



## Listen English Full Audio as a Supporting Media In Improving Students' Listening Skill

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### Abstract

Listen English Full Audio is a smartphone application that can be downloaded freely from a smartphone. In this modern Era smartphone is not a rare thing anymore because most of the students even all the students have their own gadget or smartphone. So, the students can use this application wherever and whenever they want. The aims of this research are to find out whether the use of Listen English Full Audio Application can help the students to improve their listening skill. Furthermore, it also focuses in analyzing the students' perception toward the application. The method used in this research is Quan-Qual method with a type of quasi experimental design namely regression discontinuity design. The population is the first semester of STKIP Muhammadiyah Palopo students academic year 2017/2018. The total number of population was 240 students. Related to the sampling technique, this research uses the combination of random sampling and non random sampling technique. Random sampling is used to decide the sample of the quantitative analysis and non random sampling to decide the qualitative analysis. The data are collected by test which is analyze by using SPSS 20 program and interview which is analyze by using open coding. The result showed that Listen English Full Audio is affective in improving the students' listening skill. Furthermore, all students agree that English Listen English Full Audio is a good supporting media.

**Keywords:** *Listen English Full Audio, smartphone Application, supporting media, listening skill, perception*

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## **Introduction**

English proficiency has an important role in global era. It is one of the competency skills that must be owned by students. Damayanti and Maharani (2011) stated that in global era, the foreign language especially English is really needed. It can be used as a tool in learning the field of science based on the study program that the students take in university or college. Beside it also can help the students in seizing job opportunity after finishing their study or help them who want to continue their study into the next level such as magister or doctoral program at home or abroad.

One requirement to continue study in magister or doctoral program and in seizing most of job opportunity nowadays is passing an English test which is known as TOEFL. TOEFL stands for Test of English as a foreign language. One of the skills tested in TOEFL is listening comprehension.

Listening is the capabilities of someone to understand and identify what the others are saying (Howatt & Dakin, 1974). It is the most basic of the four major areas of communication skills and language development (listening, speaking, reading, and writing). It is the basic skill in communication. It means the learners/the students will never learn to communicate effectively without listening (Nunan, 1998). Another opinion comes from Hamilton and Parker (1997) who said that the most frequently communication used is listening because it occupies around 80% of people's working hours.

Nevertheless, there are many students of STKIP Muhammadiyah Palopo who still feel difficult in comprehending a listening whereas it is one of the skills tested in TOEFL. Even they have learned English when they were in high schools; their listening skill always the lowest among the other skill such as speaking, reading and writing. It is still difficult for them to comprehend all content of an English speaker because they had less time and incompatible practice in listening. The researcher has interviewed one of the first semester students at STKIP Muhammadiyah Palopo. She said that when she was in senior high school she rarely, even never practices listening except what she got at school. Furthermore, she said that if she was not mistaken she only got one or two times for listening lesson in a semester I high school. It means that they lack of practice in listening because they only got two times forty five minutes for listening lesson in a semester whereas based on the senior high school syllabus, the time allocation for listening lesson in the classroom six lesson hours or six times forty five minutes in a semester.

Whereas, Du (2011) said that the improvement in listening cannot be achieved by only once a week lesson or once in two weeks. The students should practice their listening by themselves after class for instance by using multimedia that can be accessed at home. He also stated that the application of

multimedia can stimulate students' interest and also improve their language sense. Based on the statements above, the researcher thought that the students need a supporting media to improve their skills in listening. By using a supporting media, the students will be easier to train their listening skill every time they want.

Considering the global condition nowadays, most of the students always connect to the internet by using their Smartphone and always bring it everywhere they go, the researcher thought to find out a supporting media via internet that might help them in improving their listening skill. Zamari, et al (2012) said the internet plays important role and has a lot of potential and in language learning. It also provides many media or site that completed by variety materials which might be interesting for the students in learning English especially listening and provide the students to have an interactive self-learning. Teller (2000) also stated that the internet offers an incredible range of up to date materials which is designed for language learning, including for listening that can be accessed every time. It means that the students can learn to listen to English wherever and whenever they want as long as it is provided by network that makes them connect to the internet.

Based on the explanation above, the researcher is interested in focusing the research using an internet media under the title *"Listen English Full Audio Application as a supporting media in improving students' listening skill."*

## **Method**

The research used Quan- Qual model which is known as the explanatory mixed method design (Gay, Mills, Airasian, 2006: 491), where the quantitative data are collected first and more heavily weighted than the qualitative data.

The quantitative approach is conducted by using regression-discontinuity design, a type of quasi-experimental that is used to investigate the efficacy of some programs or treatment but cannot randomly assign the participants into comparison group (Johnson and Christensen, 2004: 311). It consists of measuring all participant or sample on a pre-test, then the sample will be divided into experimental and control group based on the score of the pre-test. The students who get the score above the cutoff will receive a treatment by using Listen English Full Audio (experimental group), while the students who get score below the cutoff will not receive any treatment. The treatment effect is demonstrated by a discontinuity in the regression line that would have been formed if no treatment effect existed.

According to Jhonson and Christensen (2004), the researcher can use the combination of random and non random sampling in mixed method. So, in this research, the researcher used random sampling to decide the sample of the quantitative approach and non random sampling to decide the qualitative approach. In quantitative approach, the populations were the First year students of STKIP Muhammadiyah Palopo academic year of 2017/2018. In this case, two

classes were randomly selected and the selected samples were divided into two group namely experimental and control group based on the result of the pre-test. On other hand, for the qualitative approach the researcher purposively chose the members of experimental group to be interviewed in the interest of finding out their perception toward Listen English Full Audio Application.

In collecting the data, the researcher used two kinds of instruments namely listening test and interview. The listening test is used to find out whether or not Listen English Full Audio is affected the students' listening skill. It was administered in pre-test and post-test. Pre-test was intended to find out the prior level of the students' listening skill and as the reference to decide which students were the member of experimental group and control group, while the post-test was intended to find out whether there some improvement on students' listening skill after given treatment. Then, the interview was used to know the students' perception toward Listen English Full Audio Application.

## Results

### Students' Listening Skill

The pre-test result showed that thirty students who got the higher score were been the experimental group members and thirty students who got the lower score were been the control group members.

No	Classification	Score	Control		Experiment	
			F	%	F	%
1	Very Good	91-100	0	0%	0	0%
2	Good	76-90	0	0%	5	17%
3	Fair	61-75	0	0%	13	43%
4	Poor	51-60	2	6%	12	40%
5	Very Poor	0-50	28	94%	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

*The rate percentage of students' pre-test score*

The table above shows that the score of the students in experimental group was higher than the students in control group.

No	Classification	Score	Control		Experiment	
			F	%	F	%
1	Very Good	91-100	0	0%	2	7%
2	Good	76-90	0	0%	13	43%
3	Fair	61-75	0	0%	15	50%
4	Poor	51-60	2	7%	0	0%
5	Very Poor	0-50	28	93%	0	0%
<b>Total</b>				<b>30</b>	<b>100</b>	<b>100%</b>

*The rate percentage of students' score in posttest*

The table of the students' post-test score above explained that in control group there is no student was categorized as very good, good, and fair. Most of students were categorized as very poor (93%) and only two students (7%) who categorized as poor which means there is no significant improvement. While, in the experiment group, 7% of the students were categorized as very good, 43% of the students were categorized as good, and 50% of the students were categorized as fair. It means that the students' achievement of experimental group is significantly increased.

	Group	Mean Score	Standard Deviation
<b>Pre-test</b>	Control	45,11	5,448
	Experimental	66,88	7,320
<b>Post-test</b>	Control	44,00	5,963
	Experimental	77,11	8,152

*The Mean Score and Standard deviation of the students' pre-test and post-test score*

The table above represents the difference of the mean score and the standard deviation of both groups in pre-test and post-test. It was calculated by using SPSS 20 Program.

It was showed that the pre-test mean score of the control group was 45,11 and the standard deviation was 5,448, while the mean score of experimental group was 66,88 and the standard deviation was 7,320. After the treatment was conducted to the experimental group, there was higher difference in mean score between both groups. The mean score of the control group students post-test is 44,00 with standard deviation 5,963. while the mean score of the experimental group students' post-test after the treatment was 77,11 with standard deviation

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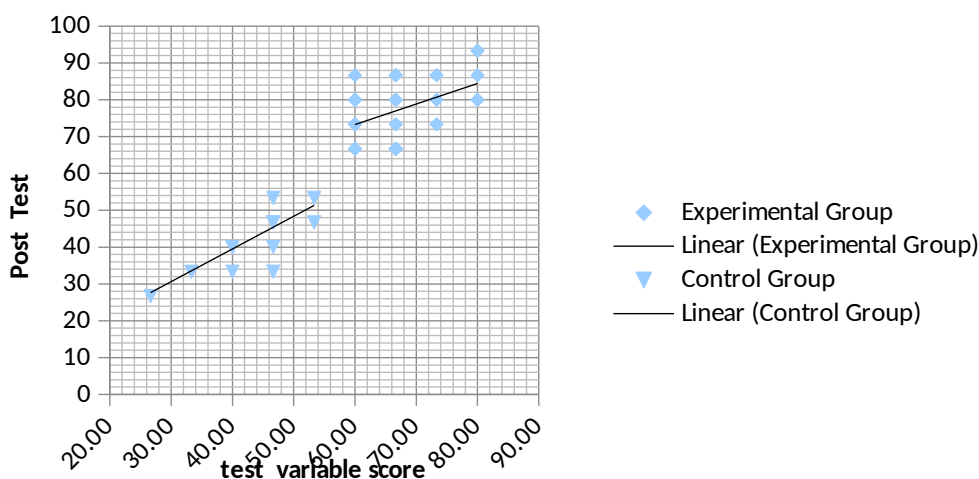
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8,152. It means that the mean score of experimental group higher than the control group (77,11 > 44,00).

The hypotheses which was tested by using inferential analysis, testing of significance or t-test for paired samples test indicates that there is significant difference result between pre-test and post-test in experimental group. However, the t-test value in pre-test and post-test of control group is 0.096 and t-table is 0.005. In this case, the p-value was greater than the t-table value (0.096 > 0.005). It indicates that the difference between those mean score was statistically significant. In other words,  $H_0$  was rejected and  $H_1$  was accepted.

The researcher used the mean score of both group in post-test in order to see which group is better. In this case, the mean score of experimental group was higher than the control group. It means that the treatment given in experimental group give a positive effect on the students' listening skill. It is simply explain in the following figure:



The figure shows that the score of the students in experimental group did not continue the pattern of students' score in control group. It is indicates that the treatment had positive effect on the students' listening skill.

### Students' Perception toward Listen English Full Audio Application

#### a. The Superiority of Listen English Full Audio application

Based on the interview result, all interviewees agree that Listen English Full Audio application is a good supporting media in learning listening. The reasons are; first, the students were more enjoy their learning because *Listen English*

*full audio Application* has a lot of listening material with different topics related to their daily life. Second, the application is completed with listening practice that can help them in training their listening comprehension. Third, Listen English Full Audio application can be used whenever they want whether it is at college, home, etc. Besides it is easier for them because they do not need book to learn listening but they only need Smartphone which they always bring everywhere. Fourth, the students can record their voice while reading to the transcript of the audio. So, while learning listening, they also can practice their pronunciation and compare theirs with the audio of the native speakers in the application. The last, Listen English Full Audio application is a free application, so the students do not need to pay for downloading the application.

b. Listen English Full Audio application's Role on the Students' Listening Comprehension.

Most of the students stated that they got improvement on their listening comprehension after they have used Listen English Full Audio application for about eight weeks,

## DISCUSSION

### 1. Students' Listening Comprehension

The discussion deals with the effect of Listen English Full Audio application in improving students' listening skill. The description of the collected data through the listening comprehension test showed that Listen English Full Audio application is effective as a supporting media in improving students' listening comprehension. This is in line with the finding of Yunus, et al (2010) that ICT is an effective tool to support language learning.

The effectiveness of Listen English Full Audio application as an internet supporting media in learning listening can be seen from the mean score of experimental group was higher than the mean score of control group.

the pre-test mean score of the control group was 45,11 and the standard deviation was 5,448, while the mean score of experimental group was 66,88 and the standard deviation was 7,320. The mean score of both groups were higher difference after the experimenting was conducted to the experimental group. The mean score of the control group students post-test is 44,00 with standard deviation 5,963. while the mean score of the experimental group students' post-test after the treatment was 77,11 with standard deviation 8,152. It means that the mean score of experimental group higher than control group (77,11 > 44,00). Besides, the figure in the result showed that the scores of the students in experimental group did not continue the pattern of scores of students in control group. It means the treatments given in the experimental group give a positive effect on students' listening comprehension. So, it can be stated that Listen English Full Audio application is an internet media for learning

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listening that effective to be used by the students as a supporting media in learning listening. This finding is supported by the finding from Kocuglu who found that the use of ICT media is effective in learning English as a foreign language (2010).

## **2. Students' Perception toward Listen English Full Audio Application**

The result of the interview showed that all students agree that Listen English Full Audio application is a good supporting media since they have used it for about eight weeks. Some reasons that represent this issue are as follows:

The first reason, it has a lot of listening material with different topics so that the students were more enjoy their learning. It is related to the explanation of Listen English Full Audio in the pertinent ideas in chapter 2 that it consists of more than 100 listening lessons in conversation form, so, the students are free to choose the material which they interested in.

The second, Listen English Full Audio is completed with listening practice that can help them to train their listening comprehension. It is in line with the opinion of Rost (1991) who said "one of the principles in developing listening ability is through work on comprehension activities." The students can evaluate their efforts and listening abilities through the listening practice in the application. There should be an improvement that the students will get on their listening by having well-defined comprehension activities,

The third, Listen English Full Audio is free to download and flexible. The students can access the application whenever they want by using their smartphone as long as they are connected to the internet. As we know that nowadays most of students have gadget or Smartphone that they always bring everywhere and wherever they go. Teller (2000) stated that the internet offers an incredible range of up to date materials which is designed for language learning, especially for listening that can be accessed wherever the location. It is supported by the statement of Zamari, et al that "Internet has a lot of potential and plays important role in language learning which is provide many sites or media with variety materials which might be interesting for the students in learning English especially listening and can give a chance for the students to have an interactive self- learning (2012)."

The students said that they got improvement on their listening comprehension after they have used the application for about eight weeks. It is compatible with the result of their test result which showed the score of the experimental group in post-test were higher than in pre-test. In line with, the post-test score of experimental group did not continue the pattern of the post-test of control group



## Conclusion

The use of *Listen English Full Audio Application* is significantly affecting the students' listening comprehension at STKIP Muhammadiyah Palopo. It was showed from both groups' score in posttest. The mean score of experimental group was higher than the mean score of control group (77.11 > 44.00). Besides, the figure of discontinuity regression of this research showed that the post-test score of the students in experimental group higher than their pre-test score. It indicates that the treatment had positive effect because the scores of the students in experimental group did not continue the pattern of scores of students in control group.

Related to the student' perception, all students agree that *Listen English Full Audio Application* is a good supporting media. The reasons are; First, the *Listen English Full Audio Application* has various materials which interesting for the students. Second, it is completed with listening practice that can help them to train their listening comprehension. Third, it is free to access and flexible. Fourth, the students can record their voice while reading to the transcript of the audio. So, while learning listening, they also can practice their pronunciation and compare theirs with the audio of the native speakers in the application. The last reason is because Listen English Full Audio application is a free site. They do not need to pay for downloading the application.

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