Abstract: Incorporating IT, knowledge and practice must be an essence of teaching listening in EFL classroom setting. The power of Internet influence on students’ learning seems to be a crucial approach to the EFL teaching as it will provide the learners with fun, easy access, motivating and interesting learning material. Furthermore, within Internet learning resources, the learners will obtain a wide range of updated knowledge and information. Therefore, the students will acquire listening skills; be self-motivated on doing repetitive practices; do voluntary self-correction, and get further boost of knowledge. As listening ability plays a vital role in interpreting oral information or communication acquired from English speaking and pronunciation, helping the EFL learners with Internet Technology (IT) learning resources help is worthy. Notwithstanding, listening skill seems simple and many times is considered as a passive but challenging activity. However, it is obvious that students, especially in Tanjungpura University, face a wide range of problems hindering their ability to negotiate the meaning retrieved from the listening activity. Problem besides listening anxiety, self de-motivation, lack vocabulary, passive learning style and limited learning resources are the major factors affecting students’ in improving and enchanting their listening skill. Therefore, this study aims to address the problems faced by the listening classroom by using IT resources in order to facilitate the students’ learning with interesting and authentic-text resources.

Keywords: listening anxiety, non-conventional material, fun, motivating learning, authentic text, e-resources, self-correction

Introduction
Listening ability, like other language skills, has a crucial role in understanding communication. According to Mendelsohn (1994) listening accounts for 40 – 50% of communication within speaking at 25 – 30%, reading at 11 – 16%, and writing at 9%. In learning a foreign language like English, EFL learners need to be aware that listening skill requires other language elements’ competency so that the listeners will be able to recall and understand information that is presented orally. As listening skill requires a set of complex skills, the learners apparently face problems if they lack those supported parts language skills relating to the listening skill. Flowerdew (1994) affirms that orally presented material involves a wide range of phonological and lexical features. Additionally, Ito believes that spoken language may contain less lexical information than printed language, and these reduced forms have been shown to interfere with listening comprehension for non-native listeners (2001). Regarding obstacles affecting listening skill, our first year freshmen students in University of Tanjungpura (Untan) Pontianak, Indonesia, obviously face the listening problems and the difficulties seem to be significant factors affecting students’ English listening skill development and enhancement. Therefore, it is necessary for EFL instructor to find an easy approach that can bridge the learning requirement and anxiety through some media that naturally can provide the students’ learning.

Therefore, in order to address the listening problems in our university, promoting active listening by utilizing Internet based resources for EFL listening classroom seems to be an interesting approach in order to address students’ multi problems towards learning listening. The Internet power is not only expected to give a significant influence on students’ EFL listening skills and knowledge but also naturally kindle the students’ learning motivation as the learning becomes fun, easy access, familiar, and interesting.

Listening Comprehension
Listening comprehension is an active process through which a listener needs to understand aural inputs with any kind approach the listener use to understand the text conveyed orally. In this process the listener may relate the aural text to her/his prior or background knowledge so that the listener is able to negotiate the meaning and obtain the meaningful unit of the aural text retrieved (Buck, 2001; O’ Malley, Chamot and Kupper, 1989). Tony Lynch believes that to make meaning on spoken messages, listeners need to integrate information from a range of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic (1998). Regarding listening approach, in the attempt of using Internet technology based resources, both approaches such
Listening Comprehension Obstacles

Listening seems to be a simple passive action as a part of a communication. However, when it comes to listening to English for EFL learners, comprehending the aural text face difficulties for some reasons. According to Underwood (1989, p.12) elicits some obstacles to achieving listening comprehension: (1) the inability of the language learners to control the speed of delivery, (2) listeners cannot always have words and sentences repeated, especially when in the classroom the students cannot decide whether the recording can be repeated or not, (3) listeners have limited vocabulary, (4) listeners lack ability to recognize transitional signals and their functions so that they sometimes lose particular points, for examples giving an example, or repeating a point, making reference, and so on, (5) listeners may lack contextual knowledge and prior/background knowledge, (6) listeners lack concentration, and (7) Students’ learning habits that wish to understand every word in the aural text.

Besides those mentioned obstacles, it is obvious that the freshmen students in the University of Tanjungpura, Pontianak Indonesia face two main problems hindering listening skill such as listening anxiety and listening learning demotivation. Speaking about listening anxiety, it is out of question that there are many sub-factors causing this tendency. In the same token, listening anxiety derives from some factors such as lack vocabulary, pronunciation skill, conventional teaching method, uninteresting listening material, and sources break down. In general, Nascente (2001) defines foreign language learning anxiety as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language” (p.1). Furthermore, among other affective variables, initially, anxiety stands out as one of the main blocking factors and affective filters Krashen (1988) for effective language learning. Its damaging effects have been found in all phases of this process, input, processing and output and through the four skills, becoming a barrier for successful performance in all of them.

Another main problem is the students lack motivation to learn listening. Demotivation seems to be caused by some factors. First, it is obvious that English listening lesson tends to be a boring lesson especially when the teacher uses conventional material. Thus, the students have passive attitudes toward learning listening. Based on the writer’s teaching experience in this university, listening class conventional materials. For example, for many years since the students were in high school level, the listening material suggested by the national curriculum is in a form of passive and monotone listening; a tape recorder with either native or non-native material, (b) teacher competence and teaching style, (c) inadequate school facilities, (d) lack of intrinsic motivation, and (e) test score. Unlikely, Selami Aydin (2012), in his case study towards demotivation factors affecting Turkish EFL teaching and learning process, believes that the demotivation in the Turkish context apparently is evoked due to cultural aspects. Speaking about demotivation of EFL learners, especially in listening classroom, without mitigating other demotivation factors’ influence, as mentioned by Kikuchi and Sakai factor like course content and material seems to be a big factor affecting our freshmen listening motivation. Therefore, in this study, the writer believes that working on that element is important through utilizing Internet technology facilitation as listening learning resources.
Using IT Facilitation for Teaching EFL Listening

Many believe that Internet and technology have a big influence in nowadays’ life. In their study on 88 second-year undergraduate students’ attitudes towards internet resources based learning in University Malaysia Sarawak, Hong, Ridzuan and Kuek (2003) found out that generally the students have positive attitudes toward learning using internet. Nevertheless, by implementing Web-assisted and Web-based learning courses, the generic Information Technology courses should likewise be implemented in Web-assisted or Web-based format (Hong, Lai, & Holton, 2001; Scagnoli, 2001). Especially for teaching listening, it is obvious that internet provides a wide range of multimedia facilitations such as audio-visual, video, animation, movie, news, entertainment and even particular websites that deal with particular English skill such as listening, for example, Randall’s ESL Lab (www.esl-lab.com) which will be discussed in another section of this paper. The internet facilitations benefit EFL learners with interesting updated world wide topic. Not to mention, the authenticity of the target language models will offer the students learning a wide range of knowledge related to not only language content but also target language pragmatic and culture. For example, with videotapes, students could “see people speaking” and “have a visual context for what is being said” (Harmer, 1994, p. 214). In this process, both top-down and bottom-down listening processes are used. What the students see and listen from the video reinforces their listening comprehension strongly.

Additionally, Underwood (1989) affirms that the listeners can interpret nonverbal clues viewed in audio-visual such as facial expressions, nods, gestures, or tones of voice so that those cues help the listener/viewer to make meaning. Likewise, regarding the Internet based listening materials, after the teacher’s instruction, the students can also do autodidactic listening learning without any assistance. In this activity, they can freely repeat the activities and choose preference topics. Thus, there are many free programs offered by web sites based EFL listening learning sources, one of them is Randall’s ESL Blog (1998 – 2014, http://www.esl-lab.com/randall.htm).

Benefits of Utilizing Randall’s Learning Resource

Over the years, many teachers from all around the world have been utilizing Randall’s ESL Blog web site. They have come up with great ideas on how beneficial the blog is for their ESL/EFL learners. For example, Donna Arthur Salvo from Basing Ridge, New Jersey, USA, also observes that Randall ESL blog provided a complete and up-to-date place for listening and language work (personal conversation, dsalvo@mtlakes.org). Another EFL teacher from Sudan, Ayman Mahmoud also uses this language-blogsite. He with his 25 students use Randall’s ESL Cyber listening Lab to improve their listening skills and finds that it is a very nice work to make teaching as a real situation for the students as possible. He further mentions that Randall’s ESL Listening Lab get the students out the classroom and make them move towards their goals and objectives to speak fluently depending heavily on listening and more practices (personal conversation, http://www.esl-lab.com/teacherfeature.htm).

Like, the other teachers, Sandra Goronas (sgrowns@hotmail.com) from Buenos Aires and Otto Escobar from Guatemala (info@ingles.com.gt) also earn benefits of using Randall’s ESL Lab in their own class respectively. Sandra Goronas expresses her impression towards this language Lab from her students’ viewpoints. Her students love using this free site, especially it is accessible for students with economical difficulties, as it provides the learners good quality of listening materials without spending great amounts of money and audio CDs. It also has helped them to develop their listening skills more effectively. Through the exercises given in this site, they combine spelling and listening in the same time. In this way they are able to listen, repeat, write and read and conduct conversation in the same time (Goronas, personal conversation).

Last but not the least, Geralds Stone IV from the Philippines witness that by the help of Randall ESL Lab, his student can learn at their own pace and trust me there are LONG lines to use the few computers we have to practice on (Stone, personal communication, www.esl-lab.com/teacherfeature.htm). Therefore from the witnesses expressed by the teachers from different countries and background, it is obvious that Randall’s ESL Lab has significant contribution in improving both ESL and EFL learners’ language skills in general and listening skill in particular.

Conclusion

In brief, in order to evoke and improve listening ability of freshmen students in University of Tanjungpura Pontianak-Indonesia, utilizing Internet-technology based resources for teaching EFL listening is necessary. Besides providing a wide range of up-to-date wealth information for both teachers and students seeking learning resources, it provides authentic texts that situate the learners in a target language’s environment and culture. Hence the students can naturally acquire the essences of listening elements in target language like intonation, accents, stress in words, pitch, spelling, pronunciation and other language components. Not to mention, the students have chance to alter their own learning style, often repeat the listening activity, and find unique ways to comprehend the aural texts on their own ways. Internet based learning resources also offer the students easy-free access, lack learning pressure or anxiety, flexibility and attractive materials, and motivating boost.
References