

The Internet Based Resources for Virtual Listening Skills Teaching and Learning in Ban Raisooksan School, Loei Province, Thailand

Usfah Vindy Arti

University of Muhammadiyah Gresik

usfah_170403@umg.ac.id

Paulina

University of Muhammadiyah Gresik

paulina@umg.ac.id

ABSTRACT

The purpose of this study is describing the use of internet based resources method in teaching English listening skills for primary school students in Ban Raisooksan School, Loei, Thailand. In this research the researcher describes the activities of teaching English listening skills by using internet based resources method. The data resources are from teacher and students in Ban Raisooksan School, Loei, Thailand. The students are from 5th grade (P5 students) and the total of the students are 8 students. The data were collected through observation and semi-structured interviews between teacher and students. The researcher go through six weekly listening activities using Internet based resources and assignments. Based on the study, this paper concludes that the use of internet based resources method would significantly improve the virtual teaching and learning. Through writing this article, the author hopes to improve the awareness of the internet based resources method by the teachers. The teachers will use the internet based resources method to carry on teaching in the classroom and help the students learn virtually.

Keywords: Internet Based Resources, Listening Skills, Virtual Teaching and Learning, Primary School.

INTRODUCTION

Corona Virus Pandemic which is known as Covid-19 has become a barrier to human activities around the world, especially in education. The teaching and learning process is hampered. Many schools are closed because they have to follow government rules. To solve the problem, the teaching and learning process must be conducted virtually. The situation of online learning has been carried out by Indonesian education institutions since March 2020. The increase of Covid-19 case which reaches 57.770 in July 2020 make it impossible to do the offline learning. The opposite situation happens in Thailand education. Thai government allows Education insitutions to open the offline learning from July 2020 since the Covid-19 cases are decreasing. The data showed that the total number of the case is 3.195 in Thailand (Culp, 2020).

One school which applies the offline teaching is Ban Raisooksan School. Ban Raisooksan School is a primary school located in Loei Province, Thailand where the case of Covid 19 in July 2020 is only 3.195. Though the learning can be conducted offline in this school, the principle still conducts a virtual learning on English classes since the school has an academic collaboration with Universitas Muhammadiyah Gresik (UMG), Indonesia in situation where teachers from UMG are not allowed to travel to Thailand during the pandemic.

Banraisooksan School puts two English teachers in the school. The first teacher (Thai teacher) teaches English offline, while the second teacher (Indonesian teacher) teaches English virtually from Indonesia using the e-learning application, namely zoom meeting. Most of the English learning process is conducted by the Indonesian teacher, while the Thai teacher assists students on preparing the class, such as preparing the internet connection and the device used in the classroom.

However, some problems come up during the virtual learning. Based on the daily notes taken, there are three main problems, namely internet connection, device problems, and learning duration (Keengwe & Kidd, 2010). The internet connection becomes an unexpected problem due to the bad signal from both places which results in causing a miscommunication on materials delivery during the learning process. Thus, it creates a break off sound which makes students experience difficulties in hearing the teacher's explanation. Moreover, both teacher and students face an abort system on the e-learning application during the class regarding the problem.

Second, the device problem also often occurs. The sound system problem and the file jam problem take dominant parts. When the problem on the sound system appear, the sound produced is not heard, while the file jam problem may happen which results in time consuming in file opening processing. Thus, it creates a chaos on students since they need to wait for a long time.



Third, the learning duration is limited to 30 minutes. The limit of learning duration at zoom meeting makes the teacher have to be smart in the time management. Even though the time duration has been determined and managed well, there are still many problems encountered. These problems include lack of discipline in joining the zoom application and computer disturbances which make students have to wait a long time until virtual teaching and learning time is sometimes reduced. These problems lead to their achievement in English skills improvement. Below the data of their achievement in four skills:

Table 1. Students' Achievement on 5th Grade of Primary School at Ban Raisooksan School

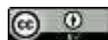
Statements	Total Students	Excellent	Good	Fair	Poor
Listening	8	-	12.5%	37.5%	50%
Reading	8	25%	50%	25%	-
Writing	8	50%	25%	25%	-
Speaking	8	25%	37.5%	37.5%	-

Generally, students encounter obstacles on their learning styles. From the test results of 5 students, there are 50% of students who have poor scores in listening skills. Whereas in other skills, they did not get poor scores. There were 37.5% of students who have fair scores in listening skills, 25% of students have fair scores in reading skills, 25% of students have fair scores in writing skills, and 37.5% of students have fair scores in speaking skills. While 12.5% of students have good scores in listening skills, 50% of students have good scores in reading skills, 25% of students have good scores in writing skills, and 37.5% of students have good scores in speaking skills. Furthermore, there are no students who have excellent scores in listening skills, 25% of students have excellent scores in reading skills, 50% of students have excellent scores in writing skills, and 25% of students have excellent scores in speaking skills.

The data show that the listening skills of the students are lower than other skills. Teaching listening skills has always been considered the unimportant of the four language skills. Teachers rarely provide listening materials. However, some people say that listening is the most important of the four language skills because young learners can imitate the language and this imitation occurs first through the process of listening and voice learning. Language skills have two categories, namely receptive and productive. Listening is a receptive skills, so by listening we can produce something through speaking or writing (Amumpuni, 2016). Listening skills have only recently begun to be considered important in learning in recent years. In learning English, listening skills can be done naturally by using the teacher's voice, audio, and video. Students will find it easier to master some skills by listening because listening is a basic skills they get from childhood. Children without their learning can already name the words from listening to the daily conversations of their parents. Therefore, listening is the key to learning, students can receive or process input from what they hear (Shian & Yunus, 2016). But in learning listening skills, teachers sometimes feel confused. In providing the right materials to develop students' listening skills, especially in virtual learning. Making students understand what they hear in the listening section is the biggest challenge for the teacher. (Karim & Ciptaningrum, 2019) suggested Listening skills materials will be more interesting if adjusted according to the level. Therefore, students must engage in different types of input, such as video, audio, text, animation. In addition, students also need activities that can increase their understanding of listening skills. Listening teaching and learning is usually done by listening to audio and doing questions. This makes students bored. Therefore, variations in listening learning are needed, such as the use of video, audio, text, or animation. Students are required to be able to get the best score in listening practice, but the effort in learning to listen is very lacking. Listening practice is the key to understanding the listening process. Therefore, the teacher must also have reference materials so that students do not feel bored in listening practice. Internet-based resources are a solution for teachers in finding listening materials.

Now we live in a digital era where technology is our need. (Sari et al., 2020) stated that Technology has developed very rapidly and the impact can be felt at this time. Although technology cannot replace language teachers and face-to-face classrooms, technology can be used to improve language learning, especially in distance learning (Peterson, 2010; Yang, 2019). Technological progress is one of the supports of virtual teaching and learning. In addition, technological advances have helped teachers develop student learning techniques. Technology provides a variety of attractive websites that can be used as listening teaching materials. Websites for listening learning can be categorized into three, namely websites that contain news in the form of video, audio, or online radio, websites where the speakers are native speakers, and websites where the speakers are non-native speakers (Jati, 2017).

METHODOLOGY



The research was conducted using a descriptive qualitative method. The research was conducted in Ban Raisooksan School, Loei, Thailand in 5th grade consisting of 8 students. The research used semi-structured interviews between teacher and students. The researcher go through six weekly listening activities using Internet based resources and assignments.

In each listening lesson, teacher pre-taught vocabulary or elicited responses from students about topics to prepare them for listening tasks. The teacher gave listening assignment consists of four types of instruction: multiple choice, fill in the blank, tongue twisters and matching words with the right pictures. The teacher then played the audio from different websites in every week while the students completed a listening task. Audio was played two to three times, depending on the student's needs. The teacher then discuss answers to assignments as a class or have them peer-check answers.

Interviews were conducted afterwards and respondents' responses were recorded, transcribed and analyzed according to themes. The respondents for the semi-structured interview were chosen purposively. The two subject, teacher and students were interviewed in pairs in English (oral) and translated in Thai using Power Point. This was because some students cannot understand some English vocabularies, so the researcher translate it in Thai.

FINDINGS AND DISCUSSIONS

Interview Results with the Thai Teacher

The discussion of English teaching and learning in Ban Raisooksan School.

There are four discussions related to English lesson In Ban Raisooksan School. The first discussion was talking about student's interest in English lesson.

"I think students like English lesson but sometimes many students cannot listen to the teacher well.

The second discussion was talking about students' problems in listening skills.

"The big problem which students have in teaching and learning English is listening skills. When the teacher speaks fast the students cannot hear and understand the meaning so the teacher should speak slowly."

The third discussion was talking about the teaching and learning process in Ban Raisooksan School.

"In teaching and learning English, I usually teach them listening, speaking, reading, and writing. For listening I only teach them listen and repeat the vocabulary, then I give the meaning of the vocabulary using thai language".

The fourth discussion was talking about the use of audio or video for teaching students listening skills.

"I never use audio or video for teaching students listening skills, I only say and they repeat".

The discussion of Virtual English teaching and learning in Ban Raisooksan School.

There are four discussions related to the Virtual English teaching and learning in Ban Raisooksan School. The first discussion was talking about the virtual English teaching and learning process.

"I think virtual teaching and learning is good and students enjoy learning English but sometimes the internet connection makes the teacher's voice not clear.

The second discussion was talking about the students' understanding of virtual explanation.

"Students can understand the explanation but the teacher should speak more slowly because the students sometimes cannot understand the explanation.

The third discussion was talking about listening exercises in virtual teaching and learning.

"The exercise is good and the students can understand the instruction"

The fourth discussion was talking about the difficulties faced by students in understanding the materials.

"Students sometimes understand but they sometimes cannot hear the audio, video, or teacher's voice if the connection is bad."

The discussion of material resources in English teaching and learning in Ban Raisooksan School.

There are three discussions related to materials resources in Ban Raisooksan School. The first discussion was talking about the materials is taken from.

"I only take the materials from the book, I write the materials on the whiteboard, then I ask students to listen and repeat.

The second discussion was talking about the importance of providing the original materials such as native speaker materials.

"The original materials are important because students need to practice listening and if they hear native speakers speak, it will be good for them."

The second discussion was talking about variations in materials sources.



“Students need variation in materials sources. So that students will be not be bored in learning English.”

Interview Results with the Students

The discussion of English teaching and learning in Ban Raisooksan School.

There are three discussions related to English lesson In Ban Raisooksan School. The first discussion was talking about student’s interest in English lesson.

“We like learning English because English is fun and we can learn to speak English”

The second discussion was talking about activities which the English teacher usually did in the class.

“Teacher usually teaches listen and repeat, games and sing a song in English class.”

The third discussion was talking about activities that students enjoy in English class.

“We like playing games like twister game and crossword game.”

The discussion of Virtual English teaching and learning in Ban Raisooksan School.

There are three discussions related to Virtual English teaching and learning in Ban Raisooksan School. The first discussion was talking about students’ interest and problem in watching English video.

“We like watching English video but we sometimes feel difficult to understand unfamiliar words in the video.

The second discussion was talking about students’ interest and problems in listening to English conversation.

“We like listening to English conversation but sometimes we cannot understand the speakers’ voice when the speakers speak too fast. We also cannot understand some words because we have lack of vocabulary.

The third discussion was talking about listening exercises in virtual teaching and learning.

“We understand the exercises, but when the connection is bad we cannot hear the audio.”

The discussion of listening materials and activities in English teaching and learning in Ban Raisooksan School.

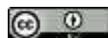
The discussion was talking about listening materials and activities.

“We want listening materials and activities because we want to have new and fun materials and activities in listening English class.

The interview results with the Thai English teacher at Ban Raisooksan School show that p5 students like English, but sometimes many students cannot listen to the teacher well. Students have a big problem with listening skills. If the teacher speaks fast the students cannot hear and understand the meaning so the teacher should speak slowly. The Thai teacher usually teaches them listening, speaking, reading, and writing. For listening skills, the teacher only teaches them to listen and repeat, and give the meaning in Thai language. The teacher never uses audio or video for teaching the students listening skills. He only says and they repeat. However, in the virtual teaching and learning process, the teacher should speak slowly to make students understand because students sometimes feel difficult to understand the materials. They cannot hear the audio, video, or teacher’s voice when the connection is bad. The Thai teacher also said that online teaching is good and the students enjoy learning English. The Thai teacher usually takes the materials from books. He writes some vocabulary related to the topics and asks the students to listen and repeat. But students need variations in materials sources and it is important to provide original materials such as native speakers' material because students need to practice listening and if they hear native speaker voices, it will be good for their speaking and pronunciation.

After doing an interview with the Thai teacher, the researcher did an interview with 5 students of p5 grade in Ban Raisooksan School. The interview results showed that students like English lessons because English is fun and they can learn to speak English. Students usually do activities with the Thai teacher in English class like listen and repeat, games and sing a song together. Games are one of the activities students enjoy doing in English classes. The kinds of games that students like are Twister game and crossword game. Students also like watching a video but students sometimes feel difficult to understand unfamiliar words because they have lack of vocabulary. Not only watching a video, but students also like listening to English conversation but students sometimes cannot understand the speakers’ voice when the speakers speak too fast. In virtual teaching and learning, students understand what the speaker said in the audio but when the connection is bad they cannot hear the audio well. Students stated that they want more listening materials and activities because they need to have new and fun materials and activities in a virtual listening class.

From the results of the observation and the interviews above, it can be concluded that they experienced problems in listening materials. Students need more material in learning listening skills, especially in virtual class. This study gets positive feedback from teachers and students in Ban Raisooksan School towards internet based resources in English listening skills.



By using internet based resources, teachers can choose different types of materials and through various sources. The use of internet virtual class brings more interesting things, students will see something around the world, just type a few words and click something, and several topics will appear on the screen (Jati, 2017). It was also stated that if students are familiar with the Internet, they can begin to find their interests and learning styles. The following are some interesting websites that can be accessed by teachers and students via the internet in the form of audio and video in virtual teaching and learning:

Internet Based Resources - Listening Materials

Twinkl <https://www.twinkl.co.in/>

Twinkl is an educational resource that can be used to improve children's enthusiasm for learning, especially in learning English listening comprehension. Twinkl provides a whole range of work schemes, lesson planning, and assessment to online educational games, augmented reality, and more. This resource has more than 525,000 resources and new content is added every day. Twinkl can be used to develop children's working memory while assessing their listening comprehension. These resources can be used as individual learning materials for primary school students at home or as listening comprehension materials at school. This resource also provides age-appropriate listening lessons and provides a wide variety of topics. So that teachers and students can choose topics according to the age of the students.

123 Listening <https://www.123listening.com/>

123 Listening is a resource that features free English listening exercises, listening test worksheets, downloadable audio files, printable listening activities for English teachers and students. This resource provides benefits for teachers who want to find materials or exercises related to listening skills. There is a wide variety of materials (flashcards, games, music) according to topics (animals, body parts, food, weather, etc.) for primary school level. Besides, there is also audios and worksheets that we can be downloaded freely. This resource is not only provided for teachers, but parents and students can also look for material as student listening practices at home.

ESL Kidstuff <https://www.eslkidstuff.com/>

ESL Kids offers English lesson plans in the form of flashcards, worksheets, songs, and etc. This resource provides good quality materials that are easy to print. The aim is to provide the best resource for teaching English to children so that the English teaching and learning provided by the teacher becomes easier and more interesting. There are 50 songs that can be downloaded, including MP3 songs & a video song based on an interesting theme. There are several versions, including a motion song version, a karaoke version, and a song poster available in American and British English.

English Room <https://www.english-room.com/listening-english-exams/>

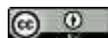
English Room is a resource that offers a wide variety of learning English from Kindergarten level (Kindergarten 2-3) to Primary School level (Primary School 1-6). This resource was created at Sriwittayapaknam school in Thailand. The languages used are bilingual, English, and Thai. When opening this resource, we will find various kinds of listening exercises with topics that have been adjusted according to the class we want to target. In addition, there are various kinds of tests on reading, conversation, and dictation. Teachers can provide learning dictation stories that are at the bottom of this resource page and have scripts that teachers can only read. However, this resource also provides quizzes so students can practice at home, but they won't get scripts because scripts for quizzes can only be found in the teacher menu at the top.

Ello <http://www.ello.org/>

Ello is a resource where we can find free content providing videos, games, and more. This resource is provided for helping students learn English for free from basic to advance. In addition, teachers can also take learning materials for free. This resource also includes sections such as Mixer, Views, Points, and even Songs, and each section has a large selection of materials.

Learn Songs <http://www.manythings.org/songs/>

Learn Songs is a website that features folk songs, campfire songs, and group-singing songs by native English speakers. Learn songs also provides learning English using various methods, such as videos, pronunciation, listen and repeat, daily listen and repeat and etc. The site also has short podcasts designed to be listened to more than once, so learners can listen and sing along as many times as they need to in order to learn the song.



Elementary Podcasts <http://learnenglish.britishcouncil.org/en/elementary-podcasts>

A variety of listening activities using various episodes on different topics (e.g. family, pets, travel problems, clothes, and so on) that learners can do on their computers while they listen. They can also be printed out to do later. So the teacher can easily download, print it out, and give it to the students in teaching English listening skills.

Learning English Kids <https://learnenglishkids.britishcouncil.org/>

Learning English Kids is a website that provides a variety of topics that have many kinds of listening exercises, including tongue twisters, matching pictures, sing a song, etc. Besides, this website also provides games that make online learning more interesting.

Youtube <https://www.youtube.com/>

Youtube is the largest video site in the world. Youtube has also provided many videos in various fields, such as politics, health, agriculture, education, and others. In the field of education, teachers can easily provide video learning materials, especially in online learning. Youtube can be downloaded for free and can easily be shared with students. In addition, this site also provides various kinds of educational videos for children to make them more interested. The videos are in the form of animation, songs, stories, etc. Teachers can easily find the right video according to the topic and materials they want to discuss.



Table 2. Best Practice of Listening Skills at Ban Raisooksan School

No.	Learning Outcome	Meeting	Topic	Materials	Activities	Indicator	Sources	Time Allocation
1.	Students are able to express their daily routines at home	1	Daily Routine	Listening conversation about "what did you do?"	Multiple Choice	Students are able to match what they heard with the right pictures	https://www.123listening.com/freeaudio/dailyroutines1-3.mp3	45 minutes
2.	Students are able to say about animals in the zoo	2	Amazing Animals	Audio dictation about animals	Fill in the blank	Students are able to fill the right words based on what they heard	https://www.english-room.com/listening/dictation_easy_level_1_8b.htm	45 minutes
3.	Students are able to mention their favorite foods	3	Food and Drink	Audio dictation about food and drink	Wheel Game and fill in the blank	Students are able to fill the right words based on what they heard	https://www.english-room.com/listening/dictation_easy_level_1_7a.htm	45 minutes
4.	Students are able to mention the weather in their country	4	Weather	Vocabularies video and tongue twister audio about weather	Sing a song and Tongue twisters	Students are able to say tongue twister words correctly	https://learnenglishkids.britishcouncil.org/tongue-twisters/whether-the-weather	45 minutes
5.	Students are able to express their hobbies	5	Sports	Vocabularies audio about hobbies	Matching words with the right pictures	Students are able to match sport words with the right pictures	https://learnenglishkids.britishcouncil.org/word-games/sports-1	45 minutes
6.	Students are able to say what they want to be	6	Occupation	Listening conversation about "Is he ...? Yes, he is."	Listening conversation yes or no (Multiple Choice)	Students are able to match what they heard with the right pictures	https://www.123listening.com/freeaudio/people1-2.mp3	45 minutes



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