THE USE OF ENGLISH LANGUAGE TEACHING (ELT) WEBSITE AS ENHANCEMENT OF TEACHER COMPETENCY AT SMPN 9 AND SMPN 34 KOTA BEKASI IN LISTENING SKILLS

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Abstract: Listening is an activity in which we can not only understand oral speech but can also respond to that utterance. Listening skill is a basic skill that is an important factor for successful language learners in improving their language skills (speaking, reading, and writing) effectively. The focus of this research is the use of ELT Website in English learning especially for improving listening comprehension, and furthermore it can be used as an innovative teaching activity with the use of internet technology so as to provide variation to teach listening skills in the classroom. The purpose of this study is to determine whether there is a positive effect of the use of English for language teaching (ELT) as improving the competence of teachers in listening skill of English (listening skill). The method used in this study is a quantitative method with statistical calculations. The sample of this research is the teachers of SMP in Bekasi (SMPN 9 Kota Bekasi and SMPN 34 Kota Bekasi) totaling 20 people. The researchers used pre-test with ELT Website and post-test with ELT Website. The instrument used is a listening test of English in the form of multiple choice of 20 numbers of questions, then comparing the value of listening skills from before the treatment using ELT Website (pre-test) and after the treatment using ELT Website (post-test). The results of this study indicate an increase in listening skills as indicated by the increase of evaluation value (post-test), this can be known from \( t_{stat} > t_{table} \), so Ho is rejected which means significant and hypothesis H1 accepted. Based on these results, it can be concluded that there is a positive effect of the use of ELT Website on the listening skills of English teachers in junior high schools in Bekasi.

Keywords: Site; English; Language Teaching; Listening Skills

INTRODUCTION

The digital era affects the educational world. In Language learning, the existence of computer technology, internet and smart phones is very helpful in improving the four language skills. With the advancement of technology today, teachers can easily find teaching materials, or practice questions and even can interact indirectly with students through the internet. There are many sites that can support teaching and learning activities.

In Language learning, by utilizing many materials that exist on the internet can improve the quality of the profession. For example, in listening lessons, a decade ago still used tape and cassette media, then it developed using compact discs and CD players. Currently, learning listening can be supported with the use of internet as a teaching media. Many sites can be used to support learning listening. With the ELT web that provides materials and exercises in the form of audio, can make it easier for teachers to use it as a media of learning support.

Listening skills are receptive skills as well as reading. According to Norquish (in a site grammar.about.com) states "Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages." In other words, listening can be interpreted as an active process of receiving and responding to spoken messages (and sometimes - sometimes unspoken). This skill is also the first skill that must be mastered while learning Language, as basic skills, listening has an important role to influence the other three language skills; speaking, reading, and writing.

As a Foreign language, of course, language learners face difficulties in learning English. As noted earlier, that listening is a basic skill that can influence other language skills, so English Language Learners should be mastered well of this skill. However, in reality there are some obstacles faced by foreign language learners in listening to the English language. The most common things are the learners are not accustomed to listening to English, the differences in English and American English accents, lack of vocabulary knowledge, and lazy listening practice. This is in line with the Ummah (2012, p. 111-112) disclosed "many factors that cause students the difficulty of learning Listening Comprehension for example: the material is too fast to be heard so as to forget what they have heard, not knowing the meaning of the spoken words in English or heard because of the limitations of their English vocabulary, no concentration on the material being heard, not understanding the verbalized command, being lazy in learning or lacking in learning motivation, and many other factors."

"Technology is useful to teach listening because each type of technology provides opportunities for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as cross-cultural, interactional, critical, and contextual dimensions of listening, to be developed. Technology also makes learning process of listening more entertaining. "(Flowerdew & Miller, 2006, p. 3)

Referring to the above problem, the focus of this article is the use of ELT Web in Listening Comprehension (English Listening Comprehension) to
improve English listening skills. From the background that has been described above, the purpose of this study is to determine whether there is positive effect of the use of ELT website to improve English listening skills.

THEORETICAL REVIEW

The Nature of Internet Media ELT Web

Moreover, Dudeney and Hocklin (2006, p. 27) states "The Web is a source of content that can be used as a window in a more world "Dudeney and Hocklin stated" The Internet is a vast store of information and resources, and this is probably the range that makes it seem initially frightening and unapproachable by most teachers.

As for choosing a website, we must choose a good web. Here are the good website criteria according to Dudeney & Hockly (2006, p. 34):

1. Accuracy: who wrote the page? Is this person an expert in the subject matter? Check qualifications, experience. Is the page content reliable and factuality correct? Cross-reference with other similar websites and encyclopedias.

2. Currency: is the content up to date? Check factual information against other reliable sources. When was the page last update? Check for information at the bottom / top of the page.

3. Content: is the site interesting and stimulating? Considers the content from learners' point of view.

4. Functionality: does the site work well? Be sure to check all pages.

Definition of Listening

According to Dawson, etc. in Tarigan (2014, p. 2) improving listening skills means helping to improve one's speaking quality. Then sound or sound is an important factor in improving the way students use words. Therefore, learners will be helped if they listen to or listen to good sayings from teachers, quality recordings, and high value stories.

The listening is divided into four sections: (1) listening to social listening or listening or conversational listening usually takes place in social situations where people are chatting or chatting about things that attract attention everyone present. (2) Secondary listening (secondary listening) is a kind of casual listening and extensive listening. Listening to aesthetics (aesthetic listening) or so-called listening appreciation (appreciation listening) is the last phase and activity included into listening by chance and listening extensively. (4) Passive listening is the absorption of a speech without conscious effort which usually marks our efforts at the time of learning with less thorough, haste, memorize off-head, practice relaxed, and master a language. (Dawson [et al], in Tarigan 2014, p.41).

Based on the above description, it can be emphasized that listening is a process that involves listening to the language sound, identifying, interpreting, valuing, and reacting to the meaning contained in oral discourse. Listening in this research is listening attentively, interpreting, and reacting to the meaning contained in it.

METHOD

The sample of this research is the teachers of SMP in Bekasi (SMPN 9 Kota Bekasi and SMPN 34 Kota Bekasi) with total 20 people as a sample. The researcher used pre-test using ELT Web and post-test test using ELT Web as a data retrieval instrument which then compared the listening skill score from before using ELT web and after using ELT web. In this study participants will be given a test using 20 multiple choice questions with options: A, B, C, and D. Pre-test is given once before the treatment using ELT website. Post-test is given once after being given treatment using ELT Website. Calculation is done by comparing the value of pre-test and post-test by using simple statistic method.

RESULTS AND DISCUSSION

In analyzing the data, the researcher found that the result of listening to the English teachers of junior high school in Bekasi had sufficient ability in listening to the English language. The data analyzed were the data obtained based on test results that had been given to the respondents by using ELT Website. Here were the data obtained.

1. Data of the results of listening pre-test

<table>
<thead>
<tr>
<th>Respondence</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
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<td>13</td>
<td>80</td>
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<td>14</td>
<td>80</td>
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<td>15</td>
<td>80</td>
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<td>16</td>
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<td>17</td>
<td>85</td>
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<td>18</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>90</td>
</tr>
<tr>
<td>20</td>
<td>90</td>
</tr>
</tbody>
</table>

a. Calculation of distribution of frequency as follows

1) Calculates a class range

Range = highest value - lowest value

R = 90 – 60

R = 30

2) Class Interval

K = 1 + 3.3 log n

K = 1 + 3.3 log 20

K = 1 + 4.29
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K = 5,29 (set to 6)

3) The length of class interval

\[ P = \frac{\text{length}}{\text{number of class}} \]

\[ P = \frac{30}{5,29} = 5,67 \text{ (set to 6)} \]

b. Table of frequency distribution

Table 2. Distribution Frequency

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>fi</th>
<th>xi</th>
<th>fi.x</th>
<th>xi²</th>
<th>fi.xi²</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-65</td>
<td>4</td>
<td>62,5</td>
<td>250</td>
<td>3906,25</td>
<td>15625</td>
</tr>
<tr>
<td>66-71</td>
<td>3</td>
<td>68,5</td>
<td>205,5</td>
<td>4692,25</td>
<td>14076,75</td>
</tr>
<tr>
<td>72-77</td>
<td>3</td>
<td>74,5</td>
<td>223,5</td>
<td>5550,25</td>
<td>16650,75</td>
</tr>
<tr>
<td>78-83</td>
<td>6</td>
<td>80,5</td>
<td>483</td>
<td>6480,25</td>
<td>38881,5</td>
</tr>
<tr>
<td>84-89</td>
<td>2</td>
<td>86,5</td>
<td>173</td>
<td>7482,25</td>
<td>14964,5</td>
</tr>
<tr>
<td>90-95</td>
<td>2</td>
<td>92,5</td>
<td>185</td>
<td>8556,25</td>
<td>17112,5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>465</td>
<td>1520</td>
<td>36667,5</td>
<td>117311</td>
</tr>
</tbody>
</table>

c. Calculation of distribution frequency as follows

1) Mean

\[ X = \frac{\sum x_i f_i}{\sum f_i} \]

\[ X = \frac{1520}{20} = 76 \]

2) Median

\[ Me = b + p \left( \frac{\frac{n}{2} - f_{<b}}{f_{>b}} \right) \]

\[ Me = 71,5 + 6 \left( \frac{120 - 7}{3} \right) \]

\[ Me = 77,5 \]

3) Mode

\[ Mo = b + p \left( \frac{d_1}{d_1 + d_2} \right) \]

\[ Mo = 77,5 + 6 \left( \frac{3}{3 + 2} \right) \]

\[ Mo = 77,5 + 6 (0,6) \]

\[ Mo = 81,1 \]

4) Varians

\[ S^2 = \frac{\pi f_i (x_i - \bar{x})^2}{n (n-1)} \]

\[ S^2 = \frac{20(117311) - (1520)^2}{20(20-1)} \]

\[ S^2 = \frac{2346225 - 2310400}{380} \]

\[ S^2 = 58820 \]

\[ S^2 = 58820 \]

\[ S^2 = 94,26 \]

5) Standard Deviation

\[ s = \sqrt{S^2} \]

\[ s = \sqrt{94,26} \]

\[ s = 9,71 \]
Table 3. Distribution of frequency

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F</th>
<th>X</th>
<th>f.x</th>
<th>$x^2$</th>
<th>$f.x^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-55</td>
<td>4</td>
<td>52.5</td>
<td>210</td>
<td>2756.25</td>
<td>11025</td>
</tr>
<tr>
<td>56-61</td>
<td>4</td>
<td>58.5</td>
<td>234</td>
<td>3422.25</td>
<td>13689</td>
</tr>
<tr>
<td>62-67</td>
<td>2</td>
<td>64.5</td>
<td>129</td>
<td>4160.25</td>
<td>8320.5</td>
</tr>
<tr>
<td>68-73</td>
<td>7</td>
<td>70.5</td>
<td>493.5</td>
<td>4970.25</td>
<td>34791.75</td>
</tr>
<tr>
<td>74-79</td>
<td>2</td>
<td>76.5</td>
<td>153</td>
<td>5852.25</td>
<td>11704.5</td>
</tr>
<tr>
<td>80-85</td>
<td>1</td>
<td>82.5</td>
<td>82.5</td>
<td>6806.25</td>
<td>6806.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td></td>
<td>405</td>
<td>27967.5</td>
<td>86337</td>
</tr>
</tbody>
</table>

b. Calculation of distribution frequency as follows.

1) Mean
   \[
   \bar{X} = \frac{\sum fX}{\sum f} = \frac{1320}{20} = 65.1
   \]

2) Median
   \[
   Me = b + p \left( \frac{\frac{1}{2}n - f}{f} \right) = 61.5 + 6 \left( \frac{\frac{1}{2} \cdot 20 - 7}{7} \right)
   \]
   \[
   Me = 61.5 + 6(1) = 67.5
   \]

3) Mode
   \[
   Mo = b + p \left( \frac{d_1}{d_1 + d_2} \right) = 67.5 + 6 \left( \frac{2}{2 + 2} \right)
   \]
   \[
   Mo = 67.5 + 6(0.5) = 68.7
   \]

4) Variance
   \[
   S^2 = \frac{\sum fX^2 - \left( \sum fX \right)^2}{n(n-1)}
   \]
   \[
   S^2 = \frac{17267740 - 1595204}{20(20-1)} = \frac{86337}{180} = 480
   \]
   \[
   S^2 = \frac{31536}{380}
   \]
   \[
   S^2 = 82.99
   \]

5) Standard deviation
   \[
   s = \sqrt{S^2} = \sqrt{82.99} = 9.11
   \]

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The table above showed a summary of the statistics of mean, median, mode, standard deviation and variance of pre-test and post-test results on English listening ability. In the test data requirements, the t-test results show that the t\text{table} value of 2.025 at \(\alpha = 0.05\) level. Then t\text{test} > t\text{table}, so Ho is rejected which means significant and hypothesis H1 accepted. It can be concluded that there is a significant increase of the use of ELT Website media on the listening skill of SMP teachers in Bekasi.

CONCLUSION

From the evaluation result to the increasing of teacher competence through ELT Web media to listening skill, the researcher did at the end of the activity seen that the teachers have started to understand and can use internet to improve English skill with ELT Web to listening skills (although from a technical point of view they are not yet familiar with the use of technology to improve teacher competence.

For further research should conduct research that is more focused on indicators of the usefulness of English skills that have not existed in this study. And also should be able to develop this research by reaching other factors that can improve teacher competence that is intelligence, training and opportunity which in this research have not reached by the researcher, so that the research result can really prove the superiority of ELT website to listening skill.
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REFERENCES