

**THE INFLUENCE OF USING ELLLO APPLICATION
TOWARD STUDENTS' LISTENING SKILL AT THE SECOND
SEMESTER OF ELEVENTH-GRADE OF MAN 1 BANDAR
LAMPUNG IN ACADEMIC YEAR 2021/2022**

**A Thesis
Submitted as a Partial Fulfillment for the Requirements for the
Bachelor Degree**

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ABSTRACT

THE INFLUENCE OF USING ELLLO APPLICATION TOWARD STUDENTS' LISTENING SKILL AT THE SECOND SEMESTER OF ELEVENTH-GRADE OF MAN 1 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

In the English learning process, students encounter various problems. The problems caused by students are lack of grammar, vocabulary, lack of motivation to learn, and others. In listening learning, the teacher does not use interesting media, therefore the ELLLO (English Listening Lesson Library Online) application is a supporting media in listening learning that is used in this research. Meanwhile, the aim of this study is to determine The Influence of Using the ELLLO Application Toward Students' Listening Skills in The Second Semester of Eleventh-Grade of MAN 1 Bandar Lampung in the Academic Year 2021/2022.

The research methodology applied a Quasi-Experimental design. In this research, the population was the eleventh grade of MAN 1 Bandar Lampung. The sample of the research was two classes consisting of 33 students of XI MIA 1 as an experimental class and 31 students of XI MIA 3 as a control class. ELLLO Application was implemented in the experimental class and Audio Recording was applied to the control class. In collecting the data, this research used instruments from try-out tests about explanation text. A pre-test was given for both classes before the treatment. Then, after the treatment was conducted, the post-test was given. In this research manage two raters in judging students' scores and SPSS version 25 was used in statistical computation.

After the post-test was given, this research analyzed the data of both the pre-test and post-test. The result of the data analysis showed that the independent t-test result was 0.000 which was <0.05 . Therefore, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using the ELLLO Application on students' listening skills in the second semester of the eleventh class of MAN 1 Bandar Lampung in the academic year of 2021/2022.

Keywords : *ELLLO Application, Listening Skill, Quasi Experimental Design*



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A thesis entitled "The Influence of Using ELLLO Application Towards Students' Listening Skill at the Second Semester of Eleventh-Grade of MAN 1 Bandar Lampung in Academic Year 2021/2022", NPM: 1811040029, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, September 14th 2022.

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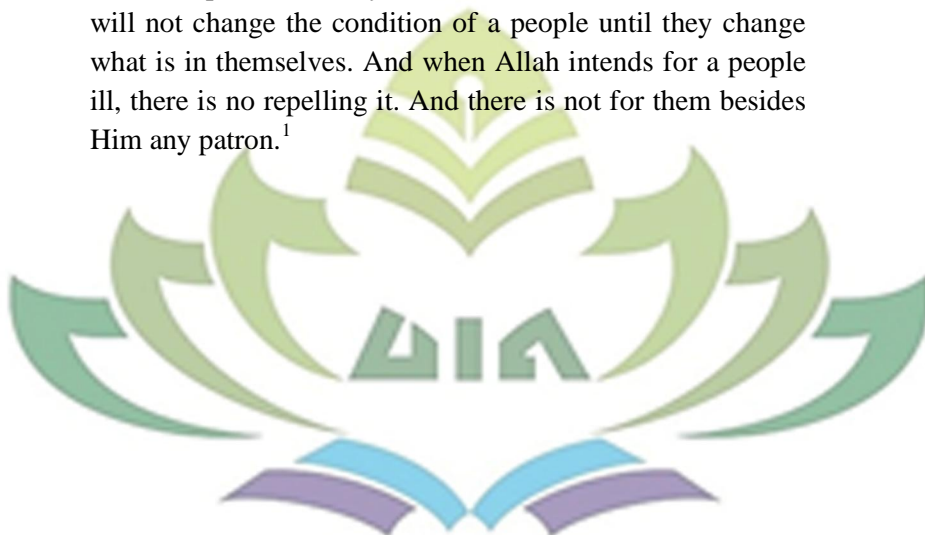

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MOTTO

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ
مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ
وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ

11. For each one are successive [angels] before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron.¹

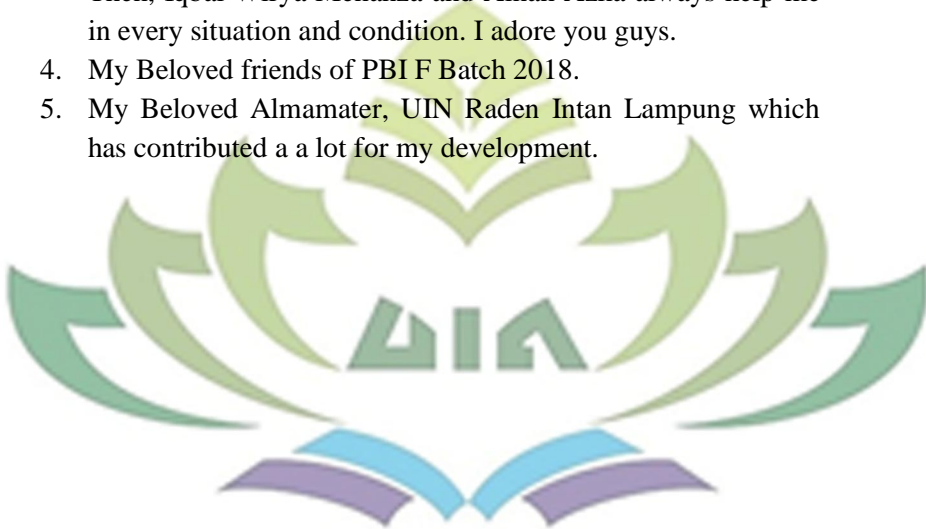


¹ Al-Qur'an, Surah Ar-Ra'ad : 11

DEDICATION

This thesis is dedicate to everyone who always loves, cares, and support me. I would like to dedicate this thesis to :

1. Thank you to my beloved myself who always standing, surviving, and growing. I appreciate myself well until now.
2. My lovely family: Mimih, My parents, My aunts, My Uncles and My funny cousin that always support me every single day to finish this final project.
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4. My Beloved friends of PBI F Batch 2018.
5. My Beloved Almamater, UIN Raden Intan Lampung which has contributed a a lot for my development.



CURRICULUM VITAE

The researcher is Azzahra Sefta Soleha. She was born in Kebun Tebu, Lampung Barat on September 10th 2000. She is the first child of two children of Mr. Itang Yunas and Mrs. Novi Aldesiati. She has 1 sister, namely Agashi Salsabila Rizki.

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Bandar Lampung, July 2022

Declared by,



Azzahra Sefta Soleha
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CHAPTER I

INTRODUCTION

A. Tittle Affirmation

In this study, the author will examine the effect of using the ELLLO application on students' listening skills, focusing on Listening Comprehension in accordance with the English material at school. Especially high school students. The focus of this research is the students of science class XI MAN 1 Bandar Lampung, especially class XI IPA 1 and XI IPA 3.

As an initial stage to understand this thesis proposal and to avoid misunderstandings in the interpretation of the title. Therefore, the author needs to explain and emphasize some words related to the title of the thesis. Meanwhile, the title of the thesis in question is THE INFLUENCE OF USING ELLLO ACADEMIC YEAR 2021/2022. The following is an explanation of the meaning of the terms contained in the title of the proposal :

1. The Influence

Influence is a power that exists or grows from something such as a person or thing that helps shape a person's character, belief, or action. According to the Cambridge dictionary the influence is influencing or changing how someone or something develops, behaves, or thinks. In this case, the influence is more inclined to something that can bring changes to students towards a more positive direction. So in this study what is meant by influence is something in the form of strength that can affect students' listening abilities, from the ELLLO Application learning media.

2. ELLLO Application

ELLLO is an internet-based learning media that was invented in 2004 by an English teacher in Japan named Todd Beucken.¹ The ELLLO (English

¹ Palangnan, Sukmawati Tono, Haryanto Atmowardoyo, and Sukardi Weda. 2016. "English Listening Lesson Library Online (ELLLO) as a Supporting

Listening Lesson Library Online) application is a site that provides listening activities for students in learning to listen, there are seven different activity features, namely: Views are 1500+ listening lessons of natural English conversations. One Minute English is Videos of International speakers. The Mixer also known as Six International speakers answer the same question. In this Grammar section, there are Grammar points in the conversation for different levels. News Center is an Animated news story to learn academic English. The idioms in this section are Learn fun idioms about food, animations, health, and more!. and STEP is Short narrated articles with Academic English.

3. Listening Skill

In learning English, there are four skills that must be mastered by students, namely speaking, listening, reading and writing. Listening is a basic skill in language development, this is supported by the statement of Nunan that "Listening is a basic communication skill".² Without listening, students will never learn to communicate well and effectively. Listening is not only the process of ordinary listening but also understanding the meaning of what is said. As reported by Lawson "People spend 80% of their working hours communicating and at least 45% of that time is spent for listening, and it proves that listening is a primary activity than other skills: reading, speaking, writing".³ Additionally, Miranty

Media in Learning Listening." *ELT Worldwide: Journal of English Language Teaching* 3 (1). Universitas Negeri Makassar: 51. doi:10.26858/eltww.v3i1.1880.

² Saputra, Ari, Lalu Arwan Darmajaya, and Rudi Anggara Riantara. 2021. "Students" Difficulties in Interpreting Message of Listening Comprehension." *FONDATIA* 5 (1). STIT Palapa Nusantara Lombok NTB: 44–61. doi:10.36088/fondatia.v5i1.1096.

³ Gilakjani, Abbas Pourhossein, and Mohammad Reza Ahmadi. 2011. "A Study of Factors Affecting EFL Learners" English Listening Comprehension and the

states that “Listening, is the skill that is acquired and mastered by learners for the first time, and the others skills follow afterward”.⁴

B. Background of Problem

Listening is a part of learning English. It is the basis of all the components mentioned above. Listening is not only a process of listening to what is said by the speaker but also understanding what is being said. Learning listening properly will help the students comprehend the language itself, such as how to pronounce and produce the word. In keeping with Harmer states that “Listening is a skill and any help can give students in performing their abilities and will help them to be better listeners, without listening skills, students are impossible to master their ability because listening is respective skill”.⁵ Harmer stated that “Listening assists students in obtaining some pieces of information about not only grammar and vocabulary, but also pronunciation, intonation, pitch, and stress from the speaker, which in turn will facilitate them to be a better listeners”.⁶

Moreover, Vandergrift stated that “listening lies in the heart of language learning, but it is least understood and least researched”.⁷ Because the very first stage which is commonly dealt with by learners throughout the process of both acquiring and learning a language is listening. When students listen

Strategies for Improvement.” *Journal of Language Teaching and Research* 2 (5). Academy Publication. doi:10.4304/jltr.2.5.977-988.

⁴ Listiyarningsih, Tri. 2017. “The Influence of Listening English Song to Improve Listening Skill in Listening Class.” *Academica: Journal of Multidisciplinary Studies* 1 (1): 35–49. <http://ejournal.iainsurakarta.ac.id/index.php/academica/article/view/601>.

⁵ Kasim, Nazla Ainun, and Sri Rumiyaningsih Luwiti. 2020. “An Analysis of Teachers’ Strategy in Teaching Listening.” *Aksara: Jurnal Ilmu Pendidikan Nonformal* 5 (1). Universitas Negeri Gorontalo: 1. doi:10.37905/aksara.5.1.1- 8.2019.

⁶ Putra, Aidil Syah. 2017. “The Correlation Between Motivation and Speaking Ability.” *Journal of English*

Language Education and Literature II (1): 36–57. <https://journal.stkipnurulhuda.ac.id/index.php/Channing/article/view/87/60w>.

⁷ Gilakjani, Abbas Pourhosein, and Narjes Banou Sabouri. 2016. “The Significance of Listening Comprehension in English Language Teaching.” *Theory and Practice in Language Studies* 6 (8). Academy Publication: 1670. doi:10.17507/tpls.0608.22.

carefully and increase their listening skills, unconsciously students will help reading, speaking, and writing skills to increase. When students can listen to a word then speak it clearly, it means that he/she increases their speaking skills.

Advances in technology are making it easier to access learning. There are many websites or mobile learning applications that can be downloaded to help students learn various things. People nowadays have a strong dependence on their mobile phones, whether they are aware of it or not. Therefore, why should we not make the best of the situation and allow for the effective use of mobile phones to study, especially if they can contribute so much to the learning process? Ultimately, the digital natives in our classrooms will expect us to understand and meet their expectations regarding the use of technology. Mobile learning (m-learning) is gradually being introduced in the field of English language learning. Listening and speaking are the most difficult for students, although a person engaged in communication devotes 30% of his/her time to speaking and 45% to listening.⁸ Meanwhile, based on the syllabus, the time allocation for listening lessons in class is only six hours of lessons or six times forty- five minutes in one semester. This becomes an obstacle in listening learning. In accordance with Du stating that “Improving listening skills cannot be achieved only with lessons once a week or every two weeks”.⁹ This requires students to learn listening by themselves, after class hours are over, they can access applications on their mobile phones or English learning platforms on the internet so that the students can improve their listening skill. The use of this technology in the teaching and learning

⁸ Artyushina, Galina, and Olga A. Sheypak. 2018. “Mobile Phones Help Develop Listening Skills.” *Informatics* 5 (3). MDPI Multidisciplinary Digital Publishing Institute. doi:10.3390/informatics5030032.

⁹ Gilakjani, Abbas Pourhosein, and Narjes Banou Sabouri. 2016. “Learners” Listening Comprehension Difficulties in English Language Learning: A Literature Review.” *English Language Teaching* 9 (6). Canadian Center of Science and Education: 123. doi:10.5539/elt.v9n6p123.

process can be called Information Communication Technology (ICT).¹⁰

In education, ICTs play vital roles in facilitating teaching and learning. They have transformed classroom communication methods and modified instruction strategies. With this ICT, teachers and students can be more interactive in the learning process, teachers find interesting ways so that students don't get bored while learning through ICT.¹¹ Without realizing it, the emergence of ICT can help students to raise their English level. Blurton opines that "ICT is an accepted acronym of the word information communication technology".¹² It is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. In the teaching of the English Language, tape recorders, videos, televisions, radios, and projectors used to be the most common technologies at the disposal of the teachers of the English language.

Listening is one of the most difficult competencies in learning English, the only type of speaking activity where practically nothing depends on the person listening. Listening is the active part that very important because it is the main point of communication. John said "counselors and other experts on interpersonal communication tell us that listening is the skill that can make or break a relationship". As human we have relationship each other. It is the one way to get message and giving responses or get the information then we can produce information. Without listening, we cannot do communication.

Based on an interview with the English teacher of MAN 1 Bandar Lampung, A researcher got some data taken from the

¹⁰ Amir, Shamaila, and Muhammad Akhtar Kang. 2018. "Research in Use of Information & Communication Technologies (ICT) for Developing Listening Comprehension Competency in Foreign/Second Languages: A Review of Selected Tools." *International Journal of Social Sciences & Humanities* 3 (1): 44–53.

¹¹ "Application of ICTs in Teaching and Learning English (ELT) in Large Classes." 2013. *Journal of Arts and Humanities* 2 (6): 34–39. doi:10.18533/journal.v2i6.148.

¹² Cheng, I-Jung, Chi-Cheng Chang, and Yen-Chang Lee. 2009. "Applications of Cognitive Load Theory to Multimedia-Based Foreign Language Learning." *Educational Technology: The Magazine for Managers of Change in Education* 49 (1): 34–39.

English teacher especially in listening at the eleventh grades by interviewed Miss Iis, she said “A lot of students in this school have a problem with their listening skills. Unfortunately, many students have difficulties following listening activities. They felt under pressure to understand every word. It means that the students have difficulty in catching the information from the speaker. This might be caused by the student’s limited vocabulary mastery, limited time allocation and they don’t use listening activity as habit”.¹³ There are several problems faced by teachers when teaching listening lessons in the class. Miss Iis said that the problems in teaching listening are lack in the teaching materials or media. Teacher didn’t have many media to teach listening that relate to the materials in the class. Sometimes teacher didn’t find the audio that relate to the materials that will teach because teacher do not have hand book in teaching listening.

The students have problems when learning to listen in class. Students in eleventh grade of MAN 1 Bandar Lampung said that they are feeling difficult to get information from audio record of listening activities. Students lack vocabulary, they have difficulty understanding every word that is spoken because the pronunciation is too fast. Students also face many words that have the same pronunciation and limited time in learning to listen, because they only learn listening at school. The researcher conducted a preliminary research by collecting the data and asking the students’ listening comprehension to the English teacher especially to listening English teacher to know the students’ listening score. The results are following:

¹³ Iis Sholehah, “English Teacher of MAN 1 Bandar Lampung”, Interview, October 3, 2021.

Table 1. The Students` Score of Listening Test at the Eleventh Grade of MAN 1 Bandar Lampung in Academic Year of 2021/2022

No	Class	Score		Total
		>76	<76	
1	IPA 1	13	19	32
2	IPA 2	12	19	31
3	IPA 3	13	20	33
4	IPA 4	9	21	30
5	IPA 5	12	22	34
Number of students		59	101	160
Percentage		36,5%	63,5%	100%

Source: Document of students` score for listening test at the eleventh grade students of MAN 1 Bandar Lampung in 2021/2022 Academic Year.

From the data on the table 1, there are five classes and 160 students in eleventh grade of MAN 1 Bandar Lampung. There are more students who get low score or get score below the criteria of minimum mastery (KKM) of the school. Standard score or a criterion of minimum mastery (KKM) of English subject at that school is 76. There are 101 (63,5%) students get score under 76 and 59 (36,5%) get more than 76. It indicated that most students didn't get the standard score and still found difficulties in learning English particularly in listening skill.

Based on the data of preliminary research, the researcher found some problems and difficulties in teaching learning listening. Seeing the students' listening ability which is actually already good, there are several things that must be strengthened in listening learning. The weakness of students in listening learning is caused by a lack of interest in learning and low learning motivation, learning media that are less attractive, thus making the atmosphere of learning to listen to students boring. To make students understand about the lesson easily and pleasant, the teacher can use many media. There are many kinds of media that can use in teaching listening comprehension. One of them is using

ELLLO Application. To overcome this problem, the researcher will use ELLLO Application to help students in listening comprehension. It is to expect that there is a good media in the learning listening comprehension that students can access by phone or laptop.

ELLLO is the English Listening Lesson Library Online, founded by Japanese English teacher Todd Beucken in 2004 and is a listening learning site, it can be accessed via mobile phone through the application or website version. his provides students with free learning listening opportunities consisting of six different activities, including watching video, mixer, news, center, sports and scene. The vocabulary test and the listening comprehension test complete every operation. In addition, scripts for each video or recording are also completed so that the students can also practice their pronunciation while they are listening. In ELLLO, by clicking on the middle left level, category, and country features of the web, students can also choose the process, subject and country of the speaker of the material they are going through. They are likely to make the understanding of listening easier by learning based on the level and topic they are interested in. With this context, the aim of this research was to investigate whether or not the use of English Listening Lesson Library Online (ELLLO) has a significant impact on the understanding of the students listening skill. In line with Palangngan, Atmowardoyo & Weda stated that “it also tried to find out the students perception toward the use of ELLLO (English Listening Lesson Library Online) in teaching listening.

Apart from teacher's challenges, different researchers found that learners commonly experienced multiple challenges during learning listening. The current study focuses on three main categories that affect second language listening comprehension: 1) the listener, 2) the passage and 3) the physical world. The importance of the study was intended to lead to a deeper understanding of learners and to suggest new ideas for suitable listening teaching. Izzah & Keeya said that “Students will increase their English language skills in ELLLO by listening to 180 audio lesson from Beginner to Advanced level. Students are

able to listen to normal discussions with speakers from all over the world. From the explanation above, all indicate that there is significant influence on the use of ELLLO Application for listening learning.

Therefore, the researcher purposes ELLLO Application as a media that can be used in teaching listening comprehension. Thus, for the reason above, the researcher will conduct this research with the title “The Influence of ELLLO Application Towards Students` Listening Skill at the Second Grade of MAN 1 Bandar Lampung in the Academic Year of 2021/2022”.

C. Problem Identification and Limitation

Based on the background of the problems that have been described and the results of the pre-research, the researchers identified the problems in the research as follows:

- 1) Students had not enough time to learn listening material at school.
- 2) Students found boredom when learning listening because of uninteresting learning media
- 3) Students had not the motivation in learning listening

There are many limitations of the author in conducting this research, including the limited time, situation and conditions, and abilities, as well as theories in research, therefore the researcher limits the problem in the research. Based on research identification. Researcher focus on using the ELLLO Application to identify the effect the use of the ELLLO Application on students' listening comprehension using the ELLLO Application in the Passive voice of the eleventh-grade syllabus at MAN 1 Bandar Lampung in the 2021/2022 academic year.

D. Formulation of the Problem

Based on the identification of the problem and limitation of the problem above, it is formulated as follows : is there any significant influence of ELLLO Application as a supporting media towards students' listening skill at the second semester of

eleventh grade of MAN 1 Bandar Lampung in academic year 2021/2022.

E. Objective of the Research

The purpose of this study is to find out whether the application of ELLLO has a significant influence on the listening skills of the second semester of eleventh grade students of MAN 1 Bandar Lampung in the 2021/2022 academic year.

F. Significance of the Problem

This reserach is expected to give theoretical and practical benefits as follow:

1) Theoretical benefits

The result of this research is expected can be reference for english teacher to teach learners by apply ELLLO Application as a media. Thus, the learners can improve their Listening Skills.

2) Practical benefits

This research is expected to give some benefits for learners, english teacher, and researcher.

a. For the students

This research can help students" interest in studying english especially in listening by using ELLLO Application as a media.

b. For the English teacher

The ELLLO application as a supporting media can be used by teachers to teach English, especially in listening, and help raise students' listening levels.

c. For the school

The result of this study will encourage the school to observe English, in particular, to teaching English.

d. For the researcher

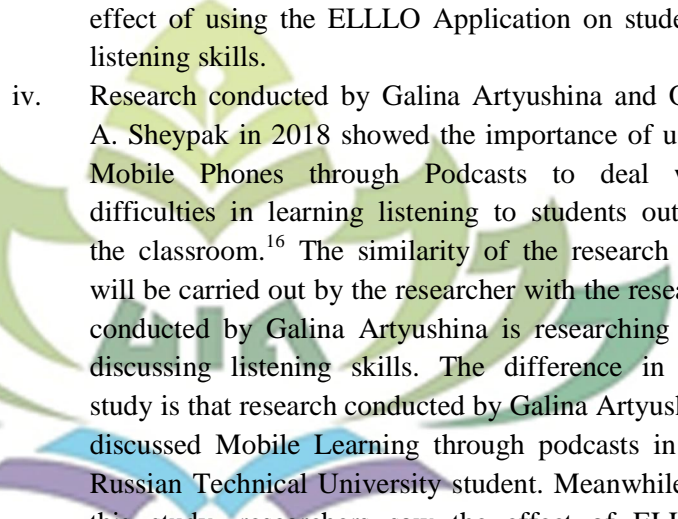
This research can add experience for the researcher to teach English student in the future, so the learning process will be better.

G. Relevant Previous Research Studies

The researcher in conducting this research refers to several relevant studies that have been researched and conducted previously related to ELLLO Application and Listening skills. Some of the results of these studies are as follows:

- i. Research conducted by Sukmawati Tono Palangngan in 2016 showed the results that there was a significant effect from using the ELLLO application to improve students' listening skills.¹⁴ The similarity of the research that will be carried out by the researcher with the research conducted by Sukmawati Tono Palangngan is researching and discussing related to the ELLLO application and students' listening skills. Meanwhile, the difference in this study is that the researcher specified the listening comprehension material that was by school learning and the material in the ELLLO Application.
- ii. Research conducted by Brett Milliner and Rasami Chaikul in 2018 showed that Extensive Listening for the ELF classroom with ELLLO Application represents an effort by the authors to incorporate one ELF feature into their classroom. The similarity of the research that will be carried out by the researcher with the research conducted by Brett Milliner and Rasami Chaikul is researching and discussing the ELLLO Application. The difference in this study is that the research conducted by Brett Milliner is by promoting the ELLLO Application as a supporting medium in the ELF classroom through Extensive Listening. Meanwhile, in this study, the researchers tried to see the effect of the ELLLO Application on students' Listening Comprehension ability.

¹⁴ Palangngan, Sukmawati Tono, Haryanto Atmowardoyo, and Sukardi Weda. 2016. "English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening." *ELT Worldwide: Journal of English Language Teaching* 3 (1). Universitas Negeri Makassar: 51. doi:10.26858/eltww.v3i1.1880.

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- iii. Research conducted by Muhammad Rizky Widodo and Agus Gunawan in 2017 showed that there was a significant effect of using podcasts on students' listening comprehension skills.¹⁵ The similarity of the research that will be carried out by the researcher with the research conducted by Muhammad Rizky Widodo is researching and discussing Listening Comprehension. The difference in this study is that the research conducted by Muhammad Rizky Widodo is the use of podcasts as a medium in listening comprehension learning to improve students' listening skills. Meanwhile, in this study, researchers saw the effect of using the ELLLO Application on students' listening skills.
 - iv. Research conducted by Galina Artyushina and Olga A. Sheypak in 2018 showed the importance of using Mobile Phones through Podcasts to deal with difficulties in learning listening to students outside the classroom.¹⁶ The similarity of the research that will be carried out by the researcher with the research conducted by Galina Artyushina is researching and discussing listening skills. The difference in this study is that research conducted by Galina Artyushina discussed Mobile Learning through podcasts in the Russian Technical University student. Meanwhile, in this study, researchers saw the effect of ELLLO Application on students' listening skills.
 - v. Research conducted by Fatimah in 2014 showed that the ELLLO Application offers an audio slide show as the media that can improve learners' listening skills in

¹⁵ Rizky Widodo, Muhammad, and Agus Gunawan. 2019. "Investigating the Effect of Using Podcast on students" Listening Comprehension." *Lingua* 15 (2). Universitas Islam As-Syafiiyah: 35–42. doi:10.34005/lingua.v15i2.358.

¹⁶ Artyushina, Galina, and Olga A. Sheypak. 2018. "Mobile Phones Help Develop Listening Skills."

Informatics 5 (3). MDPI Multidisciplinary Digital Publishing Institute. doi:10.3390/informatics5030032.

English.¹⁷ The similarity of the research that will be carried out by the researcher with the research conducted by Fatimah is to examine the ELLLO Application. The difference in this study is that the research conducted by Fatimah explains technological developments with the ELLLO website which can help improve the listening skills of young learners between the ages of 4 to 14 years. Meanwhile, in this study, the researchers tried to find out the effect of the ELLLO application on the listening ability of high school students.

- vi. Research conducted by Andriani et al in 2018 showed that there was an increase in students' listening skills through English songs when using the Spotify application.¹⁸ The similarity of the research that will be carried out by the researcher with the research conducted by Andriani and et al is researching related to students' listening abilities. The difference in this study is that research conducted by Andriani and et al explains the influence of the Spotify application to improve students' listening skills through English songs. Meanwhile, in this study, researchers looked at the effect of the ELLLO application on students' listening abilities.
- vii. Research conducted by Tahmid Sabri et al in 2020 showed that there was an effect of a direct learning model assisted by audio media on listening to the Folklore of Fifth- grade students on Elementary

¹⁷ Fatimah. 2015. "Improving Young Learners" English Listening Skill through the Use of Audio Slide Show on Elllo.Org." In Proceedings of the 2014 International Conference on Advances in Education Technology. Vol. 11. Atlantis Press. doi:10.2991/icaet-14.2014.18.

¹⁸ Artyushina, Galina, and Olga A. Sheypak. 2018. "Mobile Phones Help Develop Listening Skills."

Informatics 5 (3). MDPI Multidisciplinary Digital Publishing Institute. doi:10.3390/informatics5030032.

School level in Pontianak.¹⁹ The similarity of the research that will be carried out by researchers with research conducted by Tahmid Sabri et al is discussing Listening Skills. The difference in this study is that the research conducted by Tahmid Sabri et al saw the effect of the video direct instruction model on folk listening skills in Elementary School. Meanwhile, in this study, the researcher look at the effect of the ELLLO Application on the listening ability of students at the high school level.

H. Systematic Discussion

The systematic discussion is a series of discussions contained and included in the research, where one chapter to another is interconnected and cannot be separated. To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Bab I, contains the presentation of the data behind this research which is carried out related to the effect of the ELLLO Application on students' listening skills. This chapter contains confirmation of the title, the background of the problem, problem identification, problem formulation, problem objectives, research benefits, relevant previous research studies, and systematic discussion.

Bab II, contains previous literature and theoretical frameworks that are relevant and related to the ELLLO application and students' listening skills. This chapter contains the theory used, the framework of thinking, and the submission of hypotheses.

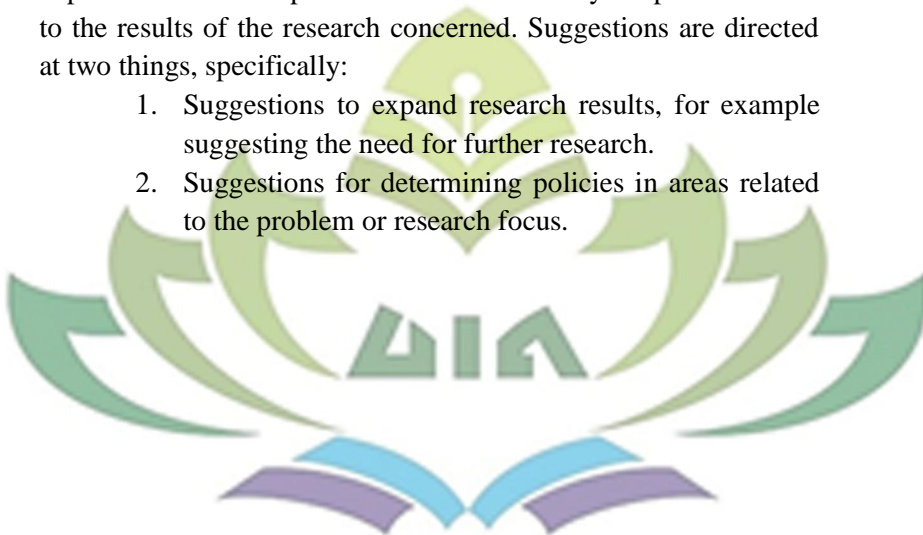
Bab III, in detail the research methods used in the research and their relationships, type of research, time and place of research, population, samples, and data collection, research instruments, technical data analysis, and hypothesis testing.

¹⁹ Sabri, Tahmid, Soeharto Soeharto, and Afrizan Afrizan. 2020. "The Influence of Video Direct Instruction Model to Folklore Listening Skills in Elementary School." *Lingua Cultura* 14 (1). Universitas Bina Nusantara: 51–55. doi:10.21512/lc.v14i1.6339.

Bab IV, contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.

Bab V, contains conclusions, suggestions, or recommendations. The conclusion briefly presents all research findings that have to do with the research problem. Conclusions are obtained based on the results of the analysis and interpretation of the data described in the previous chapters. Suggestions are formulated based on the results of the research, containing an explanation of the steps that need to be taken by the parties related to the results of the research concerned. Suggestions are directed at two things, specifically:

1. Suggestions to expand research results, for example suggesting the need for further research.
2. Suggestions for determining policies in areas related to the problem or research focus.





CHAPTER II REVIEW OF LITERATURE

A. Review of Related Theories

1. ELLLO Application

ELLLO Application is one of the supporting media that can be used by the teacher to teach listening skill and also the students can access ELLLO Application to learn listening inside and outside the class.

a. Concept of ELLLO Application

As stated by Beucken “ELLLO is one of the internet media that can be used for teaching listening and it can stand for English Listening Lesson Library Online”.²⁰ It is a site for listening learning founded by Todd Beucken as an English teacher from Japan in 2004. The application provides several listening activities that can be accessed for free. In using this application, students can choose activities to listen to quick lesson guides such as view, video, mixer, grammar, news center, one minute English, idioms, and STEP (short narrated article with Academic English).

Each activity is complete by vocabulary test and listening comprehension test. In addition, ELLLO is also equipped with a script for each video or recording so that, while training their listening, the students can also train their pronunciation. In this application, the student also may choose the level, topic, and country of the speaker who gives the material. When students learn according to the level and topic they are interested in, they may feel more comfortable and easy to understand in learning listening comprehension.

The media are really important to help teacher in teaching a students and also important to help students for learn the materials in understand English as a foreign language. We definitely can not be separated from the name of technology in the

²⁰ Palangngan, Sukmawati Tono, Haryanto Atmowardoyo, and Sukardi Weda. 2016. “English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening.” *ELT Worldwide: Journal of English Language Teaching* 3 (1). Universitas Negeri Makassar: 51. doi:10.26858/eltww.v3i1.1880.

digital era like today. People all around the world are using technology as well as learning lessons, in addition to better in teaching and comprehension for teachers and students in learning. Many of the multimedia that can be used as a learning media. There are a multimedia that focused on how to listen English carefully, namely ELLLO (English Listening Lesson Library Online) ELLLO is a multimedia which can facilitate teachers in exposing listening lessons to students, as well as students who are much easier in listening.²¹

In the research, a mobile learning (M-Learning) platform was developed, offering live broadcasts of real-time teaching in the classroom to students with mobile devices. The program featured short text messages and instant polling to allow students to respond in real time to the teachers' question. For example, the instructor taught situational dialogs and showed exercises in live messages within the given timeframe. This study showed that students were inspired to engage more in the learning process through M-Learning activities. Furthermore the findings of this research showed that students became more active and fully engaged learners. In addition, it's easier for them because they don't need a book to learn how to listen, but they just need a gadget or laptop that they still carry everywhere. The last explanation is because the free site is ELLLO. Through this platform, they do not need to pay for learning.

b. Content of ELLLO Application

ELLLO offers over 3.000 free listening activities. Teachers and students can access lessons for beginner, intermediate and advanced learners. The ELLLO website and app are also appropriate for self-study.²¹ Each activity type is uniquely designed and focuses on different skills.

²¹ Hadi, Muhamad Sofian, Lidiyatul Izzah, and Siti Mawadah Fudiantari. 2021. "The Use of ELLLO in Improving Teaching Listening to Students". *Ethical Lingua: Journal of Language Teaching and Literature* 8 (1), 86-89. <https://doi.org/10.30605/25409190.256>.

- 1) Views
This page contains 1500+ listening lessons of natural English conversations. All activities are accompanied by downloadable audio, vocabulary lessons, and quiz. This activity prioritizes dialogue between two or three people from different nationalities but occasionally monologues about a custom of a unique place or unique experience.
- 2) One Minute English
The students and teachers can learn real English by watching over 700 videos featuring English speaker from around the world. Each lesson covers with script and quiz. Captions are provided in the video so students can listen and read the text at the same time. A quiz is provided to enhance interest and as comprehension exercises.
- 3) Mixer
In this feature, there are six people who share their thoughts about the same topic. Lessons come with video, audio, script, media, quiz, and vocab. The length of the audio clips is short, two to five minutes, and focuses on meaning and language used.
- 4) News Center
Teachers and students can Listen to six news stories and then answer questions about them. This activity is good for academic English. Understanding questions are given to students to answer.
- 5) Grammar
In this feature, there are conversations for different levels, students can choose the level according to their wishes. The conversation contains grammar and language points.
- 6) Idioms
There are short conversations about explanations of idioms about food, animals, health, and others. This feature provides a quiz, audio and vocabulary activity.
- 7) STEP (Short Narrated Articles With Academic English)
This course is designed to help students in practice solve reading and listening questions on the TOEFL and IELTS tests.

c. Manual User How to Use ELLLO Application

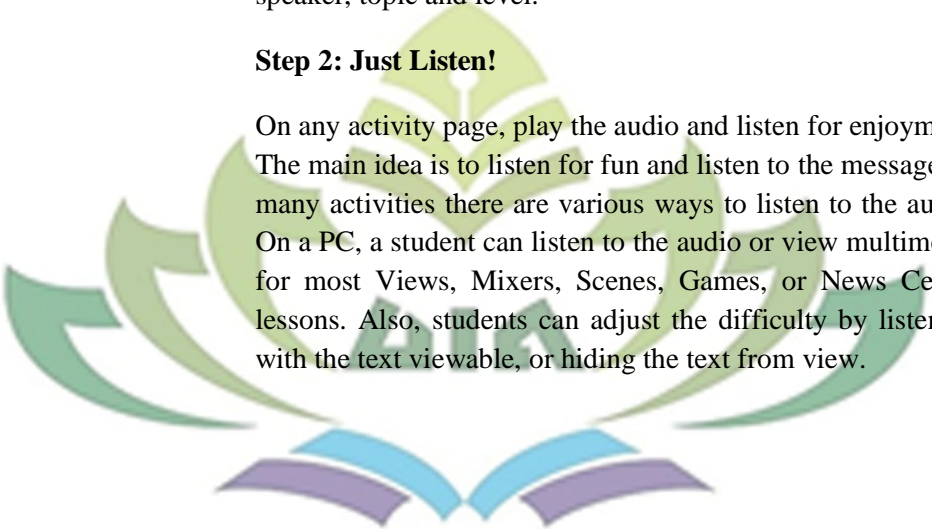
While elllo offers a wide range of activities, for all tasks, students can follow the same process to practice and improve their English. The general instructions for using the ELLLO application for students and teachers are as follows:

Step 1: Choose a Task

Students can browse the activities lists and choose a task that interests them. There are over 2000 lessons so there is something for everyone. To search by topic, students can go to the Advanced Search Page and sort by level, country of speaker, topic and level.

Step 2: Just Listen!

On any activity page, play the audio and listen for enjoyment. The main idea is to listen for fun and listen to the message. In many activities there are various ways to listen to the audio. On a PC, a student can listen to the audio or view multimedia for most Views, Mixers, Scenes, Games, or News Center lessons. Also, students can adjust the difficulty by listening with the text viewable, or hiding the text from view.



Step 3: Read and Review

After the first listening, it is a good idea to read the text and review the language. By reading the text, with or without the audio, students can learn new words and phrases and see how fluent speakers talk in real life. In most audio lessons there is vocabulary support as well.

Step 4: Interact and Test your Knowledge

With each activity students can take a quiz and/or do vocabulary review. These quizzes can be done at any stage. Many students like to take the quiz as they listen, while others like to take the quiz after they listen. The quizzes though are there to make the lessons enjoyable (it is fun to get the right answers!), so students do not have to take the quiz to learn from the lesson.

Step 5: Keep Going

Each lesson is fairly short, and can be completed in about five minutes. After doing one listening, students are encouraged to keep using English by listening to a new activity. The aim of ello is to provide a large supply of listening activities so students can always keep going!

In learning and teaching listening there is a technique used, called the three-phase technique. According to Underwood the phases are called pre- listening, while-listening and post-listening stage.²² Underwood declares that pre- listening task can consist of a variety of activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language, including:

A. Pre-Listening Stage

1. The teacher providing background information;
2. the students read something relevant to the listening text;
3. the students look at some pictures;
4. discussing the topic or situation to the listening text;
5. a question and answer session to the listening text;
6. written exercise to the listening text;
7. following the set of instructions relevant for the while-listening activity;
8. students think about how the while-listening activity will be organised.

This stage is namely while-listening task, as it arises from the name, contains activities done by the students during the listening passage. The aim of activities done during this phase is to help the students to catch the main meaning of the text so that they have enough information to interpret the text. One of the most important functions of while-listening activities is to present the sound of the target language. This presentation enables students to develop their listening comprehension skills and it also serves as a model of their speech. The following paragraph provides some examples of while-listening activities.

B. While-Listening Stage

1. Comparison of the listening passage with the pre-listening stage;
2. Following instructions-learners are given a set of instructions and are supposed to show whether they understood them by a physical response;
3. Filling in exercise-students listen to a dialogue and are asked to fill in the missing information;

4. Spotting the difference- learners make responses only when they hear something different to what they already know about the topic or the speakers;
5. Information transfer- learners are asked to fill, forms, lists, maps or plans;
6. Sequencing- students are given a set of pictures and they have to put them into the correct order;
7. Information search- during the listening learners focus on specific items;
8. Matching- students are asked to match items according to the recording.

During the follow-up activities or post-listening stage students use their knowledge gained during the previous stage, while-listening stage, for completing the exercises. During the follow-up phase learners can be given a possibility to think about the attitude of the speaker or speakers since this can be found very difficult by the students. One of the other reasons for incorporating the follow-up stage is to broaden students' knowledge about specific topics. This could be done by a decision making or asking them to express their views. There are several activities that can be used in the follow-up stage:

C. Post-Listening Stage

1. Problem solving and decision-making tasks- where students are trying to find out a solution for a problem from the recording.
2. Role play- students can be asked to try out newly acquired things.
3. Summarizing- students can be asked to summarize a story they heard. This activity can be linked with problem solving.
4. Written work- students can be asked to write the end of the story.

Based on the explanation above, it can be concluded that the researcher only choose the related material from the syllabus. In this case, the author will select passive voice and related material at ELLLO Application. The use of the ELLLO application manual above is the one generally used by teachers and students in manual user „how to use ELLLO Application“. The author also includes the original and unmodified three-phase technique procedure, in which there are points: pre-listening task, while-listening task, and post-listening task. This technique is used to make it easier for teachers to teach listening through the media, in this case the ELLLO Application.

d. The Strenghts and The Weaknesses of ELLLO Application

The ELLLO application has several advantages and disadvantages, the following is an explanation of both of them:

a. The Strenghts of ELLLO Application

- This make student more fun to listen while they can use their mobile phone as a learning tool in learning.
- Improving students spirit while learning listening.
- Using Apps, they can gain more experience in listening.
- It is going to make listening more fun and easier.

b. The Weaknesses of ELLLO Application

- Sometimes there are some videos that can't be played and accessed.
- In the comprehension test, there are several questions that have more than one answer.
- Not all materials are in accordance with the curriculum at the school.

2. Listening Skill

Listening is not merely to listen to a speaker, but is needs effort and concentration to get the point of communication.

a. Concept of Listening

Listening is a skill that felt difficult to be mastered, listening mean giving full attention to a sound in other word it does not has something to do with the ear, but also with the mind, however, hearing does not necessarily mean giving meaning full attention, it is merely a matter of ear.²² Having poor skills of listening, ones could lost the conveyed messages. Listening is a psychological process because in listening the learner receive messages from the sender, the learner must understand the messages that given by the sender and after they understand the meaning of senders" messages, the learner can give responses.²³ In addition, the listening skill is the basic skill for the learner before they master in speaking skills. The learner must understand the spoken language that they hear. Therefore, listening is very important in a language because by listening the learner will get many inputs. Listening also has an important role in developing learners language knowledge.

Listening is one way to get some information from other people. Conforming to Rost "Listening is quite apparently relevant in humanities and applied sciences such as linguistics, education, business and law, and in social sciences such as anthropology, political science, psychology and sociology".²⁴ Listening is the language modality that is used most

²² Harry A. Green And Kate, Basic Language (New York : English Curriculume,1982), p.27

²³ Lokanita, Ni Komang Tri, Ni Wayan Monik Rismadewi, and Luh Mila Trisna Dewi. 2020. "Review on The Role of Video as A Teaching Media to Improve Students" Listening Skills in Senior High School in Indonesia." *The Art of Teaching English as a Foreign Language 1* (1). STKIP Agama Hindu Singaraja: 13–16. doi:10.36663/tatefl.v1i1.65.

²⁴ Michael Rost, *Teaching and Researching Listening*, 2nd ed (United Kingdom: Pearson Education, 2011), 117.

frequently. Listening is a major component in language and teaching. Listening involves a sender (a person, radio and television). A message and receiver (the listener). Pursuant to Morley says that "Listening requires full participation and in divided attention of the learner or the speaker is the center of attention for all listeners".²⁵ Moreover, Emmert defines that "Listening is an active process by which students receive, construct meaning from, and respond to spoken and or non verbal messages from sounds that they heard to construct the meaning and to get information from the speaker".²⁶ Furthermore, Morley defines "Listening as an act of information of processing in which listener is involved in to way communication".²⁸ It means that listening is a process to get information through listening an understanding what speaker say.

In listening process, the listeners must give more attention and focuses on what speaker's say, and it needs concentration. Someone who incorporates listening with concentration is called by actively listening skill. Mentioned by Murcia "Listening is not a passive skill, but an active receptive skill which need special attention in study of language".²⁷ The listener must take care to attend and focuses on the speaker fully. Moreover, Brown defines the importance of listening in language learning can hardly be overestimated. Listening is a complex processes in which listener select interprets

²⁵ Gilakjani, Abbas Pourhossein, and Mohammad Reza Ahmadi. 2011. "A Study of Factors Affecting EFL Learners" English Listening Comprehension and the Strategies for Improvement." *Journal of Language Teaching and Research* 2 (5). Academy Publication. doi:10.4304/jltr.2.5.977-988.

²⁶ Ahmadi, Seyedeh, Masoumeh. 2016. "The Importance of Listening Comprehension in Language Learning." *International Journal of Research in English Education* 1 (1): 7-10. www.ijreeonline.com
http://ijreeonline.com/browse.php?a_code=A-10-1-2&

²⁷ Osada, Nobuko. 2004. "Listening Comprehension Research: A Brief Review of the Past Thirty Years." *Dialogue* 3: 53-66.

information which comes from auditory and visual material to make meaning”.²⁸ It requires the listener concentration in understand and comprehend what the speaker says.

Based on the theories above, it can be concluded that listening is the ability to identify and comprehend a message from the speaker where the listener must construct the meaning to get the information from the speaker. Listening is not passive skill, but it is an active skill where the listeners must give more attention in study language. So that, the listeners can identify and understand what the speakers are saying.

b. Types of Listening

From these stages we can identify types of listening as below :

1. Intensive

Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of larger stretch of language.

2. Responsive

Listening to relatively short stretch of language (a greeting question, command, comprehension check).

3. Selective

Processing stretches of discourse such as short monologue for several minutes in order to “ scan” for certain information. Selective listening could ask students like listen for numbers, a grammatical category, directions, or certain facts and events. Its purpose is does not to look for the global or general meanings, necessarily, but to be able to

²⁸ Humiras Betty Marlina Sihombing, S.Pd, M.Pd. 2018. “Improving Students,, Listening Ability by Watching English Films.” *Littera* 1 (3): 47–55.

find important information in field of potentially distracting information.

4. Extensive

Listening to develop a top down, global understanding of spoken language. Listening for gist, main idea, and making inference are all part of extensive listening. Based on the explanation above, the researcher focuses on selective listening in which the students interpret the monologue text to get general information of the text, in this case is narrative text. In language teaching, selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refer to attending to only what you want to hear" and tuning out everything else". Its purpose is to develop a top-down, global understanding of spoken language. In line with Harmer here are two types of listening, They are extensive listening and intensive listening.

- i. Extensive listening is listening activities that do away from classroom. The students get the material from the outside of class or environment, such as at home, car, or on personal stereos. In extensive listening a teacher encourages students to choose for them what they want listen and they get the material for pleasure where it can be found from many sources, such as from book, or magazine. The students can record their responses to what they have heard. The purpose of these is to give students more reasons to listen.
- ii. Intensive listening is the listening activities that do in inside of classroom The students get the material in the classroom. The aim of intensive listening is to raise the learner

awareness of how differences in sound, structure and lexical choice can affect meaning. There are three kinds of intensive listening, namely: using tape material, live listening and role of teacher. Using tape material refers to the tape material allows students to hear several or different voices a part from the teacher. It is giving them opportunity to meet a range of different characters, especially where the real people are talking. Live listening means that the students listening to the speaker in face to face situation. The students can see the speaker physically, such as an interview, storytelling, conversation, or in the theatre. The roles of the teacher section means that the teacher needs to be active in creating students engagement. Teacher needs to build up student's confidence by helping them listen better rather than by testing their listening.

Based on the theories above, The researcher chooses to prioritize using extensive listening activities because In extensive listening people get the process of understanding of spoken, then understand the message or purpose of spoken. It is related to listening comprehension that should understand the spoken of language. This type will make students understand and comprehension about the sound.

c. Stages of Listening

1. Pre-Listening

The pre-listening section describe as moment that help learners to ready what will be listen and this allows learners an opportunity to complete their assignment. The first part of pre-listening involves animating the outlines so it will guild learners to

view the measure of the passage. The second part is to prepare why to listen, is there a question that need to be completed and also maybe the learners have to ask question based on things that they hear. . Brown suggests that “a pre-listening task should consist of two parts”.²⁹ Students should be provided with an opportunity to learn new vocabulary used in the listening material and a chance to activate their prior knowledge.

2. While-Listening

The students will hear the info once, maybe listening for the point. Then students listen for the second time, in order to check or to answer more specified question. It important to students that they should do different tasks while they listen (listening to check the answer a little bit different with listening to answer the question).

3. Post-Listening

Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary. Underwood stated that “post-listening task as an activity that is realized after the listening, merging all the work performed”.³⁰ It require more time than the other tasks because students deal with thinking, discussing, reflecting and writing processes.

These three sequence that explained above is the most general sequence for a listening class, even though the duration of each section maybe different. Based on the explanation above, the

²⁹ Rahimi, M, and M Katal. 2013. “The Impact of Metacognitive Instruction on EFL Learners” Listening Comprehension and Oral Language Proficiency.” *The Journal of Teaching Language Skills (JTLS)* 5 (2): 69–90.

³⁰ Saehu, Andang. 2016. “An Overview of Teaching Listening in Islamic Tertiary Level of Education.” *Jurnal Pendidikan Islam* 2 (3). Sunan Gunung Djati State Islamic University of Bandung: 445. doi:10.15575/jpi.v2i3.901.

researcher choose Three Phase Technique to teach listening through ELLLO Application.

d. Aspects of Listening

Listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge to the incoming sound.³¹ More comprehensive taxonomy of communicative listening sub-skills is provided and aspects of listening by Weir (1993). He does not call this a taxonomy as such, but a checklist of operations that listening test should require. Like Aitken, he makes it clear he does not regard this as a complete list of listening sub-skills.

1. Direct Meaning Comprehension

- Listening for gist
- Listening for main idea(s) or important information: and distinguishing that from supporting details, or examples
- Listening for specifics, including recall or important details
- Determining a speaker's attitude or intention towards a listener or a topic .

2. Inferred Meaning Comprehension

- Relating utterances to their social and situational contexts
- Making inferences and deductions
- Recognising the communicative function of utterances
- Deducting meaning of unfamiliar lexical forms context.

³¹ Buck, Gary. 2001. "Gary Buck (2001) Assessing Listening." Cambridge University Press. p.150.

3. Contributory Meaning Comprehension

- Understanding phonological features
- Understanding grammatical notions such as comparison, cause, result, degree etc
- Understanding discourse markers
- Understanding the main syntactic structure of clauses or idea units
- Understanding cohesion, especially references
 - Understanding lexical cohesion, especially lexical set membership and collocations
- Understanding lexis.

4. Listening and taking notes

- Ability to extract salient points to summarise the text
- Ability to select relevant key points

It is important that neither Aitken nor Weir attempt to provide exhaustive list of communicative skills, but rather seem content to point out the important skills that they think should be included on listening tests. Researchers also make questions in accordance with the theory, namely direct meaning comprehension.

e. Creating Task of Listening

Sometimes we may want to ask comprehension questions that require longer responses. For example, if we asked why something happened, we might get two or three sentence in response. When responses are longer and more complex, we will have to develop some sort of rating scale to evaluate suitability.³² Developing a rating scale involves deciding what responses test-takers are likely to produce, how these should be evaluated relative

³² Brunfaut, Tineke. 2016. "Assessing Listening." In Handbook of Second Language Assessment, 97–112. De Gruyter. doi:10.4324/9781003220756-18.

to each other, and how many marks should be answered for each. Having develop a scale, the job only just begun. It is the necessary to try it out on a sample of tasks, preferably with a number of rates. Namara stated that “Then all raters must practice using the scale is snot usually difficult, but it does require time and effort to develop it properly”.³³

1. Multiple Choice Questions

Selected responses can be of many types, but the most common is the multiple-choice item with three, four, or even five options. Constructing these items is a high-level professional skill, which takes considerable time and training to do well. All items ought to be pre-tested before being use in any high-takes assessment, but this is particularly the case with multiple-choice items.

2. True/False Questions

There is another type of selected option question that is very popular, the true/false format. This is very simple : after presenting a text, one or more statements ar given, and task-takers have to decide whether each statement is true or false. There is some disagreement about the utility of this questions type. Burger and Doherty claim that they are not suitable for listening. Listening because listeners normally focus on what is said, not on what is not said, and as there is no text for them to refer back to, liseteners have no means of checking false statements.

3. Inferences Questions

It is important to distinguish between two types of inferences in test tasks. The first is

³³ Ibid., page. 54

inferences about what the speaker means. These are usually construct-relevant inferences. The second are inferences about what the test-developer expects, and what the best test-taking strategy is. These are usually construct – irrelevant inferences, and we should try to keep them out of our tests. The sort of information that can usually be addressed by inference question is :

- Asking for main idea, or gist, of the text or a section of the text
- Asking about anything which is not clearly stated, but that is clearly and deliberately indicated by the speaker using choice of words or tone of voice – the connotations of words is a particularly rich source of inferences.
- Asking about any pragmatic implication, or logical entailment, that follows on from what the speaker said.
- Asking the meaning of indirect speech acts.

Inferencing is involved at all levels of language processing, even explicitly stated information. Good listening tests will generally include inferences items. It takes and trouble to make them, but they are two important to exclude.

The conclusion that can be written is that the author chooses two options that Gary Buck has described in his book *Assessing Listening*. The first option is to make multiple choice questions and inferences questions.

3. Teaching Listening

Teaching listening skill is one of the most difficult for teachers. Because of successful listening skill

are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skill. This is not saying that there are not ways of improving listening skill, however they are difficult to quantify. Harmer mentioned the principle of listening, where teachers should be pay attention about it for their students. The principles are as follow.³⁴

- 1) Encourage students to listen as often and as much as possible.
- 2) The more students listen, the better they get at listening and the better they get at understanding pronunciation and at using it appropriately themselves.
- 3) Help students prepare to listen Students need to be made ready to listen. This means that they will need to look at the pictures, discuss the topic, or read the questions.
- 4) Once may not be enough there are almost no occasions when the teacher will play an audio track only once.
- 5) Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teacher to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

4. Teaching Listening Skill by Using ELLLO Application

In teaching listening using the ELLLO application, there are three-phase techniques that will be used by the teacher. In this section, the user manual and

³⁴ Jeremy Harmer, How to Teach English (Oxford: Pearson Education Limited, 2007), 135-136.

the three-phase technique have been modified. while the three phases of the technique are:

a. Pre-Listening Activity

1. The teacher engage the learners' interest in what they will be doing
2. The teacher must prepare the learner to do listening activity successfully
3. The teacher asks students to read the material related to passive voice that will be studied
4. The teacher tells the students to choose the topic which is related to the explanation text in ELLLO Application: teacher and students can click, choose task menu in ELLLO
5. The teacher give the directions to the students to open the ELLLO Application and then choose the passive voice material listed.

b. While-Listening Activity

1. The teacher tells the students to open the passive voice recording in the ELLLO Application, after that the students could press the menu just listen to
2. The teacher asks the students to listen carefully
3. The teacher instructs the students to observe conversation or audio in the ELLLO Application
4. The teacher asks the students to find the main idea, important details and an inferences
5. The teacher must repeat the audio up three times
6. The teacher asks students what they get from the audio on ELLLO Application

7. The teacher gives text that relates to the audio
8. The teacher asks the students to review reading activities in the menu of read and review where students asked to discuss new vocabulary from the audio
9. The teacher ask the students to interact and test their knowledge by filling out the available quizzes, the students could press the button of interact and test your knowledge.

c. Post-Listening Activity

1. The teacher and the students correct the true questions
2. The teacher gives the feedback and summarize the material.
3. The students students can continue passive voice material outside of class hours by pressing the 'keep going' button.

Therefore, here the researcher will use procedure of ELLLOApplication as follows:

1. The teacher asks to the students to prepare their self to listen listening comprehension from ELLLO Application. The teacher prepares material that is in accordance with the syllabus and the ELLLO Application, namely Explanation Text
2. The teacher invites a brief discussion about the material.
3. The teacher introducing ELLLO Application.
4. The teacher asks to the students to write unknown word while listening.

5. The teacher plays audio of ELLLO Application.
6. The students are taking note of unknown word.
7. The teacher makes 5-6 groups in the class.
8. The teacher asks to the students to discuss about what they hear, what information do they get, any vocabulary they don't know, what is the essence of the explanation text?
9. The students work on the questions that have been given in groups.
10. The teacher as a guide of the discussion.
11. The teacher and the students make conclusion about the materials and the video from ELLLO Application.

In the case above, the researcher choose a three-phase technique in teaching listening which was applied to the ELLLO application coupledwith a combination of the above procedures. The researcher decided to use an ordinary audio player from a tape recorder for the control class and the ELLLO application for the experimental class.

B. Hypothesis

Listening skill is more challenging for English as a foreign language (EFL) students. Based on pre-research at MAN 1 Bandar Lampung, the existence of listening skill in English subject is almost neglected in teaching and learning process because of many reason such as the limited media, limited time allocation and less opportunity to practice learning. In other word, their Listening Comprehension is still low.

On the basis of the problem above, the researcher conducted ELLLO Application as a solution to improve students' Listening Comprehension. By using ELLLO Application the students can access the materials in and

outside the class, it increases students motivation and interest to learn, it is portability and easy to use, it gives more occasion to the students to get more practices because in ELLLO Application many choices of material and support quick feedback or reinforcement.

In accordance with formerly explanation, the researcher assumes ELLLO Application can help teachers" and the students" in conducting activities teaching learning process. ELLLO Application can be an alternative media and teaching process since it is hoped to attract the students" interest and to make a fun learning particularly in listening.

Systematically frame of thinking can be drawn as follows:



Picture 1. The Influence of Using ELLLO Application Toward Students' Listening Skill.

The hypotheses in this research, as follows:

Ha : There is significant the influence of using ELLLO Application as a media towards students" listening skill at the second semester of tenth grade of MAN 1 Bandar Lampung in academic year 2021/2022.

Ho : There is no significant influence of using ELLLO Application as amedia Towards students" speaking skill at the second semester of tenth grade of MAN 1 Bandar Lampung in academic year 2021/2022.

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