



Adopting Web-Based Language Learning (WBLL) as Listening Learning Resources: ESL-LAB for Students' Listening Improvement

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ARTICLE INFO	ABSTRACT
Article history:	<p>The purpose of this present study was to investigate the learners' listening improvement and reactions when using ESL-Lab.com resources in English class. This study utilized the methodology of participatory action research, a methodical approach that is recognized for its ability to bring about change as a reaction to the difficulties faced by students during listening comprehension tasks. The present investigation was divided into three discrete phases: the pre-cycle, cycle 1, and cycle 2. The study was conducted to 30 participants at SMP Negeri 15 Medan, the PPL School while doing teaching practice from Pre-service Teacher Professional Education (PPG Prajabatan) program, from March to May 2023, in the eighth grader of the academic year 2022-2023. Data collection was done by test techniques and observation check list. The instruments used in this study were questionnaires and assessments. The results showed that there was an increase in the average score from preliminary score to achievement test cycle 1, from 49 to 64.67. The observed improvement amounted to an average of 15.67 points. Subsequently, following the execution of the second cycle, the second examination was administered, yielding an average score of 84.67. It is worth considering that the utilization of ESL-LAB resources might be advantageous in enhancing the foreign language listening skills of children in the developmental stage. Students (92.30%) perceive online platforms for learning foreign languages as engaging, while an overwhelming majority of respondents (96.15%) hold the belief that listening activities offered by ESL-LAB.com are effective.</p>
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INTRODUCTION

Today, a significant number of individuals prioritize digital technology as their primary resource for accessing a dynamic hub of knowledge and engaging in learning activities (Gonulal, 2020). The pace of global development is increasing at an exponential rate on a daily basis. Similarly, in the context of current technical advancements. The incorporation of technology is essential in several facets of our everyday life, since it plays a crucial role in facilitating our routine activities (Merzifonuoğlu & Gonulal, 2018). Hence, computers and other Android-based technological devices, such as smartphones, have become ubiquitous in contemporary culture. Computers, the internet, and Android devices are widely utilized throughout various strata of society, serving as tools that facilitate convenience and efficiency in daily life (Cong-Lem, 2018; Sulistyawati et al., 2019).

In contemporary times, the concept of Web-Based Language Learning (WBLL) has gained significant traction within the realm of language teaching (Cong-Lem, 2018). There has been a growing body of research focused on the utilization of web-based resources in language classrooms (Cong-Lem, 2018; Hasan, 2022; Iyada, 2019; Lazebna & Prykhodko, 2021; M & Swamy, 2019; Morales & Sousa, 2017; Müller et al., 2018; Simkova et al., 2021; Suarcaya, 2011; Tira, 2021; Wijaya, 2019; Winona et al., 2022) , which has allowed language instructors to expand their teaching methods beyond the limitations of the physical language classroom (Winona et al., 2022).

One of the WBLL is the World Wide Web (WWW), widely recognized as a prominent symbol within the realm of the internet. This program possesses dynamic characteristics and is extensively utilized by individuals. Based on the enormous numbers of WBLL that teacher can surf on the internet, there should be lots of learning resources that teachers and students can access. However, through handing out questionnaires regarding learning listening, several students reveal that the teachers hardly ever teach them how to listen. This phenomenon became evident through the observable performance of students who have deficiencies in their listening skills. When researcher engaged in English discourse, they encountered challenges in fully grasping the intended significance of the dialogue. Consequently, the researcher at once as model teacher in the classroom proceeded to translate her speaking from English into Indonesian. It was notably laborious and requires a significant investment of time and energy. The absence of sufficient emphasis on teaching listening skills to students has resulted in a minimal exposure, hence leading to a deficiency in their ability to effectively comprehend auditory information (Pamuji, 2021). It cannot be denied, that listening is one of difficult skill to teach and learn (Al-Zoubi, 2018; Hardiyanto et al., 2021; Lee & Cha, 2017; Nawir, 2020; Sah & Shah, 2020). In order to address the challenges encountered in listening class activities, it is imperative to explore alternate approaches that might effectively foster improved listening skills among students. One of the aspects that contribute to the effectiveness of listening education is the utilization of media instruction to present the listening exercises. Thus, it is

very important to adopt appropriate learning resources for teaching listening to improve their abilities.

One of Web-Based Language Learning (WBLL) that we may use as listening learning resources is ESL-Lab (www.esl-lab.com). It offers complimentary listening resources and exercises designed for ESL and EFL students. The website www.esl-lab.com offers many features that facilitate the organization of student work aimed at enhancing their auditory comprehension and perception of foreign language speech. These features are designed to cater to individual needs and employ diverse techniques (I & A, 2022). The platform delivers listening comprehension assessments tailored to several proficiency levels, namely easy, intermediate, and difficult (Hasan, 2022). The teacher and students can choose the level of the materials based on their needs and ability.

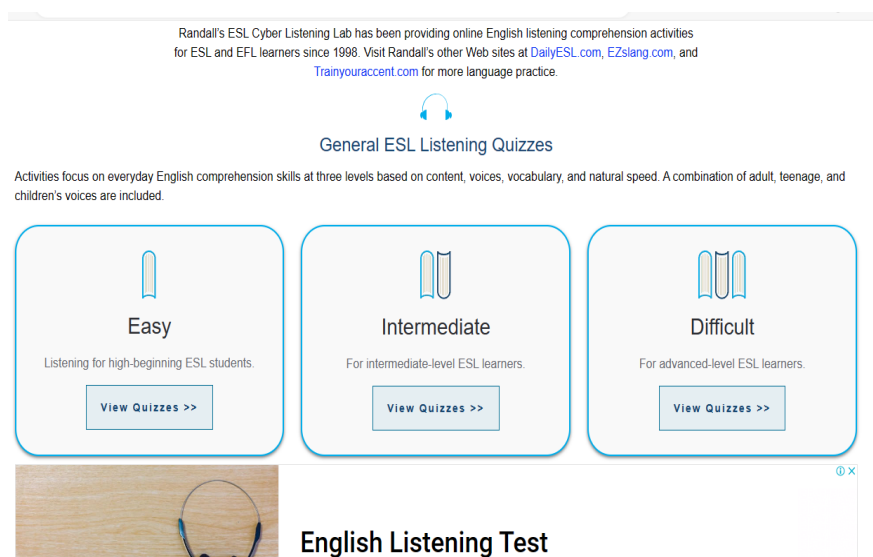


Figure 1. The Print screen of ESL-Lab

Figure 1 showed that the activities in ESL-Lab is varied and there are three levels of competencies that teachers and students can justify. Some researchers (Abraham, 2019; Chaikovska, 2022; Hasan, 2022; I & A, 2022; Iyada, 2019; Kiliçkaya, 2018; Miranty, 2017; Tira, 2021; Wahyuningsih et al., 2018) recommend this web-based learning as a way in engaging students' listening improvement with authentic materials. The students which received online training on medium ESL-Lab.com episodes through direct internet access to the ESL website, demonstrated a significant improvement in their performance on the listening comprehension achievement test compared to the conventional classroom methods (Iyada, 2019). The website can be accessed at class or out of classroom to increase students' exposure in learning listening. There is a prevailing belief that the cultivation and promotion of English language acquisition should be actively fostered both within and beyond the confines of the classroom, employing suitable pedagogical approaches. These strategies facilitate the enhancement of students' English language proficiency and their ability to effectively communicate in the desired language (Al-Zoubi, 2018). This web-based learning promotes the utilization of mobile devices that students can learn listening autonomously out of the classroom.

After conducting a comprehensive analysis of relevant scholarly literature, it is evident that Web-Based Language Learning holds significant promise in the realm of Teaching/Learning. However, there is a noticeable dearth of guidance pertaining to the development of instructional materials and resources for web-based education. in light of the aforementioned empirical findings, the purpose of this study was to investigate the learners' listening improvement and reactions when using ESL-Lab.com resources in English class.

METHOD

In response to the issue arising within the classroom context, this study utilized the methodology of participatory action research, a methodical approach that is recognized for its ability to bring about change. Action research refers to the deliberate undertaking of activities aimed at promoting self-reflection and enhancing instructional practices through the analysis of one's own actions (Kemmis et al., 2014). According to them, the action research process consists of four essential components: planning, acting, observing, and reflecting. The adoption of this method is considered imperative in light of the frequent occurrence of changes that are frequently forced, seemingly without justification, or lacking careful deliberation in our everyday experiences (Kemmis et al., 2014). As previously stated, this methodology is employed as a reaction to the difficulties faced by students during listening comprehension tasks. Based on an examination of students' listening competencies within the classroom setting, it was found that a majority of the students achieved scores below the minimum completeness requirement (*KKM*).

The present investigation was divided into three discrete phases: the pre-cycle, cycle 1, and cycle 2. Before the learning process was held, the teacher had chosen the proper level with the activities in it. Based on the preliminary study, the students were still in low level, so the easy one was suitable for them. Every meeting, there was one topic will be discussed together. The primary guidelines provided to students utilizing ESL-LAB for listening activities are as follows: 1) The teacher accessed the website and play it in the class. 2) While the audio was played, the teacher showed the questions that students may answer on their book. 3) Teacher and students discuss the audio while opening the script on the website 4) Students checked their answer and write down the correct one. 5) They write down difficult word in the script and discussed it with the teacher. 6) Teacher and students discussed the audio and the script to get the meaning of the text. 7) Teacher assigned the students to listen to the audio at home as their listening drill.

Participants

A total of 30 participants were purposely selected for this study. They were a class of students where the researcher did her teaching practice from Pre-service Teacher Professional Education (*PPG Prajabatan*) program. The experiment was conducted in SMPN 15 Medan from March to May 2023, in the eighth grader of the academic year 2022-2023.

Instruments

Questionnaires were administered to ascertain the students' response towards this web-based language learning platform. In each cycle, researchers also employ assessments to measure the extent of students' progress in listening skills and did observation checklist to find the students process improvement in class.

Data Analysis Procedures

The administration of the pre-test took place on the initial day of the class, while the post-test was conducted at the conclusion of each cycle. Cycle comprised of three meetings. The students were instructed that engaging with ESL-LAB could enhance their listening strategies through the implementation of pre-listening planning and post-listening reflection. During the initial step of data analysis, it is necessary to organize the data obtained during the research process. This may involve several methodologies for gathering data, including but not limited to observations, surveys, and tests. The assurance of data completeness and correctness holds significant relevance. The final phase involves a thorough analysis of all the gathered data in order to obtain a comprehensive understanding of the research findings. This methodology is expected to enhance the process of identifying patterns and themes within the dataset. Upon examining the collected data, it is necessary for the researcher to initiate the process of coding and analyzing the received information. The procedure involves the recognition of significant themes and patterns within the dataset, thereafter organizing them into separate categories. Researchers provide supporting evidence to strengthen their claims

and establish the validity of their study findings. This procedure may involve the incorporation of verbatim statements from participants or the presentation of statistical information.

The establishment of success criteria was undertaken to ascertain the efficacy of the strategy's execution in enhancing students' listening proficiency. The study was deemed successful if two criteria were satisfied. First, the results obtained from the students' scores on the achievement test performed at the conclusion of the cycle demonstrated a noticeable improvement. The enhancement pertained to the increase in students' scores on the accomplishment exam, which was corroborated by their scores in the preliminary study. The researcher utilized the criteria for measuring performance that are routinely employed by teachers in the classroom. The minimum completion criteria (*KKM*) set in this research is 75 according to the national *KKM* standard for junior high school level. Referring to the *KKM*, the indicator of success in this research/learning improvement action is if the class progress reaches an average of 75. The average score obtained in the pilot study was 49. As a result, it can be reasonably inferred by the researcher that a substantial enhancement in the students' listening proficiency would be evident if their achievement test scores shown a minimum improvement of 26 points, thereby attaining an average passing grade of 75. Therefore, the success of the study was determined by the attainment of a mean score on the accomplishment exam that was 26 points higher than the mean score seen in the preliminary study. Additionally, a minimum average score of 75 on the achievement test was established as a prerequisite for passing the course.

Second, the students actively engaged in the teaching and learning process while implementing the process-based listening activity using ESL-LAB. The positive response of students at each step, as shown in the observation checklist, was evident. The categorization of students' participation in the classroom was determined by assessing the extent of their active engagement during the teaching and listening activities conducted in the class.

FINDINGS

Regarding the findings of this study, the results obtained from the listening test of the stage are as follows:

Table 1 Students' score and the improvement point

N	Preliminary score	Achievement test cycle 1	Improvement point	Achievement cycle 2	Improvement point
30	49	64.67	15.67	84.67	35.67

According to the data shown in Table 1, there was a noticeable improvement in the implementation of ESL-LAB as a pedagogical tool for teaching listening skills. The initial survey revealed that the average score of the students was 49, indicating a level of performance that fell short of satisfactory standards. Consequently, the decision was made to provide ESL-LAB as a resource for enhancing their listening skills. Following the completion of cycle 1, the students were administered the initial test in order to assess the potential impact of the implementation on their listening proficiency. Based on the collected data, it is evident that there was an increase in the average score, even though the upturn was not much, from 49 to 64.67. The observed improvement amounted to an average of 15.67 points. Subsequently, following the execution of the second cycle, the second examination was administered, yielding an average score of 84.67. Furthermore, a notable improvement of 35.67 points was observed. Therefore, the outcome achieved the predetermined success condition of 26 points. The magnitude of improvement observed after the second cycle exceeded the predetermined threshold for success. Based on the predetermined success criteria for this study, it can be concluded that utilizing the web-based learning was effectively implemented among the students. This is evident from the fact that the average score achieved by the students on the

achievement test during the second phase was found to be more than 26 points higher than the average score seen in the preliminary score.

Based on the analysis of observation checklists and field notes from cycle I, it can be argued that there was a noticeable improvement in student participation during the utilization of ESL-LAB in the listening teaching activities. However, it should be noted that the level of enthusiasm among some students was not particularly high. The degree of participation demonstrated by the students was satisfactory. The findings from cycle II revealed that the students exhibited a high level of engagement throughout the teaching and learning activities. The overall proceedings transpired without any major disruptions, and an examination of the data recorded in the observation checklist reveals a commendably high level of student engagement. The observation yielded substantial evidence of enhanced student engagement. The data obtained during the teaching and learning process in the sessions revealed. The degree of participation exhibited by the students was highly commendable.

Besides improving students' listening ability, this WBLL was also engaged the students' reaction as showed in the table below.

Table 3 Students' attitude towards the using of ESL-LAB during the listening activity

Statement	Highly Agree	Agree	Not Sure	Disagree	Highly Disagree
Using ESL-LAB as learning site in EFL classroom is very engaging	57.69%	34.61%	7.70%	0%	0%
The ESL-LAB listening activities are effective	34.61%	61.54%	3.85%	0%	0%
ESL-LAB can improve my listening skill	38.46%	34.61%	26.93%	0%	0%
ESL-LAB can improve my vocabulary	50%	30.77	19.23	0%	0%
I would like to use other online resources to improve my listening skills	38.46%	42.31%	15.38%	3.85%	0%

Based on the data in table 3, all of the students who took part in the research study overwhelmingly selected ESL-LAB.com as their preferred choice. The table illustrates that a significant proportion of students (92.30%), namely 57.69% students highly agree and 34.61% agree, perceive online platforms for learning foreign languages as engaging, while an overwhelming majority of respondents namely 96.15% (the total of 34.62% highly agree and 61.54% agree) hold the belief that listening activities offered by ESL-LAB.com are effective. Following the incorporation of ESL-LAB.com into their English as a Foreign Language (EFL) sessions, the students reached the consensus that engaging in ESL-LAB.com-based activities had the potential to enhance their listening skills and facilitate the acquisition of vocabulary. The responses provided by the student in relation to the preceding query indicate the cultivation of a receptive disposition towards the utilization of digital resources for the purpose of enhancing English as a Foreign Language (EFL) proficiency, with a specific emphasis on the skill of listening. 73.07% of the students (the sum result of 38.46% highly agree and 34.61% agree) reflected their listening improvement and believed this WBLL adopting gave good effect on them. A significant majority of students, specifically 80.77% (the sum result of

38.46% highly agree and 42.31% agree), expressed a strong inclination to enhance their listening abilities by actively participating in various online resources dedicated to foreign language acquisition.

DISCUSSION

Learners' listening improvement when using ESL-Lab.com resources in English class

Conducting the analysis of existing literature pertaining to the utilization of digital platforms and internet sites for the purpose of enhancing listening comprehension skills, in general, the literature analysis revealed that students face significant difficulties in the domain of listening comprehension, as shown by a multitude of aspects upon which it relies and the intricate nature of its constituent elements. The difficulties were also felt by the students in this study, so the new insight was needed for the improvement. The students got low score in the preliminary data were given a treatment to get listening web-based resources. In the first cycle, learning completeness in accordance with the established KKM was not achieved. This is because students are not yet familiar with listening activities using this website. However, it can be used as reflection material to improve learning in the next cycle. But, for the next cycle, the students get higher improvement that showed it is worth considering that the utilization of ESL-LAB resources might be advantageous in enhancing the foreign language listening skills of children in the developmental stage. As in data, the improvement of 35.67 points is far from 26 points that showed that the improvement got significantly developed.

The findings is in line with the other researchers (Chaikovska, 2022; Winona et al., 2022), believed engaging ESL-LAB a web-based language learning in listening activity has the potential to enhance individuals' listening abilities and facilitate the acquisition of new vocabulary. The esl-lab.com has a significant impact on students' academic performance (Iyada, 2019).

Learners' reactions when using ESL-Lab.com resources in English class

The website www.esl-lab.com offers a platform for facilitating student engagement in activities aimed at enhancing their proficiency in comprehending and interpreting foreign language oral communication (I & A, 2022). This website provides a user-friendly platform for individuals seeking to enhance their language learning abilities. Because the students in this class are low-level ability, they can choose the proper level from the website. The benefits of utilizing the ESL-Lab platform include the opportunity for learners to engage in global listening exercises, which can prove advantageous even with a little time commitment of three to five minutes. The students will get the opportunity to acquire familiarity with the new language. The visitor incurs no cost for accessing the service.

It showed that this website is beneficial for students, in that they expressed favorable feedback regarding their utilization of ESL-LAB internet listening lab. This finding is in line with (Abraham, 2019; Miranty, 2017) that good sources of authentic listening www.esl-lab.com provide ample materials to develop the listening skill. Based on the data 92.30% students believed that Using ESL-LAB as learning site in EFL classroom is very engaging. It was because ESL-LAB offers a diverse range of interactive activities designed to actively involve learners in the process of acquiring knowledge. The aforementioned activities encompass listening exercises, quizzes, and games, which serve as effective tools for learners to enhance their listening skills in an enjoyable and captivating manner. ESL-LAB offers listening exercises that are grounded in authentic scenarios, such as the act of placing a meal order at a restaurant or scheduling an appointment with a medical professional. This phenomenon contributes to the enrichment of the educational experience by the augmentation of its pertinence and the cultivation of learner involvement.

ESL-LAB provides a diverse selection of listening exercises that are specifically

designed to cater to learners with different levels of skill, including both beginners and more advanced learners. This functionality allows learners to choose exercises that correspond to their level of ability and to participate in increasingly difficult assignments as they progress. ESL-LAB provides a variety of listening tasks that cover a wide range of topics, such as travel, health, and business, among others. This functionality allows learners to choose activities that are in line with their individual interests, so facilitating the acquisition of new vocabulary and expressions related to these particular themes.

Furthermore, the significant majority of 96.15% of participants express the idea that the listening activities provided by ESL-LAB.com yield positive outcomes. ESL-LAB provides timely feedback on listening exercises, allowing learners to evaluate their advancement and identify specific areas that necessitate additional improvement. This phenomenon has the potential to serve as a source of motivation for learners, thereby facilitating their sustained engagement in the process of learning. Because it is an internet-based educational platform that can be accessed from any location with an internet connection, this feature offers learners the convenience of practicing their listening skills at any given moment and from any desired location.

According to the data presented in Table 2, there was a notable increase in students' perception of their listening improvement following the implementation of the method. One notable aspect of this survey was the examination of students' perception of the act of practicing listening, which yielded a response rate of 73.07%. The necessity of adopting the WBL in the context of student learning listening was implied.

CONCLUSION

The major purpose of this study was to investigate the learners' listening improvement and reactions when using ESL-Lab.com resources in English class. The web-based language learning gave positive impacts for students both for the listening improvement and process. It is worth contemplating the potential benefits of incorporating ESL-LAB resources as a means to enhance the listening abilities of children in the developmental phase of acquiring a foreign language. The observed increase of 35.67 points in the data is notably greater than the initial gain of 26 points, indicating a substantial enhancement in performance. This online platform offers a user-friendly interface for anyone who are interested in improving their language learning skills. Due to the students' lower proficiency level, they have the option to select an appropriate level from the website. The ESL-Lab platform offers several advantages, one of which is the ability for learners to participate in global listening activities.

A considerable percentage of students (92.30%) share the perception that online platforms for learning foreign languages are interesting. Furthermore, an overwhelming majority of respondents (96.15%) maintain the idea that the listening activities provided by ESL-LAB.com are effective. Reliable sources for genuine auditory comprehension, the website www.esl-lab.com offers a wide range of educational resources. The platform provides a wide array of interactive activities that are specifically designed to actively engage learners in the process of acquiring knowledge. These activities aim to enhance the educational experience by increasing its relevance and fostering learner engagement.

Additionally, the platform offers a variety of listening tasks that are tailored to learners of different proficiency levels, catering to both novice and experienced learners. This functionality allows learners to choose activities that are in accordance with their individual interests. The current study does not encompass all potential facets of utilizing this web-based language learning platform. The proposed research aims to increase the participation of both students and educators in utilizing various features, such as English culture videos in esl-lab.com, into listening activities. These videos will showcase diverse cultural aspects from around the world.

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