

English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening

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ABSTRACT

This research aims to find out: (1) whether the use of English Listening Lesson Library Online (ELLLO) affects the students' Listening comprehension achievement and (2) students' perception toward English Listening Lesson Library Online (ELLLO). This research employed Quan-Qual method with a type of quasi-experimental design namely regression discontinuity design. The population was the second year students of SMAN 3 Palopo which consisting of nine classes in 2014/2015 academic year. The total number of population was 270 students. This research used the combination of random sampling and nonrandom sampling technique, random sampling to decide the sample of the quantitative analysis and nonrandom sampling to decide the qualitative analysis. The data were collected by two instruments namely a listening test and interview. The description of data collected through the listening comprehension test showed that ELLLO (English Listening Lesson Library Online) is significantly affecting the students listening comprehension. All students agree that English listening Lesson Library Online (ELLLO) is a good supporting media since they have used it for about six weeks and their favourite activity is game activities.

Keywords: effect, ELLLO, listening

INTRODUCTION

English as a foreign language in Indonesia is taught as a compulsory subject in some levels of education. Beside as a means of communication, the function of English in an educational context is a tool of building the interpersonal relationship, sharing information, and appreciating language esthetic in English culture (Depdiknas, 2007). In English language curriculum of National Education for senior high school, there are four skills required in learning English namely listening, speaking, reading, and writing.

Listening is the ability to identify and understand what others are saying. It is the most basic of the four major areas of communication skills and language development (listening, speaking, reading, and writing). It is supported by the statement of Nunan (1998) that listening is the basic skill in communication. Without listening, the learners or the students will never learn to communicate effectively. Hamilton and Parker (1997) also stated that listening is the most frequent communication skill used because listening occupies 80% of our working hours. That is why listening is such essential skill in communication.

Du (2011) stated that the improvement in listening cannot be achieved by only once a week lesson or once in two weeks. While based on the syllabus, the time allocation for listening lesson in the classroom is only six lesson hours or six times forty-five minutes in a semester. So, the students should practice their listening by themselves after class for by using supporting media that they can access at home. Considering the condition of students nowadays where most of them have their own gadget or laptop and always bring them to school, the researcher thought to find out a supporting media that might help the students via internet. As Zamari, et al (2012) states that internet has a lot of potentials and plays important role in language learning. Internet provides many sites or media with variety materials which might be interesting for the students in learning English especially listening and can give a chance for the students to have an interactive self- learning. This is in line with the statement of Teller (2000) that the internet offers an incredible range of up to date materials which are designed for language learning, especially for listening that can be accessed wherever the location. It means that the students can learn to listen to English wherever and whenever they want as long as it is provided by the Wi-Fi or network that makes them possible to connect to the internet.

One of the internet media that can be used is ELLLO. ELLLO stands for English Listening Lesson Library Online (Beucken, 2004). It is a site for listening learning founded in 2004 by an English teacher from Japan namely Todd Beucken. It offers free listening activities for students in learning listening which is consisting of six different activities namely view, videos, mixer, news centre, games, and scene. Each activity is completed by vocabulary test and listening comprehension test. Besides, it is also completed with scripts for each video or recording so that, while training their listening, the students can also train their pronunciation.

In ELLLO, the students also may choose the level, topic, and country of the speaker of the material they are going through by clicking the level, topic, and country features on the middle left of the site. By learning based on the level and topic that interest them will probably make them easier in learning listening comprehension.

Given this background, the purpose of this research was to investigate whether or not the use of English Listening Lesson Library Online (ELLLO) significantly affects the students' listening comprehension. In addition, it also tried to find out the students' perception toward the use of English Listening Lesson Library Online (ELLLO) in learning listening.

METHOD

This research used Quan- Qual model. This model was known as the explanatory mixed method design. Quantitative data were collected first and more heavily weighted than qualitative data. In the quantitative, the researcher formulated a hypothesis, collected quantitative data, and conducted data analysis. Then, the researcher used the qualitative analysis and interpretation to help explain or elaborate on the quantitative result (Gay, Mills, Airasian, 2006: 491). The quantitative analysis was conducted by using one of the quasi-experimental designs namely regression-discontinuity design. Regression-discontinuity design is a type of quasi-experimental that is used to investigate the efficacy of some programs or treatment but cannot randomly assign the participants to the comparison group (Johnson and Christensen, 2004: 311). It consists of measuring all participant or sample on a preassignment (pretest), then the sample will be divided into experimental group and control group based on the score of the pretest. The students who get the score above the cutoff will receive a treatment by using English Listening Lesson Library Online (ELLLO) (experimental group), while the students who get score below the cutoff 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.

This research used the combination of random sampling and nonrandom sampling techniques. Jhonson and Christensen (2004) stated that in mixed research, the researcher can use the combination of random sampling and nonrandom sampling. So, in this research, the researcher used random sampling to decide the sample of the quantitative approach and nonrandom sampling to decide the qualitative approach. In quantitative approach, the populations were the second-grade students of SMAN 3 Palopo consisting of nine classes. Each class consists of thirty students.

So, two classes were randomly selected and the selected samples were divided into two group namely experimental and control group based on the result of the pre-assignment/pre-test that was conducted in this research. On the other hand, qualitative approach, the researcher purposively chose the members of the experimental group to be interviewed in order to find out their perception toward the use of English Listening Library Online (ELLLO) in learning to listen.

In order to collect the data, the researcher used two kinds of instruments namely listening test and interview. The listening comprehension test is used to see whether or not the use of Listening Lesson Library Online (ELLLO) give a positive effect on students' listening comprehension. It was administered in pre-test and post-test. The pre-test was intended to find out the prior level of the students' listening comprehension 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 comprehension after given treatment. On the other hand, the interview was used to know the students' perception toward the use of English Listening Lesson Library Online (ELLLO) in their listening comprehension learning.

RESULTS

Students' Listening Comprehension

Based on the pre-test result, it is decided that thirty students who got the higher score were in the experimental group members and thirty students who got the lower score were in the control group members.

Pre-test

Table 1. The percentage of students' of experiment and control group pre-test score

No	Classification	Score	Experiment		Control	
			F	%	F	%
1	Very Good	91-100	0	0%	0	0%
2	Good	76-90	5	17%	0	0%
3	Fair	61-75	13	43%	0	0%
4	Poor	51-60	12	40%	1	3%
5	Very Poor	0-50	0	0%	29	97%
Total			30	100%	30	100%

Table 4.1 shows that the score of the students in the experimental group was higher than the students in the control group.

Post-test

Table 2. The percentage of students' score in posttest

No	Classification	Score	Experiment		Control	
			F	%	F	%
1	Very Good	91-100	2	7%	0	0%
2	Good	76-90	13	43%	0	0%
3	Fair	61-75	15	50%	0	0%
4	Poor	51-60	0	0%	2	7%
5	Very Poor	0-50	0	0%	28	93%
Total			30	100%	30	100%

Table 2 shows that the students' achievement in the experimental group were increased than in control group. In the experimental group, two students (7%) were categorized as very good, thirteen students were categorized as good, and fifteen students were categorized as fair. While in the control group, no student was categorized as very good, good, and fair. Most of the students were categorized as very poor (93%) and only two students (7%) who categorized as poor.

The mean score and standard deviation of the students' pre-test and post-test are showed in the following table:

*Table 3
Mean Score and Standard Deviation of the students' pre-test and post-test score*

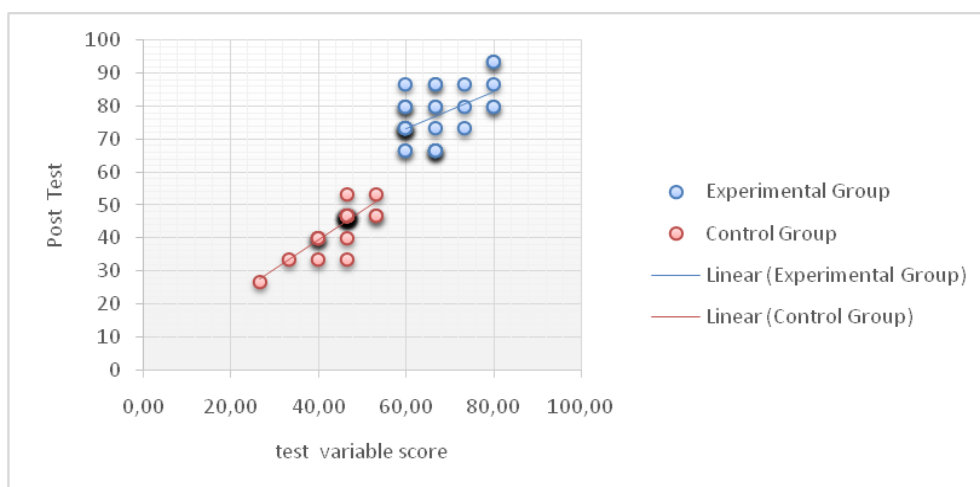
	Group	Mean Score	Standard Deviation
<i>Pre-test</i>	<i>Experimental</i>	<i>66,88</i>	<i>7,320</i>
	<i>Control</i>	<i>45,11</i>	<i>5,448</i>
<i>Post-test</i>	<i>Experimental</i>	<i>77,11</i>	<i>8,152</i>
	<i>Control</i>	<i>44,00</i>	<i>5,963</i>

Table 4.3 reveals the difference of mean score and standard deviation in pre-test and post-test of both groups. The data was based on the computation by using SPSS 20.

The data from the table 4.3 shows that the mean score of experimental group and control group were different before giving the treatment. After conducting the experimenting, the score of the post-test of experimental and control group showed the higher difference score of mean score. It means that there was an improvement after conducting a treatment for the experimental group. The mean score of the students' pre-test of the experimental group was 66,88 and the standard deviation was 7,320, while in the control group, the mean score 45,11 and the standard deviation was 5,448. The mean score of both groups was higher difference after the experimenting was conducted. The mean score of the students' post-test of the experimental group after the treatment was 77,11 with standard deviation 8,152, while the mean score of the students' post-test in control 44,00 with standard deviation 5,963, it means that the mean score of experimental group higher than the control group ($77,11 > 44,00$).

The hypotheses were tested by using inferential analysis, t-test (testing of significance) for paired samples test. The result of the t-test indicates that there is significant difference result between pre-test and post-test in the experimental group. However, t-test value in pre-test and post-test of the control group is 0.096 and t-table is 0.005. In this case, 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 also indicates H_0 was rejected and H_1 was accepted.

In order to see which group is better, the researcher used the mean score of both groups in post-test. The mean score of the experimental group was higher than the mean score of the control group. It means that the treatment given in experimental group give a positive effect on students' listening comprehension as illustrated in the figure below.



The figure above indicates that the treatment had a positive effect because the scores of the students in the experimental group did not continue the pattern of scores of students in the control group.

Students' Perception toward English Listening Lesson Library Online (ELLLO)

The interview result that was taken on 23th April 2015 about the students' perception toward ELLLO was explained as follows:

Superiority and Weaknesses of ELLLO

Based on the interview result, all interviewees agree that ELLLO is a good supporting media in learning listening. One reason why they said that ELLLO is a good supporting media in learning listening is because ELLLO has a lot of listening material with different topics so that the students were more enjoy their learning. It was proved by the answers of the interviewee when the researcher asked their opinion about ELLLO. The second reason is because all activities are completed with quiz or comprehension test that can help them train their listening comprehension ability. It is showed from the sample of the students' statement in the interview. The third reason is because ELLLO can be used whenever they want whether it is at school, home, etc. Besides it is easier for them because they do not need a book to learn listening but they only need gadget or laptop which they always bring everywhere. The last reason is because ELLLO is a free site. The do not need to pay for learning through this site.

Besides the strength, the interview result also showed some weaknesses of English Listening Lesson Library Online (ELLLO). The first weakness of ELLLO is sometimes the video cannot be played. So the students cannot do the comprehension test in this activity as well because there is no video to be listened to as the material for the comprehension test. That is because operation timed out. The second weakness is there are some questions in the comprehension test that have more than one answer. So, in order to get the correct answer, the students should click more than one option in the answer options. The last weakness according to the students is the idioms given in the script of views activities. The students said that that does not help enough because the explanations of the meaning of the idioms given are in English recording without text, so the students always feel difficult to get the real meaning of the idioms.

Students' Favourite Activities

English listening Lesson Library Online (ELLLO) has six kinds of listening activity namely views, video, mixer, games, scene, and news centre. But based on the interview result, the most favourable activities is Games.

Twenty-two students said that this activity is their favourite. It is chosen by the interviewee number 1, 2, 4, 5, 6, 7, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 24, 25, 26, 27, 29, and 30. (22 students). The reason is because in games activities the students feel enjoy and more relax because besides the comprehension test there are also guessing picture session where they should click the appropriate picture based on the audio they listened. By doing that kind of activities, they feel like playing a game. Six students said that news centre activity is their favourite. It is chosen by the interviewee number 3, 8, 12, 17, 23, 28 and 30 (7 students). The students chose this activity because the animation video in this activity can be completed with the subtitle so they can train their listening while practicing their pronunciation by following what the speaker are saying. On the other hand, only one student who said that mixer activity is his favourite. It is chosen by the interviewee number 28. She like this activity because according to her, it is more challenging than others because there are six speakers who talk in the recording and she should know the main point of each person's talk.

ELLLO's Role on the Students' Listening Comprehension

Since the students have used ELLLO for about six weeks, most of the students stated that they got improvement on their listening comprehension.

DISCUSSION

This section presents the discussion of the result of the data collection. The description of collected data through the listening comprehension test as explained in the previous section showed that ELLLO (English Listening Lesson Library Online) is effective as a supporting media in learning listening. This finding supports the finding of Yunus, et al (2010) that ICT is an effective tool to support language learning.

The effectiveness of ELLLO as an internet supporting media in learning listening can be seen from the mean score of the experimental group was higher than the mean score of the control group. The mean score of the students' pretest in the experimental group was 66,88 and the standard deviation was 7,320, while in the control group, the mean score 45,11 and the standard deviation was 5,448. The mean score of both groups was higher difference after the experimenting was conducted. The mean score of the students' posttest of the experimental group after the treatment was 77,11 with the standard deviation 8,152, while the mean score of the students' posttest in control 44,00 with standard deviation 5,963, it means that the mean score of experimental group higher than the control group ($77,11 > 44,00$). Besides, in figure 9, the scores of the students in the experimental group did not continue the pattern of scores of students in the control group which means that the treatments given in the experimental group give a positive effect on students' listening comprehension. So, it can be said that ELLLO is an internet media for learning listening that effective to be used by the students as a supporting media in learning listening. This finding is in line with the finding from Kocuglu (2010) who found that the use of ICT media is effective in learning English as a foreign language.

The interview result showed that all students agree that English listening Lesson Library Online (ELLLO) is a good supporting media since they have used it for about six weeks. There are some reasons presented about this issue. The first reason is because the English Listening Lesson Library Online has variety material with different topics which interesting for the students. So that the students were more enjoy their learning. It is related with the explanation of ELLLO in the pertinent ideas in chapter 2 that Elllo offers free listening activities for students learning English as another language. Currently, there are over 2000 listening activities on the site. So, the students are free to choose the material which they interested in. The second reason, ELLLO is completed with quiz or comprehension test that can help them to train their listening comprehension. It is similar to the opinion of Rost (1991) that one of the principles in developing listening ability is through work on comprehension activities. The students can evaluate their efforts and listening ability through the comprehension test on this site. By having well-defined comprehension activities, there should be an improvement that the students got on their listening. Another reason, ELLLO is flexible and free to access. It means that the students can access the site whenever they want without paying, not just at school because it can be accessed via gadget and as we know that nowadays most of the teenagers (in this case the students) have gadget or laptop that they always bring everywhere wherever they go.

Those are in line with the statement of Teller (2000) who stated that the internet offers an incredible range of up to date materials which are designed for language learning, especially for listening that can be accessed wherever the location. It means that the students can learn to listen to English wherever and whenever they want as long as it is provided by the Wi-Fi or network that makes them possible to connect to the internet. As ELLLO is an internet media, The finding also support the statement of Zamari, et al (2012) who state that internet has a lot of potentials and plays important role in language learning which is provide many sites or media with variety materials which might be interesting for the students in learning English especially listening and can give a chance for the students to have an interactive self- learning.

In contrast, the limitations or weaknesses of ELLLO are also presented. Based on the previously findings, it was found that sometimes the video in the video activities cannot be played. Furthermore, there are some questions in the comprehension test that have more than one answer. So, in order to get the correct answer, the students should click more than one option in the answer options. The last weakness is the idioms given in the script of views activities. The students said that the idiom did not help enough because the explanations of the meaning of the idioms given are in English recording without text, so the students always feel difficult to get the real meaning of the idioms.

In chapter 2, it has been explained that ELLLO has six main activities namely views, video, mixer, news centre, games, and scene. But based on the findings, it was found that there are three favourable activities for the students namely games, news centre, and mixer. The most favourable activity is Games. Most of the students said that they really like to learn listening by this activity because in this activity they learn like playing a game just by choosing the picture based on the recording listened. It is coherence with the explanation of Games activity in chapter 2 that in this activity the students should start by doing the flash game at the top, and when the audio stops, the students should choose the appropriate picture. The next favourable activity is News centre. Seven students choose this activity as a favourite activity because the animation video in this activity can be completed with the subtitle so they can train their listening while practicing their pronunciation by following what the speaker are saying. Differently, only one student chose Mixer as her favourite. According to her, mixer activity is more challenging than others because there are six speakers who talk in the recording and she should know the main point of each person's talk.

After using ELLLO for about six weeks, the students said that they got improvement on their listening comprehension skill. It is compatible with the result of their test result which showed a higher score for experimental group in post-test than in pre-test. Furthermore, the post-test score of experimental group did not continue the pattern of the post-test of the control group.

CONCLUSION

The use of ELLLO (English Listening Lesson Library Online) is significantly affecting the students' listening comprehension at SMAN 3 Palopo. It can be seen from both groups' score of posttest. The mean score of the experimental group was higher than the mean score of the control group ($77.11 > 44.00$). It means that the treatment given in experimental group give a positive effect on students' listening comprehension as illustrated in the figure below. Besides, the figure of discontinuity regression of this research indicates that the treatment had an effect because the scores of the students in the experimental group did not continue the pattern of scores of students in the control group. In addition, the students have positive perception toward English Listening Lesson Library Online. They said that English listening Lesson Library Online (ELLLO) is a good supporting media since they have used it. The reasons are because the English Listening Lesson Library Online (ELLLO) has variety material which interesting for the students. It also completed with quiz or comprehension test that can help them to train their listening comprehension. Besides, ELLLO is flexible and free to access. The students also argue that their most favourable activity in ELLLO is Games.

So, due to the fact that the students lack listening practice at school, it is suggested that the students use ELLLO (English Listening Lesson Library Online) as often as they can as a supporting media that can help them in developing their listening comprehension. The readers of this article are also expected to socialize ELLLO (www.ello.org) to others especially students as a supporting media in learning listening in order to increase their skill in listening comprehension.

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