THE EFFECT OF USING LEARN ENGLISH BY LISTENING APPLICATION AS A TEACHING MEDIA TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE FIRST SEMESTER OF ELEVENTH GRADE AT SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

A Thesis

Submitted in Partial Fulfillment of the Requirements for S1-Degree

By

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ABSTRACT

Listening comprehension requires awareness and attention of the students to identify and recognize the specific signals. Problems frequently arise as the students are struggling in comprehending the meaning. Listening comprehension of students at SMA Muhammadiyah 2 Bandar Lampung is still very low and needs to be improved. Therefore, the researcher used a multimedia as a teaching media namely Learn English by Listening application to improve students' listening comprehension. Learn English by Listening application is an English learn application that there are many types of topics that can be adapted to the material to be taught and also there are level that students can learn it. Also, in this application there is a transcript for each audio so students can listen and read the transcript at the same time whenever and wherever they want to listen. The researcher aims to know whether there is a significant effect of using Learn English by Listening Application towards students' listening comprehension at the first semester of eleventh grade at SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022.

The method of this research is quantitative by using a quasi-experimental design. The population in this study was the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung. In taking sample in this research, the researcher used cluster random sampling technique. The samples used were two classes for the experimental class (XI MIIPA 2) and control class (XI MIPA 1), both consisted of 32 students. In data collecting, the researcher used an instrument in the form of a multiple choice test of 25 questions after validity. After given pre-test and post-test, the researcher analyzed the normality and homogeneous distribution data used SPSS v.25 to calculate the independent sample t-test.

Based on the data analysis calculated used SPSS v.25, it was obtained that Sig. (2-tailed) of the equal variance assumed was 0.02 and $\alpha = 0.05$. Ha is accepted if Sig. $< \alpha = 0.05$ and Ho is accepted id Sig $> \alpha = 0.05$. It means that, Sig. $0.02 < \alpha = 0.05$, so Ha accepted. Based on these result, it can be concluded that there is a significant effect of using Learn English by Listening Application towards students' listening comprehension at the first semester of eleventh grade at SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2021/2022.

Keywords: Quasi Experimental Design, Learn English by Listening Application, Listening Comprehension.

DECLARATION

I hereby stated that this thesis entitled "The Effect of Using Learn English By Listening Application As A Teaching Media Towards Students' Listening Comprehension at The First Semester of Eleventh Grade at SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2021/2022" is enterly my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and my other kinds of document, are properly acknowledge in the footnotes and bibliography.

Bandar Lampung, 14th Febuari 2023

Declared by,

Rossa Shafah Risqia

NPM. 181104012

APPROVAL LETTER

This is to testify that the following thesis:

Title	:**The Effect of Using Learn English By Listening Application as a Teaching Media Towards Students' Listening Comprehension at the First Semester of Eleventh Grade at SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2021/ 2022**
Student's Name	: **Rossa Shafah Risqia**
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Department	: **English Education**
Faculty	: **Tarbiyah and Teacher Training**

has been **APPROVED**

To be defended at the Thesis Defense
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ADMISSION LETTER

The following thesis entitled:
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NIP. 196408281988032002

MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

"And when the Quran is recited, listen to it and be silent, so that you may receive mercy." (QS. Al-A'raf [7]: 204) [1]

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[1] Syahrinal, *Ketika Al-Quran Dibaca, Dengarkan dan Perhatikanlah!* , 2021, https://tafsiralquran.id/ketika-al-quran-dibaca-dengarkan-dan-perhatikanlah/ accesed on Febuary 18, 2023

DEDICATION

Praise and gratitude to Allah SWT, for his abundant blessing for me and from the depth of my heart, this thesis is dedication to everyone who cares and loves me. I want to dedicate for:

1. My beloved parents, Mr. Moh Adeng Purnama and Mrs. Rusmaini, who have provided me with unconditional loves and nerver-ending supports, not only for the completion of my study but also for the success of my life. I am thankful for having you by my side, and this thesis is absolutely also yours.

2. My beloved brother, M. Puradinata and M. Zulian Hadinata who have been willing to care and give a lot of support to me in going through the difficult times of my studies at university.

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7. All my beloved lecturers, classmates and almamater of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan Lampung State Islamic University who have contributed al lot to my development both academic skills and knowledge during my studies at the university.

CURRICULUM VITAE

The reasearcher of this thesis is Rossa Shafah Risqia, or usually called by her friend, Ocha. She was born on January 10th, 2001 in Bandar Lampung. She is the third daughter of Mr. Moh Adeng Purnama and Mrs. Rusmaini . She has two older brother named M. Puradinata and M. Zulian Hadinata.

She began her study at Tk Taman Siswa, Bandar Lampung in 2005-2006, and continued her elementary school at SD Taman Siswa, Bandar Lampung in 2006-2012. Then, she continued her study at junior high school at SMP Negeri 8, Bandar Lampung in 2012-2015. Afther that, she continued her school at SMA Muhammadiyah 2 Bandar Lampung and she graduated in 2018. After graduated, she continued her education to college in 2018. She was accepted at one of the state university in Bandar Lampung, namely the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung). She was accepted in the faculty of Tarbiyah and Teacher Training in the Department of English Education, she was accepted through SPAN-PTKIN.
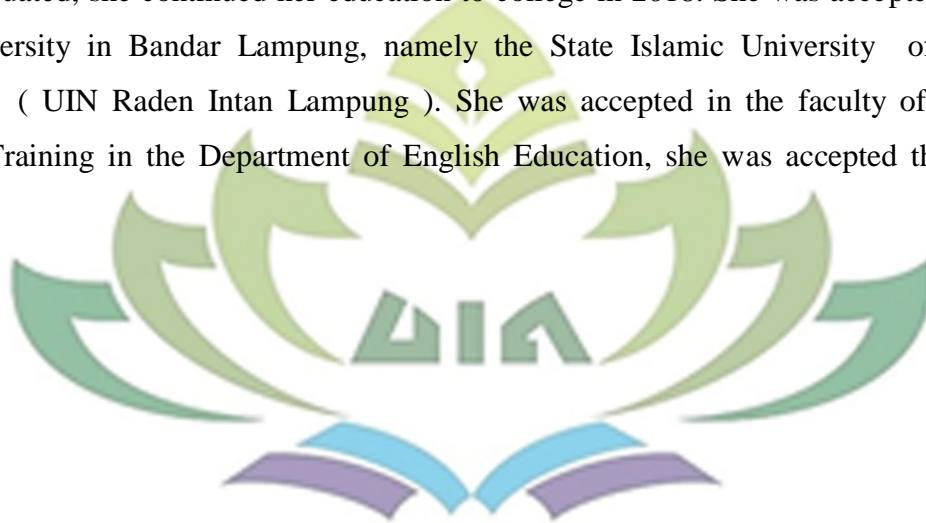
ACKNOWLEDGMENT

First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled ''The Effect of Using Learn English By Listening Application As A Teaching Media Towards Students' Listening Comprehension at The First Semester of Eleventh Grade at SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2021/2022''. This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students'' task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore the writer would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who have given an opportunity and for bearance to the writer when on going the study until the end of this thesis competition

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3. M. Ridho Kholid, M.Pd secretary of English Study Program at UIN Raden Intan Lampung.

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research.

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11. All my friends H class of English Department 2018, I am thankful for your supports and for our friendship.

12. My Almamater UIN Raden Intan Lampung.

Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

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Bandar Lampung, March 11, 2023

The Researcher,

Rossa Shafah Risqia
NPM. 1811040012

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CHAPTER I
INTRODUCTION

A. Tittle Affirmation

In order to provide a clear, firm and to avoid misunderstandings, the writer feel the need to explain a few words from the title of this study. This research is entitled "The Effect of Using Learn English by Listening as A Teaching Media towards Students' Listening Comprehsension". Description of the definition of some terms which are contained in the title of this proposal by the following description.

According to Subhash Kundu that the effect is a change which is a result or consequence of an action or other cause.[2] Based on the opinion above, it can be concluded that effect is to achieve something and cause it to happen. This effect can be related to the Learn English by Listening application which will be the media that will be investigated by researchers.

Learn English by Listening is an application which will be the media, it contains a wide variety of articles with over 1500 different articles. Thus, by using this application the students will download it from their own smartphone and they will listen the audio from that app.

Furthermore in general, teaching media are all tools that can be used by teachers to convey teaching materials to students in the teaching and learning process to achieve certain learning objectives. The importance of using media in learning is media that can be used to assist students in learning, so that the teaching and learning process is more effective and efficient. By using mobile application media, learning materials are more interesting and easier to understand.

Through this application as media, the researcher will focus on one area, namely listening skill. Nation and Newton stated listening is the best way to speak. This is the first step to learning a language.[3] Without the ability to listen effectively, messages are easily misunderstood. Therefore, the students/listeners should overcome the speaker's choice vocabulary and the message of the audio. So far, listening skill learning has not been carried out optimally because of this pandemic. On the other hand, listening skill is something that is very important in the classroom, because listening provides stimulation for students to be able to participate in learning

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[2] Kundu, Subhash. (2016). *Re: What is the difference betweem "influence" and "effect" in researches?*. Retrieved from:
https://www.researchgate.net/post/What_is_the_difference_betweem_influence_and_effect_in_researches/56cc0a6e7c1920e93d8b4583/citation/download.

[3] LS.P. Nation and Jonathan Newton, 2008, Teaching ESL/EFL Listening and Speaking (New York: Taylor & Francis e-Library), p.37

activities. Thus, listening skills are needed when learning takes place so that students will not just enter the left ear out of the right ear.

B. Background of the Problem

Listening is an activity where we listen to what the speaker is saying, so that we can understand and respond to it. Listening is the first step in learning a language. Children who are learning to speak will listen to the words first, so that they can pronounce the words. We also know that people learn languages by listening to their voices and from there they will try to follow and imitate them.[4] Therefore, we can say that listening is a component that helps someone to speak. Thus, listening is very important because it is the first step in learning a language.

In communicating the most important thing is listening and we can listen if someone is speaking verbally. However, to create good communication we must be good listeners to respond to what the speaker is saying. Listening is a fundamental role of communication.[5] Even in communicating with each other we must master these four basic skills. In addition, listening skills are one of the English skills that must be mastered by students, but in reality listening skills are almost neglected in the teaching and learning process due to various reasons such as limited learning media and the time provided for teaching and learning especially listening.

Since English in Indonesia is still as a foreign language, learning listening help students to develop their skill in understanding the message of the speaker. Listening is the ability to receive and interpret messages accurately in the communication process. Listening as foreign language learning is important since it presents the language input.[6] As an input skill, listening to play important role in students' language development. In addition, listening has the potential to develop students' pronunciation word stress and so on. Often teachers only pay attention to grammar, readingwriting and vocabulary and do not pay attention to listening skills because listening is only a skill to receive. However, listening will be difficult if you are not used to listening in English.

Based on the preliminary research that conducted at SMA Muhammadiyah 2 Bandar Lampung on December 13th 2021, researchers got some data taken from the results of an interview with one of the English teachers namely mam Rahmalem Sembiring, S.Pd and

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[4] Harisan Putera Jaya, What Should Be Done When Listening Comprehension Is Difficult? 9, no.1. 2012: 37_42, https://doi.org/10.2991/ice-17.2018.16.

[5] Al-Awan, A., Asassadeh, s., & Al-Shboul, Y, EFL Learners' Listening Comprehension and Awarness of Metacognitive Strategies: How Are They Related? 2013, International Education Studies, 6(9), 31

[6] Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, The Significant of Listening Comprehension in English Language Teaching, 2016, Theory and Practice Language Studies, vol 6, no. 8, pp.1670

questionnere for students eleventh grade. From the interview results, there are several problems that arise in this case. The teacher said that sometimes students find it difficult to understand and even just stay silent when asked by the teacher for messages from audio or questions based on the audio they have listened to given by the teacher. The teacher also said that the students still had difficulty in writing what they had listened to. Last but not least, from all the problems that exist, students still find it difficult to answer comprehension questions such as in the form of multiple choice. Because of this they are still lacking in listening comprehension.

Then, the researcher gave a questionnaire to get data from the students. Students said that they still have difficulty in capturing the meaning of the speaker because of the speaker's accent. And they sometimes lack the motivation to listen. Students also said that teachers only use media such as tape recorders. Therefore, students sitting in the back are sometimes not heard and even more so if there is noise from outside the classroom, it makes students not focus.

Thus, the researcher found that the teacher did not vary the media in teaching listening. However, the teacher said that during the pandemic, listening learning had not been carried out optimally. When conducted preliminary research the researcher also obtained data on students listening skill scores given by the teacher. The score can be seen in the table below:

Table 1.1

The Students Score in Listening of the Eleventh Grade Students of SMA Muhammadiyah 2 Bandar Lampung

No	Class	Score		Total
		<78	>78	
1.	XI Mipa 1	17	15	32
2.	XI Mipa 2	18	14	32
3.	XI Mipa 3	17	13	30
4.	XI Mipa 4	18	13	31
5.	XI Ips 1	21	14	35
6.	XI Ips 2	24	11	35
	Total	115	80	195
	Percentage	59,4%	40,6%	100%

Source: The data from English teacher of SMA Muhammadiyah 2 Bandar Lampung

From table 1 above, it can be seen that there are six eleventh graders with a total of 195 students. There are many students whose scores are still below the minimum completeness

criteria (KKM). The KKM value that has been set at SMA Muhammadiyah 2 Bandar Lampung is 78. Based on the data above, that the number of students who are still below the KKM 78 are 117 students with a percentage of 59.4% and the number of students above the KKM 78 are 80 students with a percentage of 40.6 %. From the statement above, the researcher concludes that students have difficulty in understanding listening.

Based on the data obtained from teachers and students along with student scores, the researcher concluded that students still had difficulty understanding the message from the speaker because of the accent, had difficulty rewriting what they heard, in learning they were still not active and lacked variety of media when learning listening. And as a result, students are still less than optimal in listening comprehension.

Based on the statement above, the researcher found some problems and difficulties in teaching learning listening. To make students understand about lesson easily, the researcher suggests that the media can be the right solution to solve the problem of students' listening skills by utilizing the development of mobile phones, namely applications. To overcome this problem, the researcher will use the application called Learn English by Listening to help improve their listening skill. It is to expected that there is good media in the learning listening skill that students can access by their phone or laptop.

To improve their skills in listening, we should practice listening. The one of things that could help us to practice is technology. The technological revolution has brought many innovations, one of which is mobile phones that are more mobile and accessible. This revolution gives users more opportunities to feel comfortable accessing their devices anytime and anywhere. This helps teachers to get easy access to learning resources, especially for English subjects. Nowadays, technology plays an important role in education.[7] Therefore, one of example of the development of the benefit of mobile phones is a mobile phone as learning/teaching media. The development of the mobile phone allows us to download the learning application. There are a lot of learning application that we can download by mobile phone. In this research, researcher using Learn English by Listening as teaching media.

Dealing with the explanation above, the researcher wants to apply the Learn English by Listening application in the learning process because this application can help improve their listening skills. Because in this application there are many types of topics that can be adapted to the material to be taught and also with various levels of speaking speed. According to Neri that this application makes it easy and helps us to improve our listening skills. Learning with the

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[7] Duangloy, M & Thumawongsa, N. The Application of a Mobile App to improve Listening Skill, In ICES 2018: The 1st International Conference on English Studies Organizing Committee, p.193

Learn English by Listening application can improve students' listening skills and students are interested in learning because learning uses modern media, namely smartphone phones as a medium for learning activities. [8] So in this case, students with any level can join this kind of resource.

Another reason is that, in this app, there is a transcript for each audio. For researchers, this is very helpful because we can hear the audio clearly and read the transcripts too. Therefore, every learning can be easier if all components, both teachers and students feel comfortable with the learning process.

The research that has been done by Neri Permata Seri and Santi Susilowati, in their research "Improving Listening Skill Using Learn English By Listening Application". They were discuses improving listening skill using application "Learn English by Listening" as learning media. The result of their research is proven by the mean score of pre-test and post-test. It turns out that telephone is not only used in negative terms but can be used in positive terms such as learning media.[9]

And then from Alit Eka Handayani and Lidiyatul Izzah, in their research "Improving Students listening comprehension with mobile app "English Listening Test", the purpose of this study was to find out the use of 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 post-test. The result reveal that the learning application could help students to improve students' listening skill because this app can be used as an English aid by all levels of learning or can be used as a media source. [10]

Based on those previous studies, this research is different but the similarity of this research with previous study above is the use of the application in development of technology. The research will be conduct to senior high school students eleventh grade that using the same application to Neri Permata Seri and Santi Susilowati, which is Learn English by Listening. In this case, the researcher will using different methodology namely quasi-experimental design approach with the type of pre – test post – test design.

In accordance with the discussion above, the researcher used Learn English by Listening as a media in teaching English. Therefore, the researcher want to do the research with the entitled of this research "The Effect of Using Learn English by Listening Application as a

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[8] Neri Permata Sari & Santi Susilowati. Improving Listening Skill Using Learn English by Listening Application. 2019. Professional Journal of English Education (PROJECT), volume 2, No. 4. P. 459

[9] ibid

[10] Alit Eka Handayani & Lidiyatul Izzah, Improving Students Listening Comprehension with Mobile App English Listening Test, 2020, English Language in Focus (ELIF), 3(1), 69-78. https://doi.org/10.24853/elif.3.1.69-78

Teaching Media Towards Students' Listening Skill of the eleventh grade in SMA Muhammadiyah 2 Bandar Lampung"

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background above, the researcher identifies problems that arise in relation to this research, including the following:

1. The students find it difficult to understand the information revealed by speaker in listening
2. The students listening comprehension is still low
3. The teacher need use any various media in teaching listening

2. The limitation of the Problem in this study are as follows:

The researcher limits the research problem so that it is more focused and not too broad in accordance with the title of this study, for that reason a problem limitation is made. In this study, the problem limitation is the effect of the Learn English by Listening application which is the teacher's strategy in using the application as a medium in the learning process.

D. Formulation of the Problem

In this research, the formulation of the problem : Is there any significant effect of using Learn English by Listening Application towards students' listening comprehension at the fisrt semester of the eleventh grade at SMA Muhammadiyah 2 Bandar Lampung in the acadimec year 2021/2022?

E. Objective of the Research

The objective of the research is to know whether there is significant effect of using Learn English by Listening Application towards students' listening comprehension at the fisrt semester of the eleventh grade at SMA Muhammadiyah 2 Bandar Lampung in the acadimec year 2021/2022 or not.

F. The Significance of the Research

The significant or benefits of this research as follows:

1. Theoretically

To given information to the readers about the effect of using Learn English by Listening towards students listening skill in the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung

2. Practical Significance

    a. Benefits for Researchers

      Researchers can find a solution by implementing the Learn English by Listening application to improve students' abilities, especially in listening skill, and researchers can gain more experience for a better future.

    b. Benefits for Teachers

      To provide information to English teachers on how to improve the ability of students in listening activities through the Learn English by Listening application can also be an alternative medium to support the learning process.

    c. Benefits for Students

      To provide motivation to students so that they can improve students' listening skills using the Learn English by Listening application.

G. Relevant Previous Studies

    The study about using application in teaching learning process especially listening skill has been conducted by several researchers. The researchers who have conducted, what they have found were shown as follow:

    In this case, the research takes some previous research from journal, Elsa Elfiona, Fairistya Embryany and Kessy Pamela, in their research "The Use of Mobile Application As The Authentic Listening Materials For Tenth Graders". The purpose of this research is to describe the use of ALMA (Authentic Listening Materials Application) as an application to help the students in developing their listening skill. The result of this study, the writer said by using ALMA, the students are expected to have the opportunity to develop their listening skill. ALMA consists of several features such as; Content Mapping, Listening Materials, Listening Strategies, and sources. These features help the students to develop their ability in listening. Since regular practice is the key to develop listening skill, ALMA is suitable as the supplementary media to help the learners. The teachers have the role as a facilitator to guide the students using ALMA in the classroom. Thus, they are accustomed to listen to spoken English.[11]

    Ayu Atikah Sari, in her research "The Effectiveness of Podcast Application in The Teaching of listening". The purpose of this study is to find out the effevtiveness of podcast

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[11] Elsa Elfiona, Fairistya Embryany & Kessy Pamela. The Use of Mobile Application as the Authentic Listening Materials For Tenth Graders. 2018. 3rd International Conference on Education 2018 Teachers in the Digital Age. P.111

application to developing students' listening skill. The methodology towards this research is quantitative. The scores of their listening are comparing from pre-test and post-test. The result of this research is proven that the mean score of post-test is greater than the pre-test (77,88 for the post-test and 57,64 for the pre-test). Thus, podcast application gives effective learning in the students' listening skill.[12]

Alit Eka Handayani and Lidiyatul Izzah, in their research "Improving Students listening comprehension with mobile app "English Listening Test", the purpose of this study was to find out the use of 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 post-test. The result reveal that the learning application could help students to improve students' listening skill because this app can be used as an English aid by all levels of learning or can be used as a media source. It was proven from the result of the mean score of post-test (82,778) was higher than the pre-test (71,389).[13]

Neri Permata Seri and Santi Susilowati , in their research "Improving Listening Skill Using Learn English By Listening Application". This research discusses improving listening skill using application "Learn English by Listening" as learning media for grade 10 Pharmacy SMK Kesehatan Fajar Kencana. This research is classroom Action Research. The result of this research is proven by the mean score of pre-test and post-test. The mean score of pre-test is 6,34 and the mean score of post-test was 6,97. In the last score is increased to 8,18. From the result of students assessment we can see the increase in the ability of students. It turns out that telephone is not only used in negative terms but can be used in positive terms such as learning media.[14]

Based on the research findings in this study, it can be concluded that the implementation of the application in teaching listening can improve students listening skills, the improvement is proven by the achievement of students' scores on the listening tests.

From those previous studies, this research is different but the similarity of this research with previous study above is the use of the application in development of technology. The research will be conduct to senior high school students eleventh grade that using the same application to Neri Permata Seri and Santi Susilowati, which is Learn English by Listening. In

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[12] Ayu Atikah Sari, The Effecttivenessof Podcast Application in the Teaching of Listening, 2019, LangEdu Journal
[13] Alit Eka Handayani & Lidiyatul Izzah, Improving Students Listening Comprehension with Mobile App English Listening Test, 2020, English Language in Focus (ELIF), 3(1), 69-78. https://doi.org/10.24853/elif.3.1.69-78
[14] Neri Permata Sari & Santi Susilowati, Improving Listening Skill Learn English by Listening Application, 2019, Professional Journal of English Education (PROJECT), volume 2, No.4, p.455-460

this case, the researcher will using different methodology namely pre-experimental design approach with the type of one pre – test post – test design.

I. Systematics of the Research

The systematics of writing in this proposal are organize as follows:

Chapter I introduction, This chapter consist of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, uses of the research, relevance studies, and writing system.

Chapter II review of relate literature, This chapter consist of frame of theory and hypothesis.

Chapter III research methodology, This chapter consisted of time and place of the research, approach and type of the research,population, sample and data collection technique, operational definition of a variable, instruments of the research, validity and reability of the data, prerequiste analysis of the data, and hypotheis testing.

Chapter IV findings and discussion, this chapter consist of data description and discussion.

Chapter V conclusion and recommendation , This chapter consist of conclusion and recomendation.
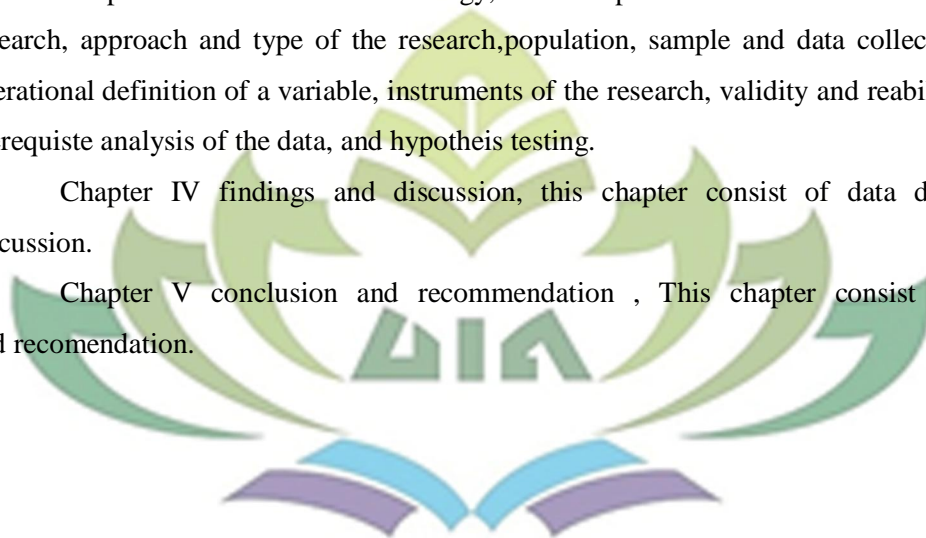
CHAPTER 2
Frame of Theory and Hypothesis

A. Listening

1. Definition of listening

There are four important skills in English that we should understand. One of them is listening. According to Morley and Rost, Listening is the most important skill for language learning because most of it can be used in normal daily life and it develops faster than other language skills which indicates that it facilitates the development of other language skills.[15] And, those skills are divided into two kinds. The first is productive skills which are writing and speaking because it's involved production of messages both orally and in writing. While, receptive skill are reading and listening, it's involved receive and understanding when listen or read. Osada stated that the listening skill does not receive sufficient acceptance in itself but rather has been considered a passive skill that will develop unaided.[16]

Listening is a process of our ability to understand what other people say very well. Steinberg has mentioned that this is the process of recognizing a person's verbal output by using the auditory organ.[17] It supported by Glikjani and Sabouri, defines listening as the process of accepting what the speaker is saying, making and demonstrating meaning, negotiating meaning with the speaker and responding, and creating meaning with participation, creativity, and empathy.[18] Thus, here focus point to get the message from the speaker of receiver correctly for a proper understanding of spoken input.

According to Pourhosein G and Seyedeh M. A, it also has an important role in the communication process.[19] It means that listening has important role in language learning in order to acquire language. Listening requires students to be able to understand language input. So, it is not just something that hear "enter the left ear out of right ear" or vice versa. It supported by Broughton, et al. stated that listening requires active participation in

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[15] Abbas pourhosein Gilakjani & Narjes Banou Sabouri, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, 2016, English Language Teaching; vol. 9, No. 6. P. 123 http://dx.doi.org/10.5539/elt.v9n6p123

[16] ibid

[17] Mustafa Bingol, Importance of Listening Comprehension: A Literature Review, 2017, International Journal of Social Sciences & Educational Studies; vol.4, No.2. p. 109. doi: 10.23918/ijsses.v4i2sip109

[18] ibid

[19] I.P.F.C.K.Brian, I.N.P.H.Saputra, N.K.Wedhanti, The effect of Teaching Using Audiovisual (Video) Media, on Seventh Grade Students Listening Comprehension at SMP Negeri 1 Mengwi Academic Year 2017/2018, Universitas Pendidikan Ganesah Singaraja, p.1

communication between participants and receptive skills are involved in understanding the message.[20]

Listening is a deliberate process of trying to understand input, usually input that has a verbal component.[21] The meaning is a deliberate process to include something organized from the oral component, namely the sound that is put into people's ears.

Nation and Newton stated listening is the best way to speak. This is the first step to learning a language.[22] The first language skill that people learn in language is listening. People learning languages must master this skill. From listening we can learn to speak, then read and write because all skills relate to other people

Thus, it can be explained that listening is one of the most important skills in language learning because it is clear that listening can affect other skills. Listening is an active interpretation process in which listeners match what they have heard with what they already know. From listening people can speak, read and write because relating and listening are core language skills. People cannot automatically speak without ever listening and from listening one can get a lot of information. We must master listening when learning a second or foreign language because it is a first language skill, so that's what language is for.

2. Listening Comprehension

There are different definitions of the term "listening comprehension." Listening comprehension is the different processes of understanding the spoken language. According to Nadig in in Pourhosein Gilakjani & Sabouri These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. [23] According to Hamouda listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. O'Malley, Chamot, and Kupper stated that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information

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[20] Neri Permata Sari & SAnti Susilowati, Improving Listening Skill Using Learn English by Listening Application, 2019, Professional Journal of English Education (PROJECT), volume 2, No. 4. P. 455

[21] Michael Rost, 2002, Teaching and Researching Listening, 1st ed United Kingdom: Great Britain, p.330

[22] LS.P. Nation and Jonathan Newton, 2008, Teaching ESL/EFL Listening and Speaking (New York: Taylor & Francis e-Library), p.37

[23] Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. English Language Teaching, 9(6), 123-133. P. 124

and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement. [24]

It can be conluded from above mentioned definitions that listening comprehension is a complex process in which students need to exert both their language knowledge vocabulary, sounds, and grammar and background knowledge to comprehend what is spoken.

3. **Kinds of Listening**

According to Brown, there are four types performanceof listening. They are as follow:

1) Intensive

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

2) Responsive

Listen to relatively short language (greetings, questions, commands, comprehension checks, etc.) to make responses equally brief.

3) Selective

Process a stretch of discourse such as a short monologue for a few minutes to "scan" certain information. The purpose of the show is not always to seek global or general meaning, but to be able to understand information that is specified in the context of a longer spoken language (such as a class directive from a teacher, TV or radio news, or a story).). Assessment tasks in selective listening may ask students, for example, to listen for names, numbers, grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive

Listening to develop a top-down global understanding of spoken language. Performance ranges from broad listening to lengthy lectures to listening to conversations and gaining a comprehensive understanding of the message or purpose. Listening to the point, to the main idea, and drawing conclusions are all part of listening extensively. [25]

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[24] Seyedeh Masoumeh Ahmadi. (2016). The Importance of Listening Comprehension in Language Learning. International Journal of Reseacrh in English Eductaion. 1(1), p.8

[25] H. Douglas Brown, Language Assessment Principle and Classroom Practices, San Francisco: Longman, 2004, p.120

4. Aspect of listening

There are various types of listening sub-skills to help listeners make sense of the listening text. Most commonly used listening sub-skills in language classrooms are:

a. Listening for-gist: listening to get a general idea

b. Listening for specific information: listening just to get a specific piece of information

c. Listening in detail: listening to every detail, and try to understand as much as possible

d. 4) Listening to infer: listening to understand how listeners feel

e. Listening to questions and responding: listening to answer questions

f. Listening to descriptions: listening for a specific descriptions. [26]

As Steven Brown states there are some criteria of listening that are commonly used in measuring students listening comprehension[27], they are as follow:

1) Listening for Main Idea

Listening for main ideas mean that the listener wan get the general idea of what is being said. The de are less important. The question in listening or ideas is the question generally of the text; those main idea of the text, topic of the test, and conclusion the text.

2) Listening for Details

Listening for details that the listener wants to get the detail information of what is being said. Listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friends home. Just understanding the topic in this case does us no good listening for detail is questions that is asking deeply and specifically about the text. The questions consist of 5W + 1W; those are who, what, where, when, why and how.

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[26] Assoc. Prof. Ekrem SOLAK. *Teaching Language Skills For Prospective English Teachers*. Nisan:2016. p..35

[27] Steven Brown, *Teaching Listening* (New York: Cambridge University Press, 2006), p.7

3) Listening in Making Inferences

Listening and making inferences helps students a sense of why they listen and which skill to use to listen better. It means that the speakers do not always say exactly what they mean. That is, important aspects of meaning are something implied rather than stated. Listening has to listen between the lines to figure out what really is meant listening and making inferences is finding the implicit meaning about the test. The speakers do not exactly say what they mean in the story they imply. The listening and making inferences can be answered only if the students understand the story/text.

Based on those theories, listening comprehension is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information and the inferences.

5. Process of Listening

According to Tyagi, he stated that listening process takes place in five stages of hearing, understanding, remembering, evaluating and responding.

a. Listening stage, at this stage we only hear everything that is said by the speaker in this speech. So it's still in the hearing stage here.

b. Understanding stage, after listening there is a desire of the listener to understand or understand well the contents of the conversation conveyed by the speaker. The listener arrives in stage understanding.

c. Remembering. In the listening process, the memory stage or remembering stage occurs when the listener categorizes and stores the information he has gathered from the speaker for the next step in the listening process. Results memory allows information recorded by people about people, objects, and events to be recalled later. This occurs during and after delivery.

d. The evaluation stage, after understanding and being able to interpret or interpret the contents of the conversation, the listener begins to assess or evaluate the speaker's opinions and ideas regarding the strengths and weaknesses, as well as

the speaker's strengths and weaknesses. Therefore the listener has arrived at the evaluation stage.

e. Response stage, this stage is the final stage in listening activities. The listener welcomes, criticizes and implements and accepts the ideas or ideas put forward by the speaker in his speech or conversation. Then the listener comes to the stage of responding.[28]

Meanwhile, according to Nation and Newton in Dewi stated that there are two kinds of listening process:

1. Bottom-up Process

It is the process the listener uses to piece the message together piece by piece from the flow of speech, from the parts to the whole. That is, the bottom-up process focuses more on grammatical relationships in words. So that listeners understand sounds, words, intonation, grammatical structures, and other components of spoken language.

2.Top-down process

The top-down process involves the listener in moving from their total prior knowledge and their content and rhetorical schemes to parts. In other words, listeners use what they know about the context of the communication to predict the content of the message, and use parts of the message to confirm, correct, or add to it. Carrell, Devine, & Eskey stated prediction plays a key role in predicting the sounds or words that give meaning to the text.[29] In the top-down process listeners must have other background information that they bring to the text. Listeners can predict what kind of information from the text if they have predictions about the text they will hear beforehand. [30]

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[28] Novika, H, Arbain, M, Aprizani, Y, Three Hidden Problems Faced By Second Year University Students On Listening Skill, 2020, Intensive Journal Vol 3 No.1, E-ISSN 2620-4746, p. 3 http://ojs.uniska-bjm.ac.id/index.php/EJB

[29] Minh Trang Nguyen, 2020, Understanding Listening Comprehension Processing and Challenges Encountered: Research Perspectives, International Journal of English Language and Literature Studies Vol 9, No. 9, p.66 Doi: 10.18488/journal.23.2020.92.63.75

[30] Dewi Kurniawati, 2016, The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skill for Other Skills in The Early Acquisition of Language, English Education: Jurnal Tadris Bahasa Inggris Vol 9 (1), p.34-35

6. **Strategies of Listening**

a. The top-down strategy is based on the listener. Listeners take advantage of background knowledge about the topic, situation or context, type of text, and language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what is to come next. Top-down strategies include

    a) listen to the main idea

    b) predict

    c) draw conclusions

    d) summarize

b. Bottom-up strategy are text-based; listeners depend on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

    a) listen to specific details

    b) recognize cognate

    c) recognize word order patterns.[31]

7. **The Importance of listening in English Learning**

The importance of listening skills is undeniable. People follow conversations by accepting language input. Receiving activity does not mean that there is no active process while listening. It is not only hearing what is said but also understanding the words and relating to them. When learners learn to speak, they must understand what they hear from spoken language. These skills can help students more easily understand in learning the language and help them to improve understandable input.[32]

According to Rost explains the importance of listening in language classroom as follows:

1) Listening is very important in language classes because it provides input for learners. Without understanding input at the right level, any learning cannot begin.

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[31] Vishwanth Bite, 2013, Listening : An Important Skill and Its various Aspect (The Criterion : An international Journal in English), p.3

[32] Masoumeh, Ahmadi Seyedeh, 2016, The Importance of Listening Comprehension in Language Learning, International Journal of Research in English Education 1, No.1 : 7-10, http://ijreeonline.com/browse.php?a_code=A-10-1-2&

2) Spoken language provides a means of interaction for students. Because students must interact to achieve understanding. Access to speakers of the language is essential. In addition, the failure of learners to understand the language they hear is an impetus, not a barrier, to interaction and learning.

3) Authentic spoken language presents a challenge for learners to understand language as native speakers actually use it.

4) Listening exercises provide teachers with the means to draw students' attention to new forms (vocabulary, grammar, new interaction patterns) in language. [33]

8. Teaching Listening

In teaching listening there are main stages that we must build. It is the same as we teach listening comprehension. According to Helgesen and Brown as follows:

1) Pre-listening

Pre-listening is a warm-up activity before students have actual listening assignments. Pre-listening is how we can help learners strike a balance between top-down and bottom-up processing. In many warm-up activities, students perform tasks to activate their schemes. When the learner uses both top-down and bottom-up processing, it is called interactive processing. Pre-listening activities are almost the same as brainstorming in reading or writing.

2) During listening

In the part while listening to the lesson, students carry out activities such as listening to the essence, and sequencing which helps them to understand the text.

3) Post-listening

The range of post-listening activities is at least as wide as the listening task itself. Sometimes, post listening may be as simple as checking answers to comprehension questions, either with the teacher telling students what the correct answer is, by eliciting answers from students themselves, or by asking students to compare their answers in pairs or small groups. [34]

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[33] Selin YILDIRIM & Ozgur YILDIRIM, 2016, The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review, Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 16 (4), p. 2097

[34] Ratnawati, Desi. 2013. Improving Students' Ability Using Close Dictation Technique (A Classroom action Research at the Eight Grade Students of SMP Muhammadiyah Limbung, Gowa). Makassar: Muhammadiyah University of Makassar, p.21

B. **The Concept of Media**

Media is one of the methods or tools used in the teaching and learning process. This is done to stimulate learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving the desired goals.

1. **Definition of Media**

In terminology, the word media comes from the Latin "*medium*" which means "intermediary". While in Arabic it is from the word "*waasila*" which means intermediary message between sender and receiver. Ely stated media is an intermediary for a person to transfer information in various circumstances that affect a person's knowledge, skills, and attitudes.[35] Furthermore, Rohani explained "media are all forms used for the process of disseminating information.[36] For the explanation above, the researcher conclude that media is an intermediary tool that serves to distribute messages or information from a source to the recipient of the message.

In simple terms, the media can be interpreted as a tool that functions as a means to convey messages from information sources to recipients of information. Learning as a form of communication requires media to help convey learning messages to students. The use of media in learning can also prevent misperceptions in understanding the message. Furthermore, the use of media in learning can increase the attention of students because the media can bring interesting nuances in the learning experience of students.

As time goes by and technological advances, the media develops in various fields, one of which is education. Learning media using technology will increase clarity and communication, diversity in methods and strong appeal. Morris explained that the function of media technology is to complement teachers through increasing their effectiveness in the classroom. [37]

2. **Kinds of Media**

There are different ways to classify media. Print media, non-print media and electronia media.

1) Print media: these include: books, journal, magazines, newspaper, workbooks and textbooks. It's easy to use, portable and inexpensive

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[35] Yusniati N. Sabata, Mey Angriani Kantala, 2021, The Use of Media In English Teachong and Learning Vocabulary at SMP Negeri 1 Luwuk, BABASAL English Educational Journal e-ISSN 2722-1277, Vol.2, No.1, p.2
[36] ibid
[37] Widiyanto, The Role of Teaching Media in Learning Language, Widyaiswara Madya BDK Surabaya, access on 4 April 2022 in http://bdksurabaya-kemenag.id/artikel/detil/310, p.2

2) Non-print media: these include: projected and non-projected media

3) Electronic media: these include audio media, visual media, audio-visual media, projected media and non-projected media

    a. Audio medaia: Audio media is media that relies on the sense of hearing, this is a teaching and learning tool that is attractive to the sense of hearing. In other ways this media can be heard alone, it carries sound, for example audio cassettes, record players, radio, voice, music/songs.

    b. Visual media: Visual media is a tool or learning resource that contains information that is used to assist the learning process to attract students' attention and make it easier for students to understand the lesson. Visual media are made as creative as possible and applied using the sense of sight. For example: picture, concept maps, diagram, poster,

    c. Audio-visual media: It refers to instructional materials that provide learners with audio and visual experiences by engaging the auditory and visual senses at the same time. For example: TV, videotapes, films/video, sound slide

    d. Projected media: Projected media belongs to the group of instructional resources that can only be accessed by projecting its content onto a screen or wall using a projector machine designed specifically for that purpose. The projected media is usually a combination of software and hardware. This requires a light source for projection, for example, film projector slides, and so on.

    e. Non-projected media: This tool does not require any projection on the screen. It does not require a light source. They include 3D objects, 2D objects, prints, graphics, models and so on.[38]

4) Multimedia

Multimedia is a media where all types of media include one. Multimedia includes any combination of text, audio, still images, animation, video, or other forms of interactivity content. Multimedia is typically recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but may also be part of a live performance.

Meanwhile, Asra classified teaching media into several types namely:

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[38] Singh Ritakumari, 2019, Educational Media In Teaching Learning Process, Bhartiyam International Journal of Education & Research vol 8, Issue III, ISSN: 2277-1255, p.8

1. Visual media, media that can be displayed such as photos, pictures, and posters.

2. Audio media, media that can only be heard, for example audio, cassette, radio and mp3.

3. Audio-visual media, namely media that can be seen and heard simultaneously, for example films, videos, and television.

4. Multimedia, media that can be viewed displays all media elements such as sound, animation, graphics and film.

5. Realia media are all real media that exist in the natural environment such as plants, rocks, water, rice fields and others.[39]

3. Definition of Teaching Media

Teaching media can be understood as media used in the teaching and learning process and to achieve learning objectives. The use of the media as a liaison between educators and students to make it easier for teachers and learning to be efficient. In other words, active learning activities require media to deliver the material to be studied in class. Reiser and Dick pointed to teaching media as one of the lesson plans that the teacher must prepare before entering the classroom.[40]

As we already know, the media is something that is used by someone, especially to support the teaching and learning process in the classroom. And the media can also make it easier for a teacher to convey material to students. This is in line with Miarso stated that learning media are everything that can be an intermediary to convey messages so that they can influence one's feelings and thoughts when following a learning process.[41] That is why when teachers use learning media properly and match what will be taught, the atmosphere and students' thoughts will be carried away well.

Both teachers and students need innovation from each media. Innovation in the use of learning media to improve the quality of learning. One of the technological devices that can be used as a learning media innovation is a computer. This is in line with Surjono who stated that the computer is one of the technological tools that is considered a

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[39] Asra and Sumiati, 2007, Metode Pembelajaran Pendekatan Individual. Bandung: Rancaekek Kencana, p.58-59

[40] Robert A. Reiser and Walter Dick, 1996, Instructional planning 2nd Ed., USA: Allyn and Bacon, p.67

[41] Yusniati N. Sabata, Mey Angriani Kantala, 2021, The Use of Media In English Teachong and Learning Vocabulary at SMP Negeri 1 Luwuk, BABASAL English Educational Journal e-ISSN 2722-1277, Vol.2, No.1, p.2

teaching aid.[42] However, all computer features can now be accessed in small sized devices called Smartphones or mobilephones. Technologies such as popular electronic media provide teachers with superior resources to improve language skills, such as listening and speaking.[43]

Thus, that learning media is something that connects and conveys messages from teachers to students so that the learning environment is controlled and improves the quality of learning.

4. Function of Media in Teaching and Learning Process

In this case, there are two main functions of the media, namely the media as a learning tool and the media as a learning resource.

1) Media as a learning tool.

Each teaching material has a different level of difficulty. In some cases, teaching materials do not require tools, but on the other hand there are some teaching materials that require learning tools or media. The learning media in question are in the form of globes, graphics, pictures, and so on. As a tool, the media has a function to achieve the objectives of the learning process. This is based on the belief that learning activities with the help of media can improve the quality of student learning activities. That is, students learn activities with the help of the media better than without the help of the media.

2) Media as a learning resource

Learning resources are everything that can be used as a source to acquire knowledge. Learning resources can be grouped into five categories, namely: humans, library books, media, natural environment, and educational media. Educational media, as learning resources, help teachers to make students understand more about the material. [44]

In general, Sudjana classifies the function of media in the teaching and learning process as follows: a) The use of media in the learning process is more effective and makes it easier for teachers to deliver material so that students easily understand what

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[42] Surjono, H, 1995, Pengembangan Computer – Assisted Intruction (CAI) Untuk Pelajaran Elektronika, Jurnal Kependidikan, No.2 (XXV), p.2

[43] Carol Bertram, peter Ranby, Mike Adendorff, Yvonee Reed, and Nicky Roberts, 2010, Using Media In Teaching, In John Gulting (Ed), (South Africa: South African Institute for Distance Education, p.91

[44] Widiyanto, The Role of Teaching Media in Learning Language, Widyaiswara Madya BDK Surabaya, access on 4 April 2022 in http://bdksurabaya-kemenag.id/artikel/detil/310, p.7-8

has been explained; b) The use of teacher media can attract students' attention in understanding the lessons delivered; c) The use of media can help develop students' understanding of the material presented by the teacher. [45]

Moreover, Sanaky said that learning media can stimulate students by: (a) presenting real objects and moving objects, (b) making duplicates of actual objects, (c) making abstract concepts into concrete concepts, (d) providing common perceptions, (e) overcoming barriers of time, space, number and distance, (f) presenting information consistently, (g) providing non-stressful, relaxed and interesting learning so that it can achieve learning objectives. [46]

5. **Learn English by Listening As Teaching Media**

    a. **Definition of Learn English by Listening Application**

    In this era, technology already has an important role in our lives because technology helps us in doing our jobs. Technological developments such as the development of smartphone/android/iphone functions. At first it can only be used to send messages and make calls. Now, smartphones can be used as learning media.

    Features on smartphones allow us to download several language applications. According to Yuhefizar at Baenil Huda, an application is a program that is intentionally created and developed to fulfill the needs of its users in carrying out a particular job.

    The application can be interpreted as a program in the form of software that runs on a certain system that is useful for assisting various activities carried out by humans. So with this application, a problem will be helped more quickly and precisely. There are many language applications that we can download, depending on our needs in learning the language. One example of a language application that we can download is the Learn English by Listening application. In line with Neri stated that this application makes it easy and helps us to improve our listening skills. Learning with the Learn English by Listening application can improve students' listening skills and students are interested in learning because learning uses modern media, namely smartphone phones as a medium for learning activities. [47] It can be said that Learn English by Listening application can be use as a teaching media.

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[45] Yusniati N. Sabata, Mey Angriani Kantala, 2021, The Use of Media In English Teachong and Learning Vocabulary at SMP Negeri 1 Luwuk, BABASAL English Educational Journal e-ISSN 2722-1277, Vol.2, No.1, p.2

[46] Sanaky, H. A. H, 2009, Media Pembelajaran, Yogyakarta: Safira Insania Press, p.6-7

[47] Neri Permata Sari & Santi Susilowati. Improving Listening Skill Using Learn English by Listening Application. 2019. Professional Journal of English Education (PROJECT), volume 2, No. 4. P. 459

Learn English by Listening is an application that we can download on our phone. Learn English by Listening is a free application for learning English, very useful in practicing daily conversations, and includes the list of most common words and phrases used in daily conversations.[48] This application helps students to learn English especially helping to improve their listening skills. This application also has other tools such as common words, phrases, and even tenses. For listening this application provides a lot of audio with various types of articles and conversations with various levels. This application also provides of all audio equipped with text so students can listen to the audio by reading the text. They can also know how to pronounce the word well.

There are some features of Learn English by Listening that can be used by listeners when using this app:
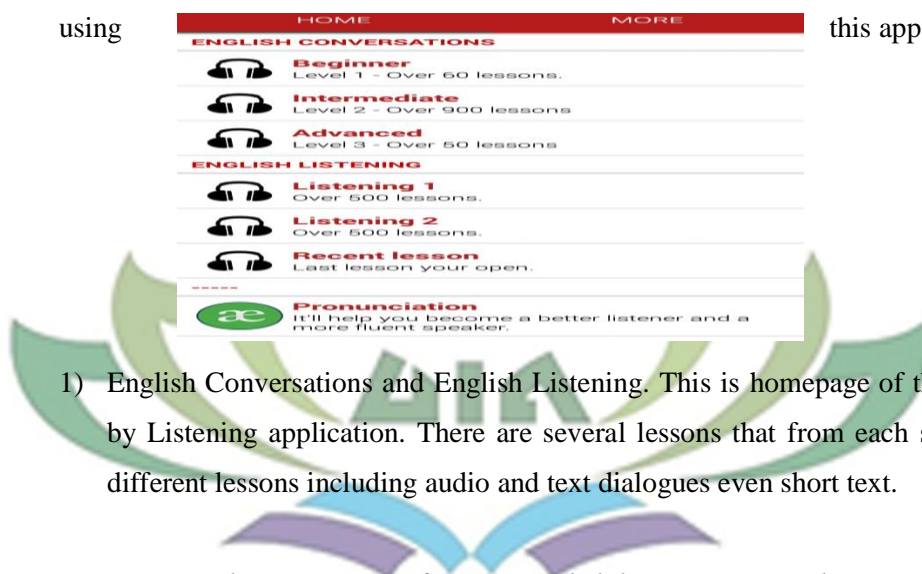
1) English Conversations and English Listening. This is homepage of the learn English by Listening application. There are several lessons that from each section provides different lessons including audio and text dialogues even short text.

Figure 2.1 The Main Page of Learn English by Listening application

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[48] ECOM Educations, Learn English by Listening, https://play.google.com/store/apps/details?id=com.elearn.daily&hl=en&gl=US , access on Tuesday, July 05th 2022

2) Lesson. It is one of the Learning English by Listening menus that each lessons containing the listen, transcript, audio speed and timer. In addition, there are some number of lessons in each level starting from beginner, intermediate and advanced. Also, there are many different conversation and article in each level.

Figure 2.2 Lessons
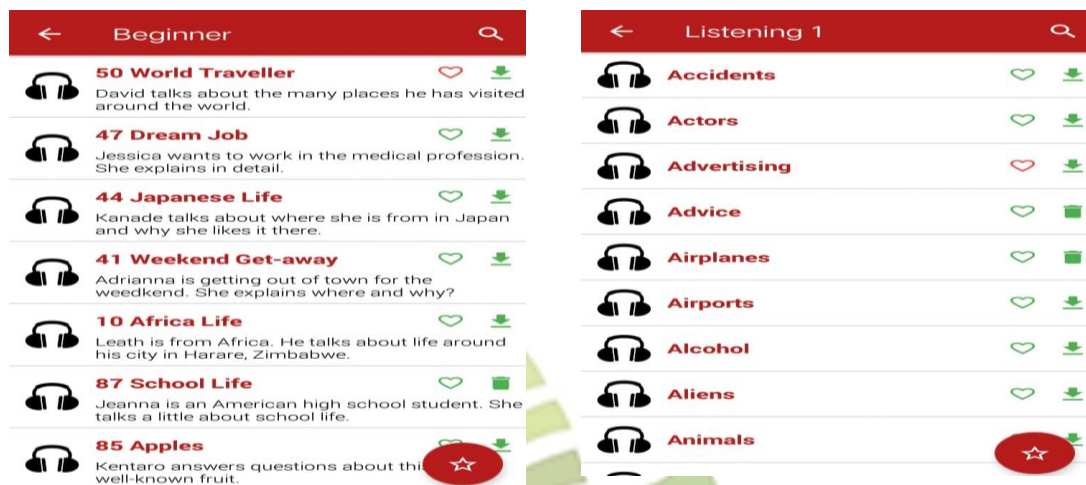
3) Listen. One of the advantages that can be used in this feature is the ease of downloading media or audio to make it offline. Through this feature, teachers can download audio before sending material to students in class. Besides that, English audio in this feature also provides native speakers.

Figure 2.3 Listen and script
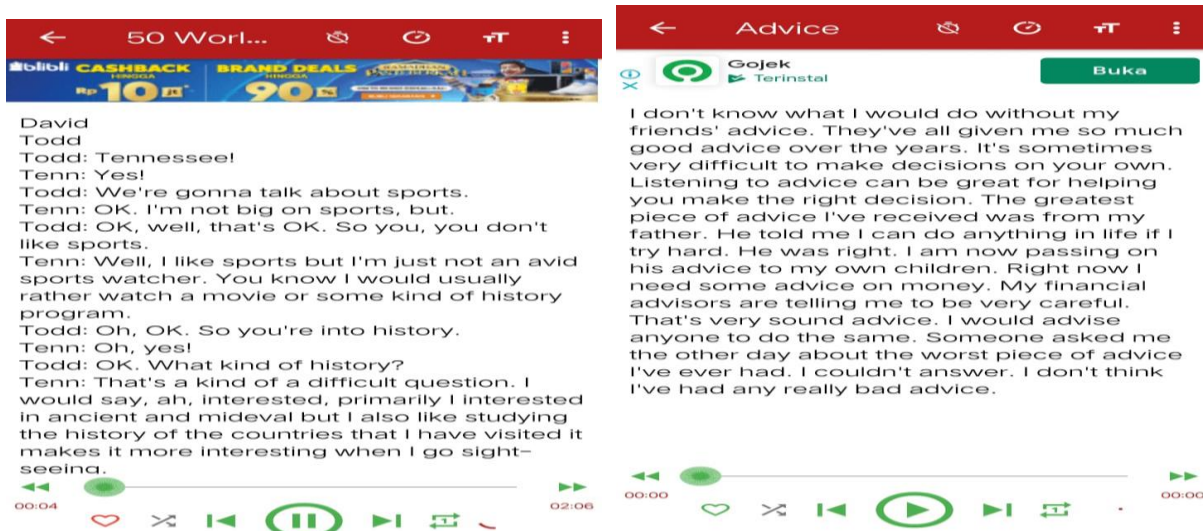
4) More features. From this application, it is containing many common words and phrases. It can help students to learn more about vocabulary, grammar, slang, idioms, etc. it is also provide with how to pronounce and the explanation those features.

Figure 2.4 More Features

b. **The material Learn English by Listening**

The material that will be use in this study uses material from the syllabus that has been given by the English teacher to the researcher.

a) Meeting 1

The researcher will use the material with tittle: Election

Figure 2.5 Material Meeting 1

b) Meeting 2

The researcher will use the material with tittle: Restaurant Review.

Figure 2.6 Material Meeting 2
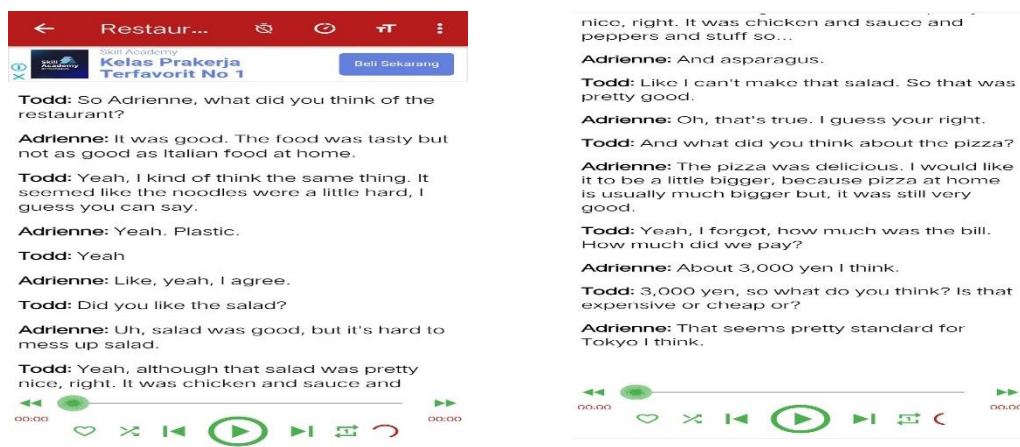
c) Meeting 3

The researcher will use the material with tittle: choosing a time to meet

Figure 2.7 Material Meeting 3
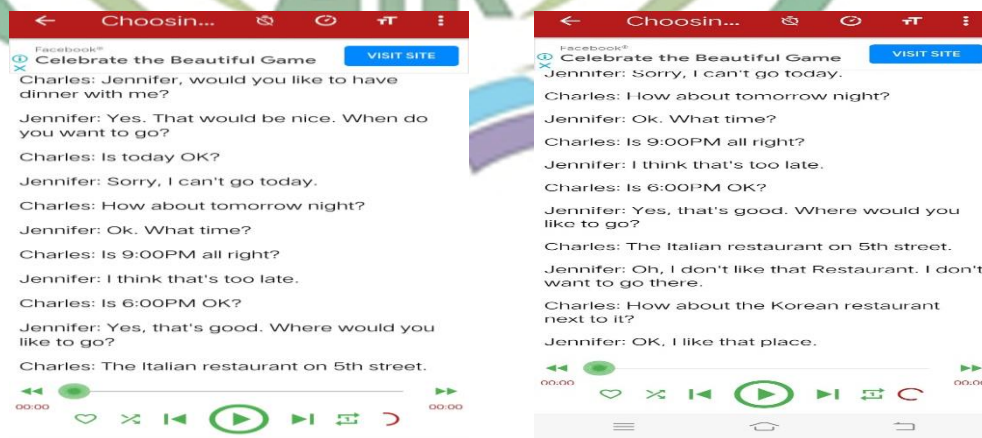
c. **How to Use Learn English by Listening Application**

Same as another application, that there are steps to use or operate application. The students can download this on their phones. Here are some steps for using this media:

1) First, open the application google play store on your phone

2) Second, search Learn English by Listening application and then download it

3) Next, after you download Learn English by Listening, open it and you would look at many icons (English Conversations (beginner, intermediate, advanced) & English Listening (Listening 1, Listening 2, Recent Lesson))

4) After that, begin to listening, the students can choose the conversations and article. The students alos can choose the level of the audio that is suitable for their listening skill and their needs

5) Choose the level that you want, after you choose one of them you will look there are so muany tittle of the audio that you haven't listen

6) The application has provided the audio that students can download and there is transcript there (but here the researcher will not ask them to look at the text)

d. The advantage and disadvantage

The main reason the research using technology as a media because of the development of technology that has many benefits and helps in education.

The advantages of Learning English by Listening are:

a) It helps the teacher and the students learning process

b) Students can study independently

c) Flexible to use it

d) Make it easier for teachers to provide teaching materials.

e) The students can choose audios mode: online streaming or offline

f) This media has many features

g) The students can learn everywhere and every time by this media

h) This media is easy to operate

However, this media also has disadvantages:

a) The students must download the audio that the students want to listen to

b) This media need networking.

c) This media have ads

e. Teaching listening by using Communicative Technique

In teaching listening, it is necessary to have the appropriated technique so that learning goes well. In this case, the researcher uses a technique communicative teaching listening which will be used by the researcher as a benchmark for teaching procedures in class. According to Aziez and Alwasilah in Bradhiansyah, the teacher can improve

listening to be an active activity with communicative teaching listening. Communicative technique involves students to understand and react to what is being said, and the teacher does not let them just listen and listen, but asks them some questions during the activity. This activity is described and organized into seven stages as follows:

1. The teacher motivates students by discussing their experiences in real life related to the topic of listening script.

2. The teacher explains the goals of teaching learning activity and the topic which will be listened to.

3. The teacher plays the audio recording for twice or three times. And the students fill the blanks of the conversation or dialogue.

4. The teacher asks them some simple questions. For example: "How many speakers can you hear?"

5. The teacher plays the audio recording once more, and then asks "How many times can you hear these words?" (Tick the column). The teacher spread out the table of words to the students firstly, or if they have had the listening worksheet, then the teacher should have to ensure the students know how to do with the task.

6. The teacher plays the recording once more, and thenasks "Listen again and circle the words you hear."

7. The teacher plays the recording once more, and then asks "How many questions can you hear?" (Tick the appropriate box). [49]

The listening activity above is rich in communication. The teacher always asks the students again and again with some assignments and the students react immediately to what the teacher instructs, and finally they can understand the spoken text completely, and as a result their understanding is full and listening is also useful.

f.   Procedure of Teaching Listening by Using Learn English by Listening

From the explanation above, the researcher will use the above theory to teach using the Learn English by Listening application with slight modifications. The following procedures will explain about how to teach with the Learn English by listening application based theory teaching listening by using communicative technique, as follows:

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[49] Bradhiansyah Tri Suryanto, 2019, How To Teach Listening In Senior High School, International Journal of English Education & Linguistic, Vol 1, No 1, p.45

1) Pre-Listening

   a. Say hello to the students to start learning activities in class

   b. Condition students to be ready to participate in learning activities in class

   c. Asked students attendance in class

   d. The teacher motivates students by discussing their experiences in real life related to the topic of listening script or discussing unfamiliar vocabulary related to the topic

   e. The teacher explains the goals of teaching learning activity and the topic which will be listened to

2) While-Listening

   a. The teacher plays the audio recording in application for once. At that moment the students may be asked to take notes (e.g. dates, place, people)

   b. The teacher plays the audio recording in application once more for students to read the questions in their worksheet. The teacher spread out the listening worksheet to the students firstly, then the teacher should have to ensure the students know how to do with the task.

   c. After the students finish listen the audio, the teacher asks them some simple questions. For example: "How many speakers can you hear?", "who is the name of the first speaker?", etc.

   d. The teacher asks students to fill in their worksheets (in multiple choice) that have been prepared in advance, to see their understanding about the audio

3) Post-Listening

   a. The teacher and the students checking their own answers together

   b. Teacher asks students thought provoking questions to encourage discussionabout how the speaker's message relates to them.

   c. Set students to work in pairs to create dialogues or synopses based on the listening selection and the students can use features in that application

   d. Engage students in role-play based on they already make before.

   e. The teacher asked students about the things that are not known yet

   f. Teacher and students discuss together and the teacher gives a conclusion

   g. Closing the learning

g. **Using Tape Recoreders as Control Class**

1) **Definition of Tape Recorders**

A tape is a memory device consisting of a long thin plastic strip used to record sounds. The tape recorder is an electrical device used for recording sounds on tape and for playing back the recorded material. Tape and tape recorder are often used for teaching English language in the classroom. Listening to tapes provides students information not only about vocabulary and grammar, but also about pronunciation, intonation, rhythm, stress and pitch. [50]

Listening to tapes is a method of bringing different kinds of speaking into the classroom. The teacher can play varied types of tape to the students. Examples of them are conversations, advertisements, news broadcasts and interviews.

The use of tape recorder helped the students in processing what is called "raw speech" and holds an "image" of it in short-term memory, determining the types of speech event and appropriately "color" the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemata) relevant to the particular context and subject matter based on Clark & Clark (as cited in Brown) and Sadiman 2014 of audio media types. [51]

2) **Advantages and Disadvantage of Using Tape Recorder**

a) **Advantages**

1. Easy to operate as it has only a few controls

2. Recording can be erased and the tape can be reused

3. Even without electricity it can be used with help of battery set

b) **Disadvantages**

1. It is not effective in large class, as the sound may not reach all the students

2. It has poorer quality of sound

3. Not every school can afford to buy the machine and its accompaniments

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[50] Dewi Sri Kuning. 2019. Technology in Teaching Speaking Skill. Journal of English Education Literature and Linguistics, vol 2, No 2, p.2

[51] Erythrina Crista Wijayanti. 2021. A Study on Media in Listening Comprehension at Second Year Students of English Language Education Program. Education of English as Foreign Language Journal (EDUCAFL). 2020:Vol 4 No. 1. 2021. P. 39

3) Teaching Listening with Tape Recorder

Teaching listening using Cooperative Learning of Strategies. Lesson objective: to enable the learners to learn strategies from their partner.

Steps:

1. The teacher divides the learners into pairs.

2. The teacher plays an audio clip and has each learner listen to it and note down the spoken details.

3. After the audio clip stops, the teacher asks the learners to share information they get with their respective partners. Also, they are to tell each other what strategies they use in order to get the spoken messages. In this way, weak learners may learn from the more able learners how to listen strategically. In this steps there are steps that the learner can do as follows: (1) listening carefully, (2) thinking in English, (3) using previous knowledge about the topic, (4) taking quick notes, (5) catching the key words, (6) thinking about the topic before listening to activate the relevant background knowledge, (7) listening to the entire sentence/utterance/unit of ideas before taking notes.

4. Each group/pair reports the results of their cooperation: (1) the ideas that they have successfully gotten from the audio clip, and (2) the strategies that they have shared. The teacher can then lead a discussion on the effectiveness of the strategies they have used, and if necessary, play the audio clip once again to let the learners to verify their answers. Considerable success with this technique was achieved in a class of mixed-ability students stated by Djiwandono. [52]

4) Procedure of Teaching Listening

From the explanation above, the researcher used the above theory to teach listening comprehension with slight modifications as follows:

1. Pre-Listening

   a. Say hello to the students to start learning activities in class

   b. Condition students to be ready to participate in learning activities in class

   c. Asked students attendance in class

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[52] Patrisius Djiwandono. 2015. Teaching Listening Comprehension: Some Important Aspects for Material Development and Teaching Teachnique. Indonesian Journal of English Language Teaching, Vol 10 No. 2. P.44

    d. The teacher motivates students by discussing their experiences in real life related to the topic of listening script or discussing unfamiliar vocabulary related to the topic

    e. The teacher explains the goals of teaching learning activity and the topic which will be listened to

2. While-Listening

    a. The teacher divided the students into several groups

    b. The teacher plays an audio in tape recorder and has each students listen to it and not down the spoken details

    c. After the audio stops, the teacher ask the student sto share information they get with their groups

    d. The teacher give the students worksheets and ask them to anwer it

3. Post-Listening

    a. The teacher and the students disscuss to checking their answer

    b. After that, each group report the result of their cooperation and the teacher lead the discussion

    c. The teacher asked students about the things that are not known yet

    d. Teacher and students discuss together and the teacher gives a conclusion

    e. Closing the learning

C. Hypothesis

Based on the frame of theories above, the researcher formulated the hypothesis as follows:

a. Hypothesis Alternative (Ha) : There is positive and significant effect of using Learn English by Listening Application towards students' listening skill in the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung.

b. Null Hypothesis (Ho) : There is no positive and significant effect of using Learn English by Listening Application towards students' listening skill in the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung.

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