



Improving Students Listening Comprehension with Mobile App “English Listening Test”

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ABSTRACT

The use of Android smartphones will improve the skills of English Language Learners to the segments of the level they want to achieve. Language students are able to select the various android apps as necessary, such as speaking, listening, reading, writing, components of languages, vocabulary mastery, and even sentence structure in English. This can be used as an English aid by all levels of learning or can be used as a media resource. The purpose of the study was to find out the use of the Mobile-based English Listening Test App enhances students' listening comprehension. The methodology towards this research was quantitative. This research used a pre-experimental sampling frame using pre-test and post-test. In collecting the data, the researchers used the listening test as an instrument. The subjects of the research were SMK Gelora Bekasi's 10th grade students. The result reveals that the total student post-test score in the experimental class was higher (15,871) than in the control class (2,028). Based on the t-test, above 15,871 average result was obtained at the level of freedom (df) of 36 ($36-1 = 35$), while 2,028 of of average result was obtained at the level of significance of 5 percent. Since t_0 is higher than the t_t score obtained from the results of the calculation, a positive hypothesis (H1) can be acknowledged. The hypothesis finding implies that the use of the Mobile English Listening Test App enhances students' comprehensive listening skills.

Keywords: mobile listening app, listening comprehension

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INTRODUCTION

Learning the English language is very complex since it involves various skills and strategies to achieve it. Four

skills often related to these language learning, namely writing, reading, listening, and speaking. Among these four skills, listening is part of English as a

foreign language that is a very important skill because it is widely used in daily life. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful and naturally. It means that without hearing people cannot acquire language because listening provides language input (Asemota, 2015). Flowerdew & Miller (2001) argued that listening is a very important skill because it makes people gaining insight, understanding knowledge or information, and achieving success in communicating with others. Bacon (1992) expressed his opinion about listening in several statements. Listening is regarded as a very individual activity. To be a good speaker, someone must first be able to be a good listener. Thus if a speaker does embed a message in the minds of listeners, the listener must remake the message and try to measure what the speaker's intentions are and take away from any age disorder that seems relevant to the goals of the audience itself. Therefore, listening skills can be mastered if the students optimally understand the information that was expressed by the English speaker.

From the explanation above we can conclude that listening is one of the abilities that students should be mastered so that the information can be acceptable. In other words, learning to listen to English becomes an important way so that listeners can easily understand the essence of what the other person is saying. Realize that listening skills can only be done on one occasion or without repetition, the skill is certainly not easy to learn. Listening is still considered as the

most difficult skill to master. This is mainly due to the various limitations of students' listening skills so that their performance tends to be low when learning the language.

Difficulties in learning listening skills are certainly influenced by many factors. Based on the facts found, some so many people have not been able to understand the English-language information expressed by the speaker as a whole. Most of them are still confused about the speed utterances. Besides, listening is not a simple process. A person who listens must distinguish between sounds, capturing, and understanding grammatical structures, interpreting pressure and intentions, remembering and interpreting them all at the same time.

Consequently, Gilakjani & Ahmadi, (2011) suggest that the need of listening strategy used to improve the quality of listening that is carried out the dynamically and continuously process. It is related the goal of achieving substantive national education, which is manifested in complete competence in the participants, given academic competence or social capital competency or social capital. He also said that learning system as an integral part of the system of educational activities, is a phenomenon that must be corrected and developed by the parties concerned and interested parties. This concerns the curriculum, methods, teaching media, teaching materials, instructor quality, learning evaluation, and so on to create a good teaching system and oriented towards the future.

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In this case, the teaching listening in the class is concerning about how to give the listener or the teaching material that was prepared first. There are many ways in which listening can be personalized. For example, students create additional assignments by practicing them in their daily lives both at home and outside the home. Then students can ask questions about sentences or utterances that are difficult for them to listen to, in other words, students tend to have difficulty understanding vocabulary which they find difficult to practice. Therefore, teachers must prepare everything about teaching materials that they understand to be understood in learning to listen to English.

Based on the above problems, the researchers think that media can be the right solution to solve students' listening skills problem. There are various considerations to the reasons why researchers choose the application media. Listening skills are learning that are not easily understood with only one media because listening skills are learning that must be practiced through various media. If students don't practice it, it will be very difficult to learn. Besides, students must actively ask the teacher when they do not understand what the teacher said in the class.

Accordingly, the teacher has to create situations or learning environments that are sufficient for students to find real and direct experiences with tools and media. To improve students' listening skills, the teacher must use appropriate and interesting media (Demouy & Kukulska-

Hulme, 2010; Flowerdew & Miller, 2001; Gangaiamaran & Pasupathi, 2017; Gilakjani & Ahmadi, 2011). Thus, the researchers try to imply a media that is felt to be appropriate, namely "English Listening Test App". The English listening test app is an online application that allows users to learn English independently. It consists of several features that make listening fun and interactive so that English language learning in the classroom is more meaningful and enjoyable for students.

English listening test app is an application that includes a form of short conversation or monologue in the listening skill section (Churinov, 2016). This test is given in the form of several monologues that must be heard by user. This monologue form can include 1 short talk and it is usually followed by 2 or 3 questions. To start practicing, the user is required to listen on the audio carefully then read the questions and choose the best answer from one of the alternatives given.

1. Listen to the test with audio from the prepared media,
2. Listen to the exam in questions and responses,
3. Listen to the test in a short conversation,
4. Listen to the test in a short chat (monologue),

Some features can be used by listeners when using this app.

a. Icon App. It is a feature that includes an image or symbol application that will be used by researchers to convey the material. This feature of application also makes it easy for

someone to search/download the application.

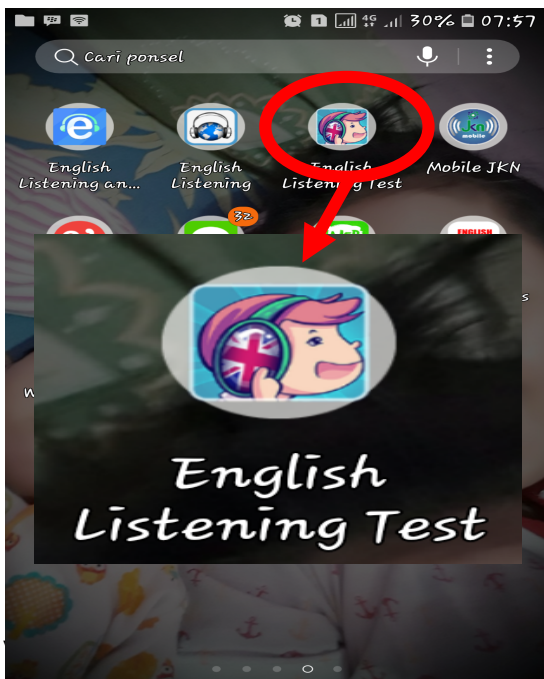


Figure 1. Icon of English listening test App

b. **TOEIC Testing P1 - P 4.** This is one of the feature choices in the English Listening Test application. Several lessons are included in each TOEIC Test. Then, there are 4 TOEIC Tests that from each section provides different lessons including audio and text dialogues.

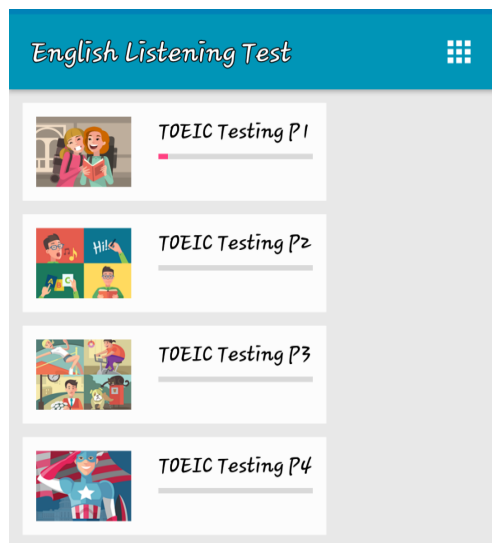


Figure 2. TOEIC feature option

c. **Lesson.** It is one of the English Listening Test menus that each menu are containing the Listen, Answer and Review menu. In addition, there are some number of lessons in the TOEIC Testing of P1 - P4 menu and each lesson has different audio and text dialogues.

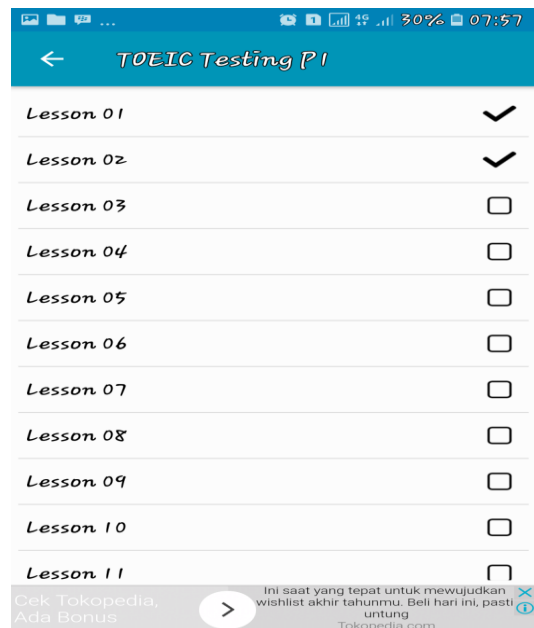
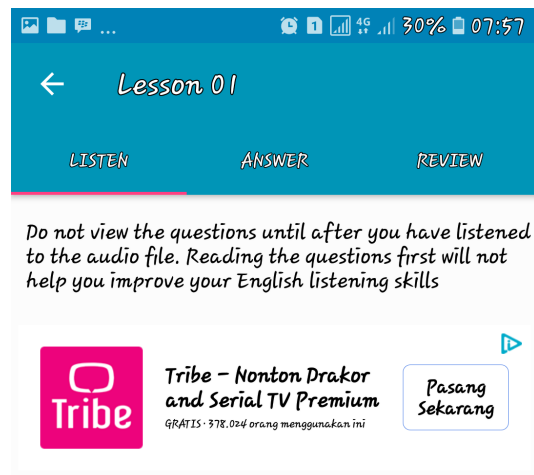


Figure 3. Lesson Feature option

d. **Listen.** One of the advantages that can be used in this feature is the ease of downloading media or audio. Through this feature, teachers can download audio before sending material to students in class. Besides that, English audio in this feature also provides native speakers



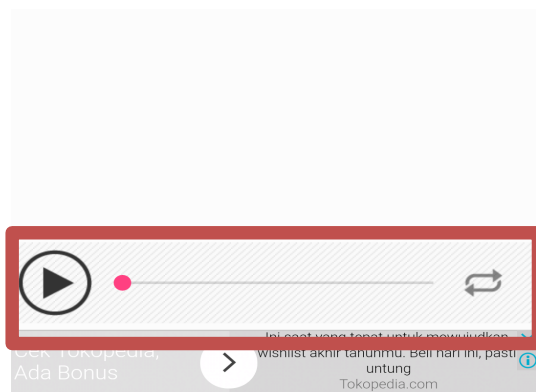


Figure 4. Listen feature option

e. **Answer**, it is a problem menu that the teacher can use to assign the students. Several questions that will be answered by students. The questions will be related to the audio heard by students in general. Then, the number of questions is only a few that make it easier for students to do so.

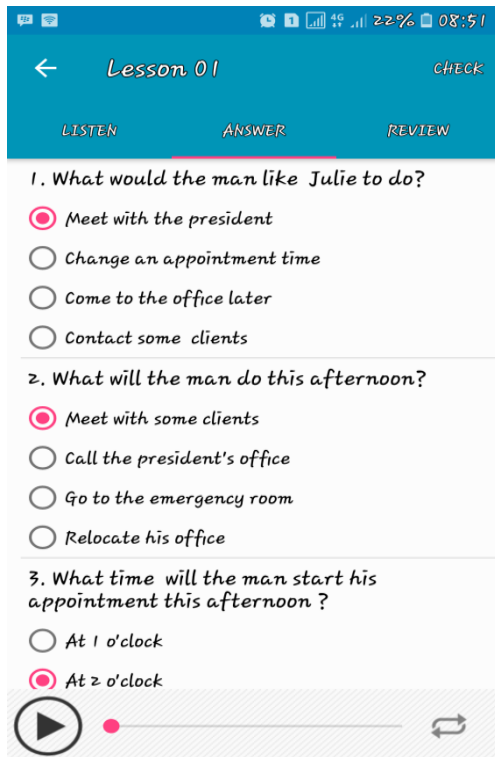


Figure 5. Answer feature option

6) **Review**, it is a text conversation or dialogue contained in the audio. This feature can facilitate students in understanding what is said from the conversation.

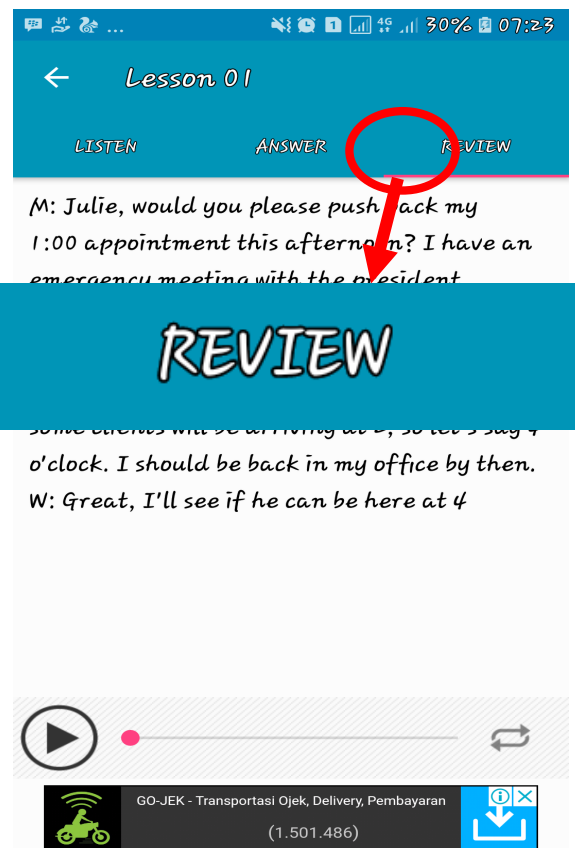


Figure 6. Review Feature app

The following procedures will explain how to use the English Listening Test App Application;

- a. The teacher is demanded to download the application first.
- b. After downloading the application, the teacher starts to prepare the material by downloading audio from one conversation (that will be given as instructional material).
- c. After downloading the audio, the teacher can choose an interesting theme or topic that students will be listened to so it makes students easily understand the conversation and they are not easily bored in listening to learning.
- d. When the topic has been selected, the teacher must prepare a loudspeaker (Speaker Sound) to clarify the audio's voice.

- e. After that, the teacher must prepare the text that will be given related to the topic of conversation that will be heard by students.
- f. Then, after 1-4 steps have been prepared so that the teacher can provide learning material that will be listened to by students in the class.
- g. After that, the teacher can give students a piece of exam paper to fill in some questions that have been prepared in advance.
- h. The teacher can also make 2 people for groups that aim to dialogue in front of the class so that students are not easily bored with listening material.

In addition, this application can be accomplished by adjusting student-centered strategies at the level of activity in the classroom and equipping students with broader effective learning strategies (Hwang et al., 2016; Pellerin, 2015; Sung et al., 2015). Through this, students will not only become better listeners, but they will also become more effective language students because they will be given the opportunity to focus and reflect on learning. This is important because if students are aware of what they are doing, if they are aware of the learning process that they are involved in, then learning will be more effective.

Therefore, this strategy should not be separated from teaching materials but included in learning so students can see the application of effective learning development strategies. Through various considerations that have been explained, the researchers is interested in conducting the study with the title "Improving Students' Listening Skill by

Using English Listening Test App", at the tenth-grade students of SMK AK Gelora Bekasi.

RESEARCH METHODOLOGY

This research was conducted in class 10 SMK Gelora Bekasi, located on Jl. Ujung Harapan, Bahagia District, Kec. Babelan, Bekasi. This research was conducted on November 8, the academic year 2017/2018 and which refers to the academic calendar of SMK Gelora.

The method used in this research is experimental research. Experimental research is a research method used to look for the effect of certain treatments on others under controlled conditions. The design chosen was a pre-experimental design. Design is a pre-experimental where the problems mentioned above occur, such as having to implement a program in natural school settings. Sugiyono, (2010: 107) The form of pre-experimental designs chosen was a one-group pretest-posttest design model, in this model there was an experimental group and then given a pretest to find out the initial state of the experimental group, then given treatment and given a posttest.

Based on the explanation above, the research has decided to use pre-experimental because this experiment is quite easy to implement. In addition, in this study, researchers will use the English Listening Test Application as a tool or medium in improving students' listening skills. Thus, it is expected that this kind of design will help the teacher in finding out whether there is any significant influence of the use English Listening Test App to improve students listening skills.

The population of this research consists of 10th-grade students of SMK Gelora Bekasi in the academic year 2017 / 2018. Then, the researchers choose one class for the investigation that was class X 1 as an experiment class that consists of 35 students. The research applied a pre-Experimental design (one group pre-test – post-test).

In this study, English Listening Test App was used by the researchers as a teaching medium that aims to know how the application usage influenced students' listening skills. Meanwhile, in order to obtain the data, the writer used tests, i.e. pre-test and post-test. The researchers gave a pre-test to students in multiple choices partial dictation form. This kind of research instrument was chosen to measure the ability of students listening skills before conducting treatment. After the pre-test, the researchers conducted an experiment using the application English listening test app.

The researchers have chosen learning material from the application. The treatment was conducted at 8 meetings excluding pre-test and post-test. After implementing the treatment, the researchers then gave a post-test to all students. post-test is used to understand the extent to which students understand listening skills by using the English listening test app. The researchers compare the listening skills of students by looking at the test results in the pre-test and post-test to find out whether or not her treatment working or succeed in improving students listening skill. After collecting the data, the writer analyzed the results of the t-test statistically through a formula of t-test for one group

FINDING AND DISCUSSION

In this research, the researchers wanted to know the effectiveness of using English listening test App on students' extensive listening. The effectiveness could be seen from the significantly different scores of students' extensive listening ability before and after using the English listening test App. The data of the research were obtained by doing a pre-experimental study, the students' listen and answer test through the mobile application and without listen and answer test. The presentation of the data also answered research problems in the previous introduction.

Since the researchers used both pre-test and post-test in collecting the data. In the pretest, it can be presented that 4 students scored 60, 12 students got 65, 6 students got 70, 5 students got 75, 3 students got 80, 5 students got 85, 1 student got 90. The average score obtained by students was 71,389. While in the posttest, it was shown that 4 students scored 60, 12 students got 65, 6 students got 70, 5 students got 75, 3 students got 80, 5 students got 85, 1 student got 90. The average score obtained by students is 82.778.

Based on the results of the pre-test and post-test students, the researchers then analyzed the results to determine the effect of app usage on listening comprehension skills. The researchers analyze with the t-Test formula. The results of the data analysis show that using the t-test formula, the result of t_0 was 15,871 that higher than t_t was 2,028. This calculation was obtained at the level of freedom (df) of 37 ($37 - 1 = 36$). at a 5% significance level. 2,028 obtained. When

compared to each score in the level of significance then the result is $15,871 > 2,028$. Since t_0 is higher than the t_t score obtained from the calculation results, the positive hypothesis (H1) can be accepted while the negative hypothesis (H0) is rejected. Creswell (2014) and Gay et al (2019) state that if there is less than a 5% chance that the negative hypothesis is correct, reject the idea that the negative hypothesis is correct, and accept the alternative hypothesis. The positive hypothesis, the statement that the researchers wants to make, can only be accepted after the opposite, the negative hypothesis has been rejected.

CONCLUSION

Based on the findings and analysis of the data presented earlier, the result of t_0 is 15,871. Comparing each score in the 5% significance level, the calculation shows $15,881 > 2,028$. Because t_0 is higher than the score obtained from the calculation, the positive hypothesis (H1) is accepted while the negative (H0) is rejected. This means that using the test application to listen to English gives a good effect on improving students' listening skills by using the English listening test app. Thus, it can be concluded that teaching English to improve students' listening skills by using the English listening test app is positive and results better in listening skills.

Based on the research findings, Researchers provide recommendation for the next researchers in using the English Listening Test app. As this app is available found on android phones (cellphones). Students can get some easiness especially

on downloading activity and avoid taking up much memory on their cellphone.

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