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# THE INFLUENCE OF ICT IN TEACHING LISTENING THROUGH INQUIRY-BASED LEARNING METHOD

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## **ABSTRACT**

The purpose of this research was to analyze The Influence of ICT in Teaching Listening through Inquiry-Based Learning Method. This research was conducted on Junior High School at VII grade of SMPIT Widya Cendekia Serang Banten. The research was an Inquiry-Based Learning Method, particularly using songs from you tube. Data collected through pre-listening, while-listening, post listening, interview and field observation. There are also some videos to complete this research. Fortunately, with the expanding prevalence of the internet into both classroom and lives of students, access to make easy listening has been made easier. It can be concluded that The influence of ICT in Teaching Listening through Inquiry-Based Learning Method are: For the teacher: Teaching is easier because there are a lot of resources from the internet. For the students: Motivate the students to attend the lesson and pay attention in the class, enjoy the listening activity, stimulate discussion of attitude and feeling, encourage creativity, allow all students to participate, provide a relaxed classroom atmosphere and bring fun learning, help sustain students concentration, set positive mood at the start of the day or at the beginning of a class.

**Keywords:** *Influence, ICT, Inquiry-Based Learning Method*

## **INTRODUCTION**

### **Background**

It is important to maintain an interactive and communicative approach for teaching English as a foreign or second language. However, it is also important to vary the students' learning focus by concentrating on the skills needed to become proficient in a second language, listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. For instance:

- We listen to obtain information
- We listen to understand
- We listen for enjoyment
- We listen to learn

When designing lessons and teaching material to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of listening materials, the techniques used in the classroom teaching and use of authentic materials. Being able to listen well is an important part of communication for everyone. Students with good listening comprehension skills will be able to participate more effectively in communicative situations. An effective classroom leader or lecturer is not only a knowledgeable and skilled teacher, he or she is a good active listener. Good listening skills are needed to develop empathy and understanding with students and to assess whether they understand what they are being taught. Listening skills also help in negotiating with students and defusing any potential classroom conflicts.

Listening is a two-way process: you as the teacher do most of the talking but you must also learn to listen to the students; the students spend a lot of time listening to you, and will also benefit from improved listening skills. Both teacher and students must learn to respect each other, while students must comprehend that teachers are not the “fountain of all knowledge”. Students must develop their own educational plan which involves searching for and finding solutions to their everyday problems or queries.

When the learning objective of a language class is explained to students, they can better focus on specific vocabulary acquisition, grammar practice, listening for different purposes, and so on. The progression of activities allows the learner to use what they know, to go from being a passive learner to an active learner:

- Warm-up activity. Ask the students: “what do you do every day?”
- Listening comprehension activity: The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity.
- Controlled practice: Following this, an example of controlled practice activity could be a drill that models the same structure or vocabulary.
- Open-ended listening/speaking activity: After this, an open-ended activity could follow that allows students to have the freedom to practice listening comprehension and speaking, such as interviewing other members in the class about their daily life and asking for further information. This is an example of activities that build on each other and share the same objective. Communication and listening comprehension should begin with what students already know so that they can build on their existing knowledge and skills with activities designed on the same principle.

We spend much more of our time listening than speaking, reading and writing, and yet we remember relatively little of what we hear. After only a few days, only about 25% of a brief discussion will be retained. Research shows that improved listening skills can be learned.

Probably the simplest way to start thinking about listening is to break down the process into stages. In practice, no one would keep strictly to these stages, but reflecting on them should improve a person’s listening skills.

The first step is to open yourself to the ‘incoming message’ by letting down your defences as far as possible, and trying to sense the real, underlying meaning of what is being said. Listen

for ideas, implications and feelings, as well as the facts being conveyed. As well as being able to hear, you must also want to, or at least be willing to listen. Taking brief mental notes may help to focus your attention, but it can also distract you from the real meaning. Giving undisturbed eye contact with the other person shows a real commitment to them and their specific message.

The second step is to begin to interpret, or reconstruct, what is being said, remembering always that words have different meanings to different people. Keep asking yourself whether you really understand the message. Do your best to listen with full attention, and withhold judgement, assumption and criticism. Do not jump to conclusions before the story is complete. Allow the other person to finish their message before attempting to begin speaking.

The third step is to evaluate what is being said, only after you have made a reasonably objective interpretation of the message. At this point you should reflect on the information and option being presented, and sift through the evidence. Unfortunately, judging often starts far too early in the listening process, especially when the topic has emotional implications or when there has been a long history of painful conflict. It is a fact that many people will judge according to their own personal life experiences and this may have a negative implications on the message. Unskilled listeners close their ear to words they do not want to hear and only hear the words they want to hear.

The fourth step is responding. Here you demonstrate that you have truly been listening. Reassuring the speaker that you have been giving him full attention is a critical aspect of constructive listening.

### **Identification Problem**

- How does the class get effectiveness by using ICT for listening comprehension?
- How do the students give their response by using ICT for listening comprehension?
- What is the influence of using ICT for listening comprehension?

### **Limitation Of The Problem**

We just focus the problem for using song at you tube and the students try to listen carefully. We deliver the song with full text. Then they must write the song completely.

### **Problem Formulation**

We use Inquiry-Based Learning Method to apply listening comprehension in the classroom. This research also used pre-listening, while listening and post-listening.

## **DISCUSSION**

In recent years, the use of technology aids, especially those related to computer and internet have increasingly become a common feature of the classroom. However, as we eagerly explore the potential that this new technology has to offer to language learning, we should not lose sight of the fact that it is the teacher, not the technology, who determines the quality of the learning that takes place in the classroom. Teachers have been using online communication in

the language classroom since 1980s. In order to make effective use of new technologies, teacher must take a step back and focus on some basic pedagogical requirements. The following guidelines are designed to help teachers implement computer network-based activities and technologies into the second language classroom.

There are several possible reasons for using the internet in language teaching. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. However, since there are so many ways to integrate the internet into classroom instruction, it is important for the teacher to clarify his or her goals. Most teacher who have used the internet have started out with some kind of simple at computer. And most teachers who have used the exchanges of computer have felt something lacking. Most English teachers, even those who consider themselves computer novices, have several relative advantages when learning to use internet. They are in most cases skilled at English, experienced at typing or keyboarding, and have some basic computer literacy. ESL students on the other hand, at least in some cases, may lack these basic prerequisites. Of course, there are many ways that internet activity can be integrated into the overall sign.

The teacher can ask the students to create research questions which are then investigated in collaboration with foreign partners. Students and long distance partner can work collaboratively on publications. Students also can use exchange partners as experts to supply information on vocabulary, grammar, or cultural points with emerge in the class. Again the choice has to be made by the classroom teacher. Exchange between classes are even more complex. The partner class might have absen students, or might not meet in a particular week because of holidays or other activities.

The partner teacher might not have the same understanding of the nature of the exchange. Although we have had students who are quite experienced with computer, we have also had seldom used a computer; lack basic knowledge such as how to operate a mouse or open a folder; and lacked the vocabulary, reading, and listening skills to follow instructions for using the computer. Now ICT has been used in almost all fields of life. In education, computer technology has become essential that the government put ICT as one of the curriculum in Indonesia's education. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other. For this research, I will explain The influence of ICT in teaching listening through inquiry-based learning method. There are some influences using ICT in teaching listening, such as: For the teacher: Teaching is easier because there are a lot of resources from the internet. For the students: Motivate the students to attend the lesson and pay attention in the class, enjoy the listening activity, stimulate discussion of attitude and feeling, encourage creativity, allow all students to participate, provide a relaxed classroom atmosphere and bring fun learning, help sustain students concentration, set positive mood at the start of the day or at the beginning of a class.

### **Inquiry-based learning method**

This research is using inquiry-based learning method that focuses on students investigation and hands-on learning. In this method, the teacher's primary role is that of

facilitator, providing guidance and support the students through the learning process. Inquiry-based learning falls under the students-centered approach, in that students play an active and participatory role in their own learning process. This method apply the function of teacher as facilitator, personal model and delegator. As facilitator place a strong emphasis on the teacher-students relationship. Teacher who operate under the 'personal model' style are those who lead teaching by example. In this teaching model, students learn through observing and copying the teacher's process. Teacher act as a resource to students by answering questions and reviewing their progress as needed. The main goal of a delegator is to give sense of autonomy in the learning process. In order to identify your personal teaching style, it is important to acknowledge your personal values toward education. Understanding your teaching style early on will prove effective for both you and your students, creating and maintaining a balance between your teaching preferences and your students' learning preferences.

### **Listening comprehension**

Here we are going to discuss some problems of the students in this research:

1. Step 1  
Some difficulties that students have with listening comprehension
2. Step 2  
Interview students to find out which of these they consider problematic

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#### **To solve the problem:**

1. **Pre-listening**  
The teacher asked to the students about they favourite song. It is the way to make students 'tuned in' so that they know what to expect.
2. **While-listening**  
The students listen from you tube the compele song with the text. The teacher ask them to listen carefully because fo the next step text will be deleted.
3. **Post-listening**  
After process of listening was finished, the teacher give some paper to the students and they complete the missing word. Then, the students try to write again the complete song. The teacher also interview the students about the problem in listening.

### **CONCLUSION**

Listening is one of the four language skills. It has an important place in teaching English as second language. In order to develop the skills, listening should be presented in the three phased technique comprising, pre-listening, while-listening and post listening. This research uses inquiry-based learning method, that the teacher just become facilitator, provide guidance and support the students. When the listening comprehension class finished, we know that:

–The class get effectiveness by using ICT for listening comprehension. There are some

discussion among the students and the teacher. It is easy to get the objective of the learning.

- The students give good responses by using ICT for listening comprehension. Some of the students follow the class enthusiastically, because they love the song.
- There are some influences of using ICT for listening comprehension: For the teacher: Teaching is easier because there are a lot of resources from the internet. For the students: Motivate the students to attend the lesson and pay attention in the class, enjoy the listening activity, stimulate discussion of attitude and feeling, encourage creativity, allow all students to participate, provide a relaxed classroom atmosphere and bring fun learning, help sustain students concentration and set positive mood at the start of the day or at the beginning of a class.

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