listening Skill

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Abstract - Learning listening skill is more challenging for English as a foreign language (EFL) students. Based on an investigation at several high schools in Padang, the existence of listening skill in English subject is almost neglected in teaching and learning process because of many reasons such as the limited media and less opportunity to practice listening. Teachers are difficult to prepare appropriate media to teach listening while students are difficult to find out the appropriate listening materials to practice. Innovation in using media is needed in this era because people use technology such as the computer, smartphone, internet in life. This paper uses library research method that aims to describe such as solution by utilizing mobile phone in teaching and learning listening skill considering almost all students already had their own Smartphone. Based on the study, there are several benefits in using technology especially mobile-based learning in teaching and learning process; increase teachers creativity in designing teaching materials and media, increases students' motivation in learning, mobility, accessibility, and excellent potential for providing students with the learning materials whenever and wherever. In summary, using mobile-based learning can be a solution to solve several problems in teaching and learning listening.

Introduction

The fact that listening skill is almost neglected in teaching and learning English cannot be denied. Based on the investigation of senior high schools in Padang, almost all teacher and student face difficulties in teaching and learning listening. Teachers and also students need such as innovation to overcome many problems face in the teaching and learning process. This paper will discuss the use of technology in teaching and learning English, especially listening skill. This paper is written by using a library-based method to describe the use of the mobile application as the media in teaching and learning English. Studying previous study help the researcher to indicate a gap of knowledge or information related to the problem. Previewing previous literature is important in conducting a research [1].

The use of the mobile application as the solution in teaching and learning listening is being an interesting topic to discuss by researchers and education practitioners. The revolution of technology brings many benefits to the educational field. Technology such as the computer, smartphone, and internet give a significant opportunity to the students and teachers to access learning materials. ICT in education view refers to Information and Communication Technology such as computers, communications facilities, and features that variously support teaching learning and a range of
activities in education [2]. It has been revealed as great tools for educational change and reform. Technology is created to ease people's works and communication - including in the Education field. Moreover, technology is not something that students need to be separated from; it helps students to get involved and learn according to their interests [3]. It is clear that the use of ICT in education, especially in English language teaching, has been widely declared as a tool for language teaching and learning around the world.

The revolution of technology brings many innovations, such as transforming the function of the computer into small devices such as the smartphone, tablet, iPhone, etc. The concept is packing all functions of the computer to be more mobility and accessibility. This revolution gives more opportunity to the user to get comfortable in accessing their devices whenever and wherever.

Learning by using mobile-based media had been known as MALL- Mobile Assisted Language Learner. MALL gives opportunities to the teacher and students to get ease in teaching and learning. It is designed to combine functionalities of mobile devices, learning management system, and the need for a close connection between teachers and students [4]. It helps the teacher to get easy in accessing learning source, especially for English subject. The internet is also kinds of the development of technology. It is the most significant source to find out authentic materials to teach English. Listening skill is one of English skill that should be mastered by the students, but the fact is listening skill is almost neglected in teaching and learning process because of many reasons such as limitation of listening media and time provided for teaching and learning.

The result of the investigation on the field indicates that most teachers are challenging to provide the appropriate media that can be used by the students in and out of the classroom. There are some researches that had been studied by the researchers about the use of technology, especially the use of mobile devices in the teaching and learning process. The existence of mobile phone in teaching and learning process proves that it can help teachers to provide appropriate media to the learners especially listening

The Use of Mobile Application in Teaching Listening Skill

The problems found in the field are 1) teachers are difficult to provide an appropriate media to teach listening, 2) students are not motivated to practice their listening skill because of the limitation of the media provided for practicing, 3) time to teach English is limited. These are three big problems caused listening skill is almost neglected in the teaching and learning process.

1. Information and Communication Technology (ICT) in English Foreign Language

Several studies are talking about the use of technology to solve many problems that happen in the classroom. Several types of ICT can be used in teaching and learning, e-book, audio book, webinar, interactive whiteboard, mobile application, audio-visual aid, overhead projector/slides, gramophone, television, film projector, language laboratory, Web 2.0 application, and mobile phone [2]. Thus, there are many options to choose in using appropriate technology in teaching and learning process. The development of technology (IT) challenges the teachers to be able to create exciting and motivating activities in learning English, for example, the use of Facebook (FB) as an internet-based activity to use for education and become a valuable tool for everyday learning independently.

Moreover, teachers need to be literate in computer and thorough knowledge of CALL, especially CMC and online learning [5]. Technology offers learners opportunities for much more valuable communicative interaction in the target language than what was ever possible in the traditional language classes. It can be stated that using technology in language teaching brings many benefits for teacher and learners [6]. The existence of the development of technology brings much more opportunity for the teacher to design innovative media to teach English because the internet holds all the materials needed by the teachers. Media that can provide many tasks and functions can be more effective; it is called multimedia. Technology brings a bunch of chance to the teachers to create media in teaching English that can enhance students' language skills [7].
There are many researchers had been done the research to find out the benefit of using ICT in teaching English. There are seven advantages of using multimedia technology in teaching and learning English, they are; motivates students in learning English, develop students communicative competence, widens students' knowledge about the culture of English, improve teaching efficiency, enhances interaction among students and between teachers and students, creates a conducive teaching environment in the classroom, provides opportunities for English teaching outside the classrooms [3]. Moreover, another expert suggests seven benefits of using technology in English teaching and learning; get the required information within a fraction of second, learners become more innovative with the help of e-learning, ICT provides the information to the students who will be useful for them to compete with this competitive world, English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn, ICT can make students and teachers work with current and authentic sources, ICT ameliorates the learner's interaction and verbalization involvement in collaborative group learning, students can learn independently, and ICT pictorial description is available [2]. To sum up, there are many benefits in using technology during the teaching and learning process; it can increase student's motivation in learning because it can be designed attractively. Moreover, it offers many opportunities for the students and teacher to get access to learn by using authentic sources on the internet. They can take the learning materials directly from you-tube, blog, e-book, audio mp3, etc. that can help them to get closer to the real world. The most important one is it can be used, operated, accessed whenever and wherever they need- it brings more opportunity to students and teacher to communicate.

2. Mobile Assisted Language Learning (MALL)

The revolution of the development of technology brings many changes. The development of technology still helps people to get ease in work, communication, and also learn. The function of the computer has been transformed into small devices such as mobile phone, smartphone, tablets, PDAs, etc. The existence of mobile phone in language learner brings an innovation which is called as MALL (Mobile Assisted Language Learning). Learning by using mobile-based media is still new nowadays. MALL is a kind of innovation, it seems like CALL (Computer Assisted Language Learner), the modification is MALL used in a mobile phone while CALL is used in a computer with enhanced support of learning in context and provides the EFL students a valuable learning tool [8]. MALL gives opportunities to the teacher and students to get ease in teaching and learning because it brings many functions in one device [4]. Mobility and accessibility of the mobile phone bring more opportunities to teacher and students to get comfortable in learning and communication.

Student shows a keen interest in learning by using mobile devices, and they were highly motivated on the unique experience of learning content which supports multimedia objects such as images, audio, video, and animation used in the context of podcasting and video-casting for developing the listening skills [8]. MALL can help students to get a deep, comprehensive understanding of the materials because it allows the students to get more opportunities in learning [9]. The mobile devices provide many functions that support the listening materials to be more attractive and interest. It supports video, audio, and pictures to serve as the materials in teaching and learning.

Using MALL in teaching and learning process offers many advantages to the students and teachers such as; the materials is easy to access in and outside the class, it increases students motivation and interest to learn, it is portability and easy to use, it gives more opportunity to the students to get more practices and support quick feedback or reinforcement. Thus, using MALL can give advantages in EFL language teaching.
3. Teaching Listening Skill

Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers in the classroom [10]. Listening is the process of constructing the meaning by using the current, available data in mind or before the eyes; it depends on many other depended on sources to obtain the input provided [11]. Listening skill is one of the crucial skills used in communication activities. It is a vital skill to acquire pronunciation, vocabulary, word stress, and syntax. In short, teaching listening means increasing students’ skills and linguistics competence in which both of them are the core of English itself. M. Zaim in his research found that most of Indonesian adult learners made developmental errors [12]. Thus, it is important to develop students’ skills and linguistics competence from the basic. Gilakjani and Ahmadi in their research found that 40-50% of language competence comes from listening, while only 25-30% comes from speaking, 11-16% from reading and 9% from writing [11]. Hence it can be stated that it is imperative to specifically and purposely teach language listening skill. In more detail, listening skill is essential to be developed because it consists of several processes such as neurological, linguistic, semantic, and pragmatic process. Therefore developing listening skill means developing other three skills and linguistic competence.

3.1 Types of Listening

Listening is classified into four types; intensive, responsive, selective, and extensive [13]. 1) Intensive listening, it is the basic listening for the perception of the components (phonemes, words, intonation, discourse, etc.) of a more extensive stretch of language. Assessment tasks for assessing listening are recognizing phonological and morphological elements and paraphrase recognition. 2) Responsive Listening- relatively listening to a short stretch of language (a greeting, question, command, comprehension, check, etc.) in order to make an equality short response. The tasks in this stage are appropriate response question and open-ended response question. 3) Selective- proceeding stretches of discourse such as short monologues for several minutes in order to "scan" for specific information. The purpose of such performance is not necessarily to look for global or general meanings but to be able to comprehend designated information in a context of longer stretches of spoken language. Assessment tasks in this stage are listening cloze, information transfer, and sentence repetition. 4) Extensive listening- it can develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to long lectures to listening to a conversation and deriving a comprehensive message or purpose.

Based on the study on the field, there found that the listening materials provided in the book are not appropriate for the learners. The material is not designed by considering the level of listening that can be learned by the students of senior high school. Listening skill is firstly introduced in detail to the students in the first grade of senior high school. Thus, it can be said that listening skill is new by the students in the tenth grade.

3.2 Listening materials

Based on the observation in the field, there found that some teachers give listening materials by reading a passage aloud, and the students answer the question given. This is one of the traditional methods of teaching listening skill, but it is not recommended in teaching listening because it is not authentic. Teaching listening by using authentic material believed that it could bring many benefits to the students. Authentic materials defined as spoken or written language data that has been produced in the course of genuine communication, and not written explicitly for purposes of language teaching [13]. It is clear that authentic materials are the materials which are naturally created by the native to native for a communicative purpose, but it can be used as classroom materials; spoken or written form. It also reinforces students in a direct relationship between the language classroom and the outside world [14]. It is essential because it allows learners to connect to the world outside the classroom, which gets them accustomed to listening to native as well as L2 English speakers of varying proficiencies [15]. Thus, using AM in EFL teaching and learning brings students closer to the target language.
3.3 Types and sources of Listening Materials

Teaching materials are an essential part of teaching and learning a foreign language. The resources for teaching materials are accessible and available on the internet. The internet is regarded as a vital and abundant source of authentic materials. The Internet may be the most significant sources of authentic listening materials because it can be adopted from real-life communication (newspaper articles, tourist informational leaflets, radio and TV programs, "real-life" conversations) [16]. The authentic listening materials can be accessed from the internet, radio, TV, movie, animations, or songs. The material can be in the form of dialogue and monologue. Dialogue and monologue are universally acknowledged to be the main types of oral comprehension. Dialogue is used for general ELT course, as they are part of authentic communication, while monologue is used for a higher level of ELT.

4. Teaching and learning listening through a mobile application

There are many kinds of listening application provided in the play store. They can be used by all people from different English level; basic until advance. Most of this application consists of many audio and exercises. These applications provide more opportunity for students in practicing listening. Listening skill can be developed by practicing, the more the students practice their listening skill, the more their listening skill developed.

The lack of these applications is that they are not designed for a specific level of senior high school students. It is designed without considering the curriculum used in the school. It will be better if the teacher can create a new listening application that is designed by following the needs of students and curriculum to help students achieve the goals of the English subject.

Utilizing MALL as learning media for the students is being trended in many countries. It can be useful for many functions. In Japan, Mindog Emily found that using apps helped the student with their four language skills (listening, reading, speaking, and writing), grammar, vocabulary, and spelling. She did a case study research on the use of smartphone apps to learn English by four Japanese university students. This study provides some pieces of evidence that apps can support intermediate English language learners by giving them easy access to English content that caters to their interests [18]. Khubyari & Narafshan also researched the impact of MALL on EFL reading comprehension. The result revealed that EFL learners favor reading comprehension via mobile phones due to the convenience facilitated by the portability and accessibility of mobile phones [4]. Other research also has been done by Gaber about utilizing Mobile Assisted Language Learning (MALL) to develop EFL listening skills and learner autonomy. The researcher designed the MALL to the learners and did several tests to try out the practicality of the media. The result was using MALL to develop EFL listening skills and learner autonomy for the secondary stage students is more effective [8].

Thus, many researchers had been researching the use of the mobile device in teaching and learning English around the world. The findings are positive to the students and also teachers. So that, innovation such as mobile-based media, is recommended to be developed and implemented by the teacher in teaching English, especially in teaching listening.

CONCLUSION

ICT in language teaching becomes a must in this era. The world revolution demands the teacher to be more creative in using technology in teaching and learning process. Technology, as its primary function designed to ease peoples works, includes in teaching and learning. There are many studies conducted by the researcher about the benefit of using ICT in teaching English. Technology can be the proposed solution to solve the problems in ELT. After going through related literature, it perhaps that many researchers support the use of the mobile application in teaching and learning listening. Mobile device offers many features that support teachers and students in teaching and learning English. The mobile device can be a solution to solve the problem faced in teaching and learning listening because of its mobility and accessibility cause the learners to use it in and out of the
classroom. Thus, it can increase student's motivation, and it gives much opportunity to practice their listening skill.

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