



## The Effect of English Listening and Speaking Application On Students' Listening Skill at Lakidende University

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### Abstract

English listening and speaking app is an English learning application that can be installed on students' mobile phone. This study aimed to find out the effect of using English listening and speaking app on students' listening skill and their perception. This study was experimental in nature thus there was an experimental group involved. There were 20 participants as the sample of this study. The qualitative data were calculated, and it was followed by analysing the qualitative instrument. Thus, this research used listening tests namely pre-test and post-test. The questionnaire consisted of three main questions asking about the students' opinion. This study found that the students' mean score improved significantly before and after the implementation of English listening and speaking app. There are two best features that best help the students in their listening activity namely vocabulary and pronunciation features. Besides, the students responded positively toward the use of this learning application on their listening skill improvement. This study suggests that the details of this finding need to be investigated further.

**Keywords:** *Features, Qualitative Data, Learning Application, Experimental*

### Abstrak

Aplikasi mendengarkan dan berbicara bahasa Inggris adalah aplikasi pembelajaran bahasa Inggris yang dapat diinstal pada ponsel siswa. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi mendengarkan dan berbicara bahasa Inggris pada keterampilan mendengarkan dan persepsi siswa. Penelitian ini bersifat eksperimental sehingga ada kelompok eksperimen yang terlibat. Sampel penelitian ini berjumlah 20 orang. Data kualitatif dihitung, dan dilanjutkan dengan analisis instrumen kualitatif. Oleh karena itu, penelitian ini menggunakan tes listening yaitu pre-test dan post-test. Kuesioner terdiri dari tiga pertanyaan utama yang menanyakan tentang pendapat siswa. Studi ini menemukan bahwa skor rata-rata siswa meningkat secara signifikan sebelum dan sesudah penerapan aplikasi mendengarkan dan berbicara bahasa Inggris. Ada dua fitur terbaik yang paling membantu siswa dalam aktivitas mendengarkan mereka yaitu fitur kosa kata dan pengucapan. Selain itu, siswa merespon positif penggunaan aplikasi pembelajaran ini dalam peningkatan keterampilan mendengarkan mereka. Studi ini menunjukkan bahwa rincian temuan ini perlu diselidiki lebih lanjut.

**Kata Kunci:** *fitur, Data Kualitatif, Aplikasi Pembelajaran, Eksperimental*

### INTRODUCTION

The development of technology devices contribute to the improvement of language learning and teaching. This is confirmed by the fact that currently language teachers on second language and English for foreign language context involve technology as one of the teaching tools. The use of technology in teaching can support the teachers and the students. The teachers can be more creative in delivering the materials thus the students can be

more engaged and motivated. (Garret, 2009) states that there is an increasing interest of utilizing technology especially in language learning.

Furthermore, the setting of technology learning tools are recently integrated from online to offline based or hybrid (the combination between online and offline). Unlike online learning tools, the offline ones do not require internet connection and it is also stated to be more efficient to be used since it can be utilized anywhere and anytime. Besides, the offline learning tools can be used on students' mobile phones or their androids. This then leads the teachers to involve more this offline learning app on teaching the students. Using mobile devices in learning languages may be effective as they are a big part of our social lives today (Chen and Kessler, 2013). Offline learning apps are one of the items that can be utilized together with the mobile device. It is also can be stated that offline learning app is one of the learning assistance offered in mobile phone and it is helpful for the students.

Some previous studies have been conducted in the field of English language learning using online and offline devices. The result of those previous related study revealed that online and offline learning tools have a significant impact on students' learning. Despite this, there are still limited number of study focusing on offline learning apps and its effect. Conducting an experimental study would allow a researcher to investigate and eventually give some might be important for online teaching development. Therefore, the objectives of this research were to investigate the extent to which English Listening and Speaking App affect the students' listening skill and to find out the students' perception on the use English Listening and Speaking App on their listening skill.

#### **Literature review**

##### **a. Mobile assisted language learning**

The technology seems to contribute positively to English language teaching and learning. The earliest product of technology in learning is whiteboard and the more sophisticated ones are internet, computers and mobile phones. Nowadays, many schools has established those technologies especially the recent ones to support the teaching and learning process. Lately, mobile phones are also involved to give positive impact in language learning. A term mobile learning (m-learning) is coined which proves that the mobile phone can assist the students in language learning process (Citrayasa, 2016). M-learning then can be defined as a ubiquitous technologies featuring with wireless and mobile phone networks to facilitate the learners and it allows the teachers to deliver educational contents and materials (Hashemi et al, 2011; Hanafi&Samsudin, 2012). In addition, Hockly (2014) explains that mobile learning is a learning process that takes portable devices such as mobile phones, android, netbooks, tablets and it can be carried around depending on the students' needs. It can be concluded that mobile learning is the most recent media that can be optimized by the teacher and the learners in learning language.

##### **b. Teaching using English Listening and Speaking app**

English Listening and Speaking app is one of online learning applications that can be used on mobile phone for free. The features of this application will assist the students on their language learning process. The features are designed for the beginner, intermediate and the advanced students. As its name, English Listening and Speaking app are useful for the students to improve their listening and speaking ability.

Some important features of this learning application such as learning phrases, useful expression English idioms and American slang will enable the advanced the students in this case university students to improve their English competence. In teaching the students using this app, firstly the teacher will simply ask the students to firstly download the tools. Then, the teachers have to be specific in which aspects that they need to teach for example learning common phrases and proverbs that can be used on speaking. After that, the teacher can assign

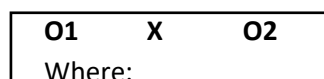
the students to check the application and learn about the phrases and proverbs independently. Next, the students can check the correct pronunciation by clicking the sound feature. Clicking the sound will then enable them to practice their listening ability.

## **METHODS**

### **A. Research design**

This research used pre-experimental research design aimed to measure the effect of video project-based learning on students' speaking skill. In the pre-experimental research design, the researchers will specify their research on one-group pre test-post test design. Sugiyono (2014) explains that the pre-test on one-group pre-test-post-test design would allow the researcher to examine the treatment more accurately.

Figure 1. The design of one-group pre test-post test design



**O1:** Pre-test

**X:** treatment

**O2:** post-test

According to the figure, the one-test pre test-post test design involved three steps: (1) conducting pre-test to measure the dependent variable; (2) applying experimental treatment (X) to the participants; (3) administering post-test to measure the dependent variable after receiving treatment (X). The differences attributed to application of the experimental treatment were evaluated by comparing the pre-test and post-test result.

### **B. Time and Allocation**

To answer the research question, this research was carried out in a year. This research was conducted in LakidendeUnaaha University due to some factors such as students' problems in speaking and listening and the use of conventional media.

### **C. Population and Sample**

The population of this study were the students of English Department of Lakidende Unaaha University academic year 2021/2022. The participants were selected purposively. Sugiyono (2014) explains that purposive sampling is a sampling technique chosen based on certain consideration. The 4<sup>th</sup> semester students were involved as the sample of this study since they still has difficulties on writing. There are 20 number of students in the 4<sup>th</sup> semester.

### **D. Instrument of Data Collection**

To collect the data, the researchers used speaking and listening tests; pre-test and post-test to the students. The pre-test was aimed to examine the participants' prior listening skill before and after the implementation of English Listening and Speaking App. Besides, a questionnaire containing 3 main questions were also distributed.

### **E. Procedure of Data Collection**

The procedure of collecting the data in this study were: (1) giving pre-test to measure the students' prior competence; (2) applying experimental treatment (X) to the participants, it was done in four meetings; (3) administering post-test to measure the dependent variable after receiving treatment (X). (4) distributing and analysing the questionnaire to know the students' opinion.

### **E. Techniques of Analysing the Data**

The collected data; pre-test and post-test result was analysed quantitatively by using SPSS 24.0 version. Then the type of the test was paired sample T-test. This paired sample T-test was used to compare the result of pre-test and post-test of the experimental group in this study in order to examine the effect of English Listening and Speaking App.

## RESULT AND DISCUSSION

There were some important findings based on the collected data which are presented as follows:

### A. The extent to which English Listening and Speaking App affect the students' listening skill

The research findings showed that the students pre-test was low. Based on listening marks criteria, the students still had low scores where the minimum score was 50 and the maximum score was 70 before the treatment. It showed that the students had low listening competence. Furthermore, the post-test result showed that the students' mean score improved from 56.25 in the pre-test to 69.54 in the post-test. This indicated that English listening and speaking app improved the students' speaking score. The result can be clearly seen in the following table 1.

Table 1. Paired samples statistics

|        |          | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | pretest  | 56.2500 | 20 | 5.09773        | 1.13989         |
|        | posttest | 69.5000 | 20 | 5.10418        | 1.141           |

Moreover, paired sample T-test was to measure improvement of students' speaking by comparing the result of pre-test and post-test of one experimental group. The result of paired sample T-test was significant at the level .00 or <.05 meaning that H1 was accepted and H0 was rejected which meant that there was significant improvement of the participants' listening score after receiving the treatment.

Table 2. Paired Samples Test

|           | Mean    | Std. Deviation | Std. Error Mean | t      | df | Sig. (2-tailed) |
|-----------|---------|----------------|-----------------|--------|----|-----------------|
| Pre-Test  | -       | 5.44711        |                 | -      | 19 | .000            |
| Post Test | 13.2500 |                |                 | 10.878 |    |                 |

The above table 2 revealed students' listening score improved significantly after using English listening and speaking app. The listening improvement was obviously described at their score. This listening and speaking app consisted some main features which were used in teaching the participants. The features covered some important features namely conversation, short stories, vocabulary, sentences, English pronunciation that enable the learners to practice their speaking, listening, reading and writing. In listening skill especially, the researcher mainly used English vocabulary, pronunciation, and short stories features. In these features, the students could hear the correct pronunciation while reading the stories and check the correct pronunciation in fun ways. Many online

learning processes nowadays are associated with learning using easy and fun learning application and one of it is English listening and speaking application.

#### **B. The students' perception about the using of English speaking and listening app on their listening ability.**

There are there number of questions in the questionnaire aimed at finding out the opinion of students regarding the implementation of English speaking and listening application. The questionnaire is presented in the form of percentage. The questionnaire was assessed using a likert scale and the result of each statement on the questionnaire relating to main features namely Vocabulary feature and pronunciation are presented in detail as follows:

##### **1. Vocabulary feature**

On vocabulary feature, (question number 2) the students were satisfied since they can practice their listening through a listening quiz that is available on vocabulary feature. More than 52 (52%) participants agreed that they can practice their listening skill by using this feature. On vocabulary feature, it consist of some features namely effective learning, Basic, IELTS, TOEIC, Listening Quiz, Hangman and word search. In effective learning, the students chose eight different words that new to them and listen to the pronunciation. Next, basic activity provides some basic words of English and the students can check the correct pronunciation and practice their listening skill. Then, IELTS and TOEIC features provide more sophisticated or complex vocabulary that can add the students' vocabulary repertoire and its correct pronunciation. Besides, the students can also answer some quizzes in every attractive ways that available on listening quiz, hangman and word search features. The students agreed that the features help them in improving their listening skill.

##### **2. Pronunciation feature**

On pronunciation feature (question number 3), the students' opinion were positive on the use of this feature on their listening activity. It showed that 65% of the total response agreed that this feature was beneficial for them in improving their listening especially on consonant and vowel sounds. Besides, they can learn more diphthong sounds hence they can recognize it well. This then help them to distinguish the sounds of each word better especially for vowel that sometimes difficult to distinguish for most of foreign language learners. Chow & Shi (2014) stated that the learning process give the most significant impact to the satisfaction and continuity of E-learning.

#### **CONCLUSION**

The finding of this study indicated that English speaking and listening app gives significant effect on students' listening skill. This is shown by the mean score of the students' speaking tests improved from only 56.25 to 69.50 after the implementation of English speaking and listening app. Besides, the result of paired sample T-test was significant at the level .00 or <.05 meaning that there was significant improvement of the participants' listening score. Another finding of this study is the students' response were very positive on the use of English speaking on listening app on their listening activities. There are two main important features specifically for improving students speaking skill namely vocabulary and pronunciation features. Each of the feature consists of some sub features that can be used for speaking activities. First, vocabulary contains some sub feature namely effective learning, Basic, IELTS, TOEIC, Listening Quiz, Hangman and word search which are beneficial in improving the students' listening practice and comprehension. Second, pronunciation feature helps the students to get used to with consonant and vowel sounds of English hence they can distinguish and recognize the words containing

consonants and vowels better. However, the details of this finding need to be investigated further through other data collection technique, instruments, and method. The findings are important for English teachers as a reference in using and implementing any English learning apps that best fits to students' needs in their online/offline learning.

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