

IMPROVING STUDENTS' LISTENING SKILL THROUGH LISTEN ENGLISH FULL AUDIO APPLICATION

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Abstrak

TOEFL stands for *Test of English as a foreign Language*. It is needed by students who want to continue their study to a higher level or as a requirement to get a certain job in the future. One type of test contained in the TOEFL test is listening. Unfortunately, most of the students of STIE Muhammadiyah Palopo have low ability in listening skill due to a lack of intensity in practicing listening skill. Therefore, the researchers introduced an online application that can be used as a supporting medium for students to improve their listening skills, namely *Listen English Full Audio Application*. This application can be downloaded for free via smartphone or android. So, they can use this application wherever and whenever they want. The research aims to determine whether *Listen English Full Audio Application* is a good supporting media in improving student listening skills. The method used is Quan-qual Method with quasi-experimental research, Regression discontinuity design. The population of the research was the first year students of STIE Muhammadiyah Palopo 2017/2018 academic year with a sample of 60 students as randomly chosen representatives. Based on the research result, *Listen English Full Audio Application* improves the students' listening skills so that it can be concluded this application can be recommended as a good supporting media in improving students' listening skills.

Keywords: TOEFL, Listening skill, online learning media, Listen English Full Audio Application.

1. Introduction

Nowadays, English has an important role in all aspect of human life including in the field of education. Damayanti and Maharani (2011) stated that in global era, the foreign language especially English is really needed because it can be used as a learning means in the field of science based on the study program that the students take in university or college. Furthermore it is really helpful for the students in case of continue their study into the next level such as magister or doctoral program or as one of the additional requirement in seizing job opportunity in the future. That is why the students should have a good English competence.

Talking about English in college, the students are absolutely familiar to TOEFL. It is an abbreviation for "Test of English as a foreign language". One of the skills tested in TOEFL is listening comprehension.

According to Howatt & Dakin (1974), Listening is the capabilities of someone to understand and identify what the others are saying. From the four major areas of communication skill and the development of English, listening is the most basic skill in communication. It means, without listening, the students will never learn to communicate effectively (Nunan, 1998). In addition Hamilton and Parker (1997) also

said that listening is the most frequently communication used because it is occupies around 80% of people's working hours.

Unfortunately, there are many students of STIE Muhammadiyah Palopo who have low ability in comprehending all content in listening audio whereas it is one of the skills tested in TOEFL. Even they have learned English for many years in high schools; their listening skill is always the lowest among the others. It is that is because they lack of practice in listening. Whereas, according to Du (2011) the improvement in listening cannot be achieved by only once a week lesson or once in two weeks. The students should have time in practicing their listening by themselves other than in classroom, such as by using multimedia that can be accessed at home. Furthermore, he also said that the application of multimedia can stimulate students' interest and also improve their language sense. Based on the explanation, the researcher thought that the students need a supporting media that can be used anytime and anywhere they want outside the classroom to help them in improving their skills.

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

At last, the researcher interested in focusing the research using an internet media under the title *"Improving Students' Listening Skill through Listen English Full Audio Application."*

2. Method

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

The populations were the First year students of STIE Muhammadiyah Palopo academic year of 2017/2018. In collecting the data, the researcher used listening test as the instrument. The listening test is used to find out whether or not Listen English Full Audio is improving the students' listening skill. It was administered in pre-test and post-test. The pre-test was intended to find out the prior level of the students' listening skill and as the reference to decide which students were the member of experimental group and control group, while the post-test was intended to find out whether there some improvement on students' listening skill after given treatment.

3. Results and Discussion

The data analysis showed that thirty students who got the higher score were been the experimental group members and thirty students who got the lower score were been the control group members.

Table 1. The Mean Score and the Standard Deviation of the students' pre-test and post-test score

	<i>Group</i>	<i>Mean Score</i>	<i>Standard Deviation</i>
<i>Pre-test</i>	<i>Control</i>	45,18	5,45
	<i>Experimental</i>	66,88	7,32
<i>Post-test</i>	<i>Control</i>	44,00	5,96
	<i>Experimental</i>	77,11	8,15

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

Program. It was showed that the pre-test mean score of the control group was 45,11 and the standard deviation was 5,448, while the mean score of experimental group was 66,88 and the standard deviation was 7,320. After the treatment was conducted to the experimental group, there was higher difference in mean score between both groups. The mean score of the control group students post-test is 44,00 with standard deviation 5,963. While the mean score of the experimental group students' post-test after the treatment was 77,11 with standard deviation 8,152. It means that the mean score of experimental group higher than the control group ($77,11 > 44,00$).

The hypothesis that was tested by using inferential analysis, testing of significance or t-test for paired samples test indicates that there is significant difference result between pre-test and post-test in experimental group.

Table 2. Paired Samples Test of the Students' Listening Skill

	P-Value	(α)	Remarks
Pre-test Experimental - Post-test experimental	0.0001	0.005	Significantly Improved
Pre-test Control – Post-test Control	0.096	0.005	No Significantly Improved

From the table above, it is showed that the p-value is smaller than t-table value it indicates that there is significant difference result between pre-test and pos-test in experimental group. However, the p-value was greater than the t-table value ($0.096 > 0.005$). It indicates that the difference between those mean score was statistically significant. It is simply conclude that H_0 was rejected and H_1 was accepted.

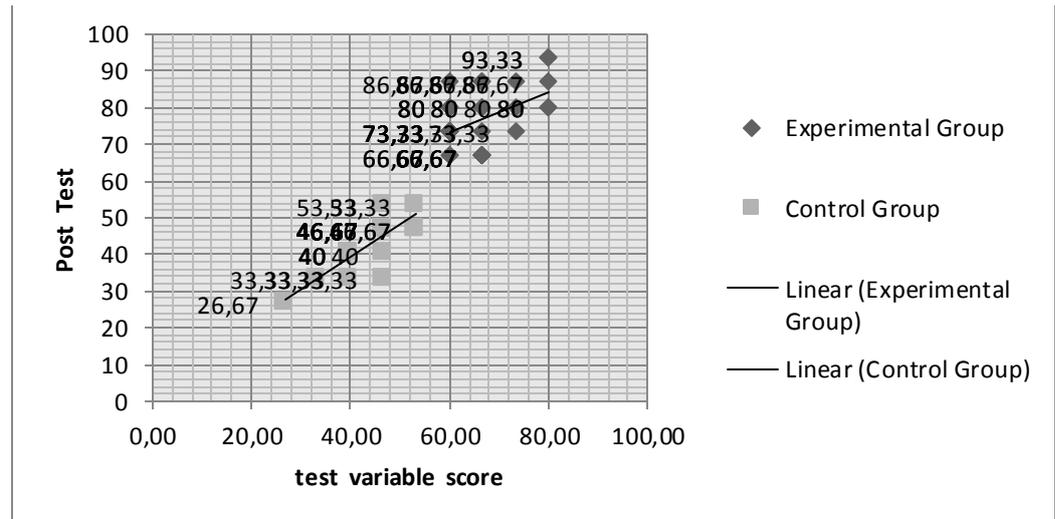
Table 3. Probability Value T-Test of the Students' Listening Skill

	P-Value	(α)	Remarks
Pre-test Experimental and Control Group	0.0001	0.005	Significantly Different
Post-test Experimental and Control Group	0.0001	0.005	Significantly Different

Table 3 showed that there is significant difference result between experimental and control group. It is also indicates that H_0 was rejected and H_1 was accepted.

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

Figure 1. Discontinuity Regression Line of the Research



The figure shows that the score of the students in experimental group did not continue the pattern of students' score in control group. It means that the treatment improve the students' listening skill

Discussion

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

The effectiveness of Listen English Full Audio application as a supporting media in improving students' listening skill can be seen from the mean score of experimental group was higher than the mean score of control group.

The pre-test mean score of the control group was 45,18 and the standard deviation was 5,48, while the mean score of experimental group was 66,88 and the standard deviation was 7,32. The mean score of both groups were higher difference after the experimenting was conducted to the experimental group. The mean score of the control group students post-test is 44,00 with standard deviation 5,96. While the mean score of the experimental group students' post-test after the treatment was 77,11 with standard deviation 8,15. It means that the mean score of experimental group higher than control group ($77,11 > 44,00$). Furthermore, the regression discontinuity line in the result showed that the scores of the students in experimental group did not continue the pattern of scores of students in control group. It indicates that the treatments given in the experimental group give a positive effect to the students' listening comprehension. So, it can be stated that Listen English Full Audio

application effective to be used as a supporting media in improving the students' listening skill.

4. Conclusion

Listen English Full Audio Application improves the students' listening skill at STIE Muhammadiyah Palopo. It is proved from the figure that showed the scores of the students in experimental group did not continue the pattern of scores of students in control group. The figure simply indicates that *Listen English Full Audio Application* had positive effect in improving the students' listening skill.

Daftar Pustaka

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