

Upgrading College Students' Listening Comprehension towards English Listening Application

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Abstract

Listening plays an important role in communication. In comprehending listening, teachers and also lecturers should be aware in technological development and able to apply such kinds of application in listening learning process optimally. English Listening application is one of mobile-assisted language learning can be used whether online or offline. It consists of different students' levels namely Beginner I, II, and III, then Intermediate I and II, and Advanced. Each level in this application introduces distinctive types of questions such fill in the blanks, identifying pictures, rearranging quotes, listening short passages, dictation, and listening long paragraphs. Classroom action research (CAR) was appropriated research design conducted in this research. This research cycle conducted in four weeks. The implementation of English Listening Application can engage the students in intermediate listening in two cycles and the majority of the subjects perceive positively towards its implementation, whereas the average score of listening tests is sufficient in this study.

Keywords: *Listening Comprehension, Collect Student, English Listening Application*

Introduction

Today's, the roles of technological development for instance android cannot be separated in human social life. People interact and communicate using android in social media such WhatsApp (WA), Instagram, Facebook, line and so forth. That condition can also define at IAIN Ponorogo. Almost the college students in this institution are familiar in using android.

In preliminary research, the researchers investigated third semester students of English department. They mentioned that android is their needed.



Figure 1. The Usage of Android

The table shows that most of the students (42.3%) are using their android in their daily to communicate and assess social media. They used android to access social media and in the large number are Facebook, Instagram, and WA. Those are familiar mobile application usage for the college students at IAIN Ponorogo. Instead of that social media, some of the students used android to access free e-books pdf and interesting news such football and gossip. Furthermore, the college students also explore some applications in their mobile phone such Photo Grid, B216, Sweet Selfie. Those are typically camera application.

Unfortunately, they never used mobile applications to involve their language skill more. On the other side, the lecturers rarely introduce and apply mobile device in teaching and learning process whether inside or outside class. For instance, in listening class, the lecturer only played the audio from the computer or CD Room and gave some related questions without exploring attractive media.

That condition becomes a great idea in conducting the research that focused on the implementation of mobile devices for listening comprehension class since in accordance with previous research conducted by Gilman and Moody in (Read & Kukulska-Hulme, 2015) defines that listening plays an important role in communication, occupying approximately 40-50% of the total time spent communicating than speaking, reading, and writing communication media.

Teaching listening using conventional media is not effective enough recently since portable media player devices, tablets and mobile phone as well as learning software or application contribute to mobile learning (Rahimi & Elham, n.d.). This means that teachers and also lecturers should be aware in technological development and able to apply such kinds of application in learning process optimally.

In addition, the usage of WAP application to measure students' motivation in learning listening (Yuan, n.d.). He mentioned that the WAP site was very effective for learning listening skills, since it offers great opportunities for students to obtain more tailored information and enhanced student-centered learning opportunities outside the classroom. Furthermore, OPT application are interesting and innovative way for learning new language (Sorayyaei & Hassan, 2014). Underlining the crucial impacts of MALL in teaching listening and grounded research found the effect of MALL in improving students' listening skill in different levels of education, the researchers assume that it is needed to explore greater in-depth related to the implementation of MALL in listening. In accordance with previous researches, both discussed about students' motivation and the effectiveness of MALL. Hence, the researchers are going to introduces English Listening application as media in improving students listening skill. Why it should be English Listening? What are the unique of English Listening? English Listening application can be used whether online or offline. It consists of different students' levels namely Beginner I, II, and III, then Intermediate I and II, and Advanced. Each level in this application introduces distinctive types of questions such fill in the blanks, identifying pictures, rearranging quotes, listening short passages, dictation, and listening long paragraphs.

Moreover, the levels of exercises difficulties are also distinguished. However, the recording can be played several times and the students ensure that their answers are correct. But, as the consequent, the repetitions are going reduce the subject's score. Appertaining to the features of Basic Listening and various types of exercises, the researcher assumes the application is appropriated to be an attractive media and applicable for listening class. It also can be an alternative media in teaching listening therefore the students enjoy in learning listening and they can improve their score.

Results and Discussions

Improvement of Students' Listening Skill

The listening test was taken in September 18th, 2021. The students were assigned to finish off the test consisting of 14 items within 30 minutes. There are three parts of exercises namely complete the form, answer the questions, and find the picture. Each correct answer in

completing the form was scored 6. Meanwhile, in answering the question, each correct answer was scored 10 and 7 points were scored for each correct answer in finding the pictures. So, they had absolute score 100 if they revealed all item numbers of questions.

The subjects were divided into two groups because there were only 20 seats in the listening laboratory. In the first cycle, test was intended to measure students' comprehension of short talk in intermediate listening based on the indicators of listening comprehension being learnt. The following figure presents the result of intermediate listening test in cycle 1.

Description	Score
n	1854
Σ	27
M	68.7

From table above, it revealed that the total number of subjects who took the test in cycle 1 was 27 students. The total score gained in the listening test was 1854 with the mean score was 68.7. Students' mean score increased slightly from 51.8 before the action and 68.7 after the action in the first cycle. Since the mean of subject score in this cycle did not achieve the minimum score (70). It was needed conducting the next cycle.

The listening test was conducted on October 8th, 2021. The students were assigned to finish off the test consisting of 14 items within 30 minutes. There are three parts of exercises namely complete the form, answer the questions, and find the picture. Each correct answer in completing the form was scored 6. Meanwhile, in answering the question, each correct answer was scored 10 and 7 points were scored for each correct answer in finding the pictures. So, they had absolute score 100 if they revealed all item numbers of questions.

The subjects were divided into two groups because there were only 20 seats in the listening laboratory. In the first cycle, test was intended to measure students' comprehension of short talk in intermediate listening based on the indicators of listening comprehension being learnt. The following table presents the result of listening test in cycle 2.

Description	Score	
	Cycle 1	Cycle 2
n	1854	2133
Σ	27	27
M	68.7	79

The table presents the result of listening test in cycle 2 and compares the result with the previous gain in cycle 1. The number of subjects who took the test in cycle 2 was 27. The total score obtained in the grammar test in cycle 2 was 79 points higher than that in cycle 1. Furthermore, the mean score obtained in the second cycle was 79 or 10.3 higher as compared to the mean score in cycle 1.

a. Students' Perception towards English Listening Application

From the result of initial questionnaires was given to the subjects, it could be found that half of the subjects enjoyed learning intermediate listening taught by the respective lecturer.

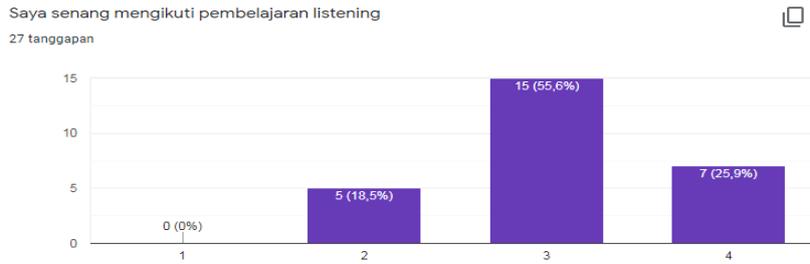


Figure 2. Students' condition in Learning Listening

Furthermore, the interaction between lecturer and students was not really communicative enough as what they assumed such in the following chart.

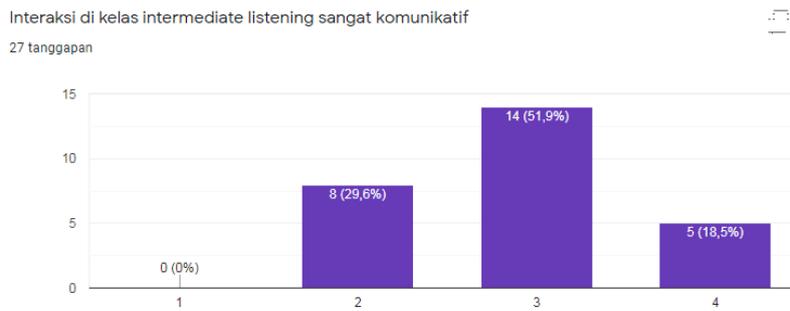


Figure 4. Classroom interaction

Moreover, they assumed that they still worried and felt afraid in learning intermediate listening. It could be seen that 48.1% of the students felt such this condition



Figure 5. Students' feeling

As typically university students, most of the subjects thought that they were aware of and be responsible for their own learning although they used to be anxious in practicing listening in the classroom.



Figure 6. Students' responsibility

Additionally, most of subjects had positive perception on the lecturer's competence and performance. The majority of subjects admitted that the intermediate listening lecturer could explain the lesson clearly and systematically



Figure 7. Teacher explanation

She was very tolerant and opened with any suggestion from students, it could be found in the following chart that most of the subjects (51.9%) agreed her lecturer in listening class was easy going



Figure 8. Lecturer Behave

Moreover, they also confirmed that the lecturer was good in computer skills, integrating technology in teaching listening, and also using media.

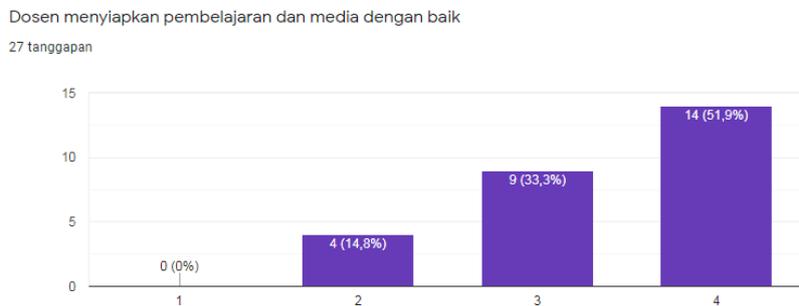


Figure 9. Lecturer Preparation in Teaching Listening

That indicated the lecture had been well-preparation in teaching intermediate listening both the material and media whether in terms of audio, visual or audio-visual (AV)

Dosen menguasai dan menggunakan ICT dengan baik
27 tanggapan

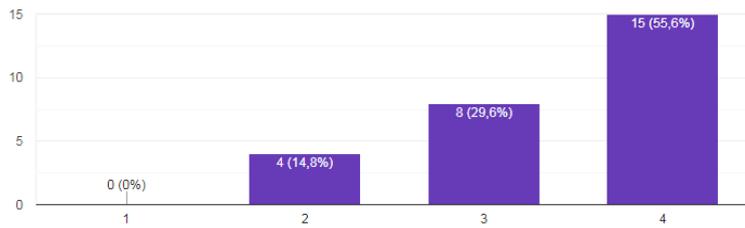


Figure 10. Lecturer's Competence

In term of the strategy used by the lecturer, the subjects perceived that they were satisfied enough. About half of them said that the strategy used in teaching listening was appropriate and well implemented, as a result it affected on their understanding the kinds of exercises on intermediate listening, particularly short talk, identifying pictures, completing sentences, constructing sentences, and conversation. It could be inferred that the ordinary strategy applied by the lecturer had the capacity to deal successfully with their wants and needs in learning.

Strategi yang digunakan dosen efektif membantu saya memahami materi listening yang disampaikan
27 tanggapan

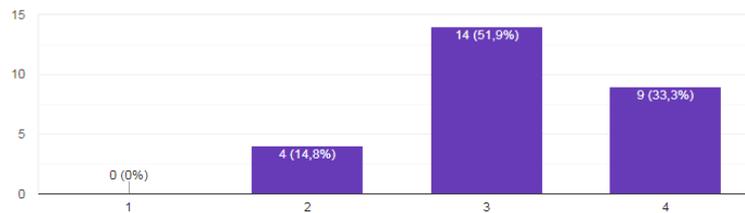


Figure 11. Lecturer's Teaching Strategy

In contrast, even though the lecturer applied appropriate strategy in teaching listening, the subjects admitted that they still made mistakes in listening and unable to self-correct their mistakes. Furthermore, they had problems to understand the ideas on the exercise, catch the meaning of the whole text, and share ideas on the text in learning and practice their listening skill in communication.

Saya mampu mengidentifikasi tujuan utama dari latihan yang saya kerjakan pada saat listening
27 tanggapan

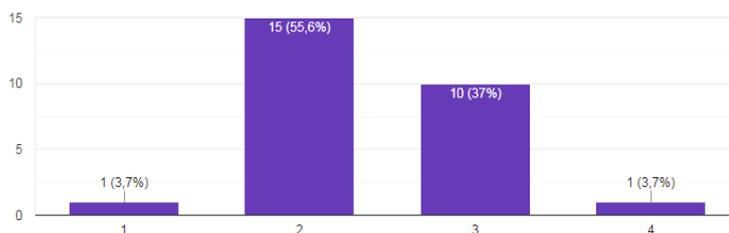


Figure 12. Students' Capability

A half of the students argued they found difficulty in identifying the aims of the exercises in listening class although the lecturer had explained the direction and the purposes of each meeting clearly. Indeed, they assumed defining the main idea in listening was curious since they needed to explore their ability in memorizing, writing note, and synthesizing the whole of

the text whether monolog or dialog. The following chart described the students' assumption in sharing the main ideas of the text while listening and doing the task in classroom



Figure 13. Students' difficulty in sharing main idea

In addition, interfacing difficult words become the principal nuisance. They need to sharpen their critical thinking in impute the difficult words with the context and most of the subjects done that activity unsuccessfully.



Figure 14. Interfacing difficult words

On the other side, some students were incisive on doing the tasks in the classroom and having home assignments to improve their listening, whereas those still could not help them much to help them in understanding the context in listening.

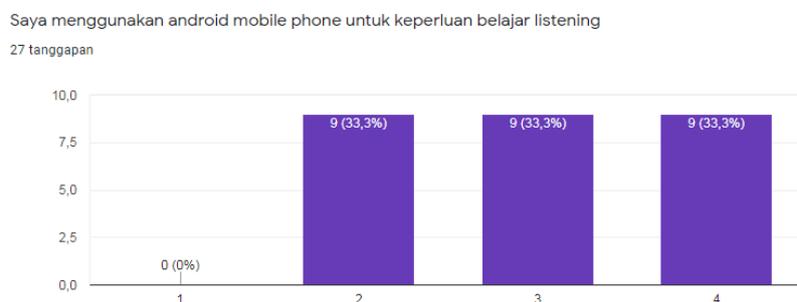


Figure 15. Students' awareness

Overall, it was revealed that the majority of subjects had problems with listening. Some most common problems were that they did not understand the kinds of exercises in listening, and when the lecturer gave tasks, they could not analyze their own mistakes since they admitted that they had less critical thinking and low self-confidant to share ideas.

As well, almost all of the subjects had android mobile phones, but only 33.7% of them used the devices for learning listening in regular basis. The subjects varied in using them. Less than

one third of the subjects used their smart-phone for learning purposes and only 67.8% stated that they benefitted from using it to improve their skills. In most the same percentage (59.2%), the subjects conveyed that they used some social media for communication or chatting only.



Figure 16. Students' need on smart-phone

Conclusion

This action research aimed to improve students' activeness and achievement in learning listening through the application of English Listening Application. The action in the form of teaching listening using this application was conducted in two cycles. In general, it can be concluded that the implementation of English Listening Application can engage the students in intermediate listening in two cycles and the majority of the subjects perceive positively towards its implementation, whereas the average score of listening tests is sufficient in this study.

The mean score of listening tests increased from 68.7 on cycle 1 to 79 on cycle 2. However, the number of subjects whose scores achieved the minimum criteria $M=70$ or above was 22 students or above the target 75%. The finding showed that the subjects whose scores reached the minimum requirement were sufficient. It could be justified that the action cycle could significantly increase their achievement in learning listening.

It revealed that students perceived positively on the implementation of English Listening Application in learning listening. The majority of confirmed that this application of learning served as flexible learning media, and it contributed to the development of listening comprehension. Furthermore, most of the subjects conveyed those students and lecturer should have prior knowledge and skills in incorporating MALL in teaching listening.

Acknowledgement

I gratefully thank my students of English Teachers Training Department in intermediate listening class (TBI.C 2019/2020) for the help in conducting this research. Then my heartfelt thanks for my colleagues for enduring my endless talks about this research and supporting comments.

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