

**EXPLORING MOBILE APPLICATIONS IN LEARNING ENGLISH
LISTENING SKILLS: AN EXPERIENCE FROM STUDENTS OF MAN 1 ACEH
BARAT
THESIS**

Submitted by

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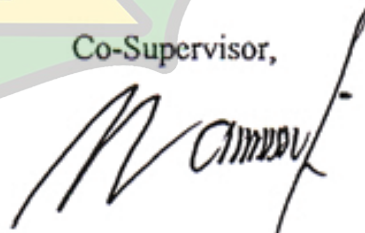
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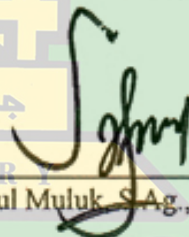
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Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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There is no denying that it took a lot of effort to complete this thesis. However, this work would not have been completed without my beloved people around me who support and help me. My special thanks obviously go to the most important people in my life: R - R A N I R Y

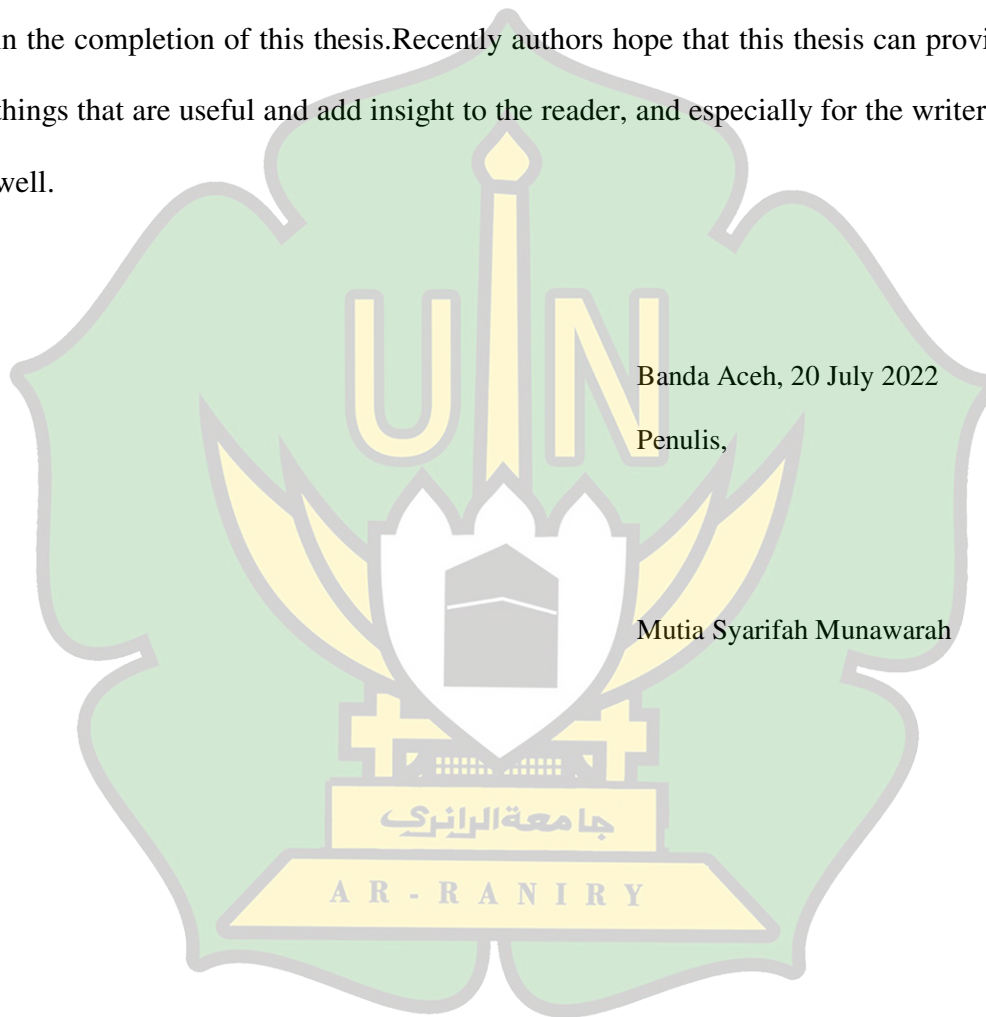
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The author realizes that this thesis has not been perfect, both in terms of material or presentation. The suggestions and constructive criticisms are expected in the completion of this thesis. Recently authors hope that this thesis can provide things that are useful and add insight to the reader, and especially for the writer as well.



ABSTRACT

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Keywords : Mobile Learning Application, Students' Listening skill,
Improvement

The growth of technology triggered the improvement of mobile learning application which is supposed to be used by the students in learning especially English. The mobile learning application has many types and functions which can be used by the students in improving their listening skill. This study was conducted to find out the majority of mobile applications used by the students in improving their listening skill. This study was conducted in MAN 1 Aceh Barat with 30 participants. Questionnaire was the research instrument used in this research to collect the data from the participants. The researcher selected some mobile applications which were considered the most common use application in learning English. Those applications were Duo Lingo, Hello English, Fluent U, ELSA speak, Augmented reality application, Google translate, Youtube, Tik Tok and Instagram. By using SPSS version 23 for windows, the data were inputted and analyzed. The result showed that the students responded that the most influential mobile application to improve their listening skill was Duo Lingo with mean score 3,23 (High), YouTube (3,20), Google Translate (3,17), TikTok (2,60), ELSA Speak and Instagram with 2,30 (Low), Hello English (2,20), FluentU (1,80) and Augmented Reality Applications with 1,40 (Very Low). The result also revealed that several listening aspects that were improved by the use of mobile application were students' pronunciation, words' stress or intonation, vocabulary, English

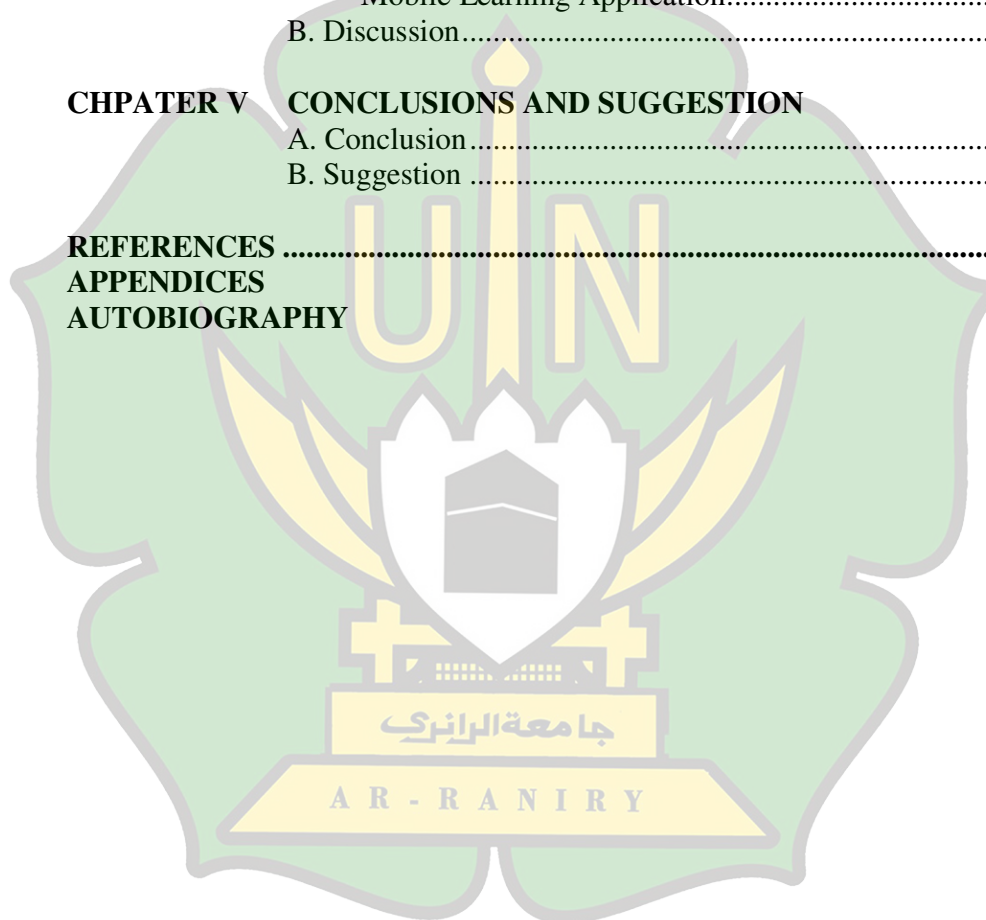
accents, their understanding of English short conversation and their ability of gaining the information from the English video or audio. In the conclusion, students believed that the use of mobile learning application assisted them in improving their listening skill.



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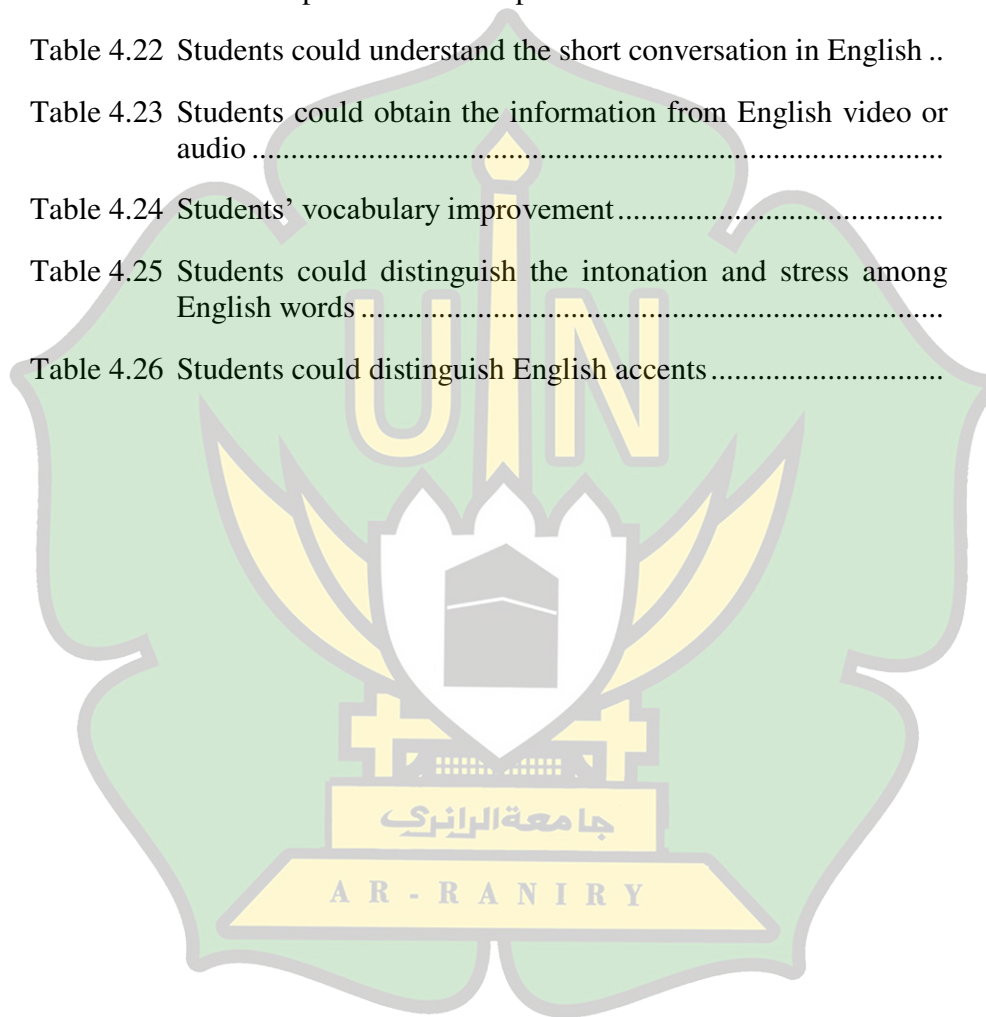
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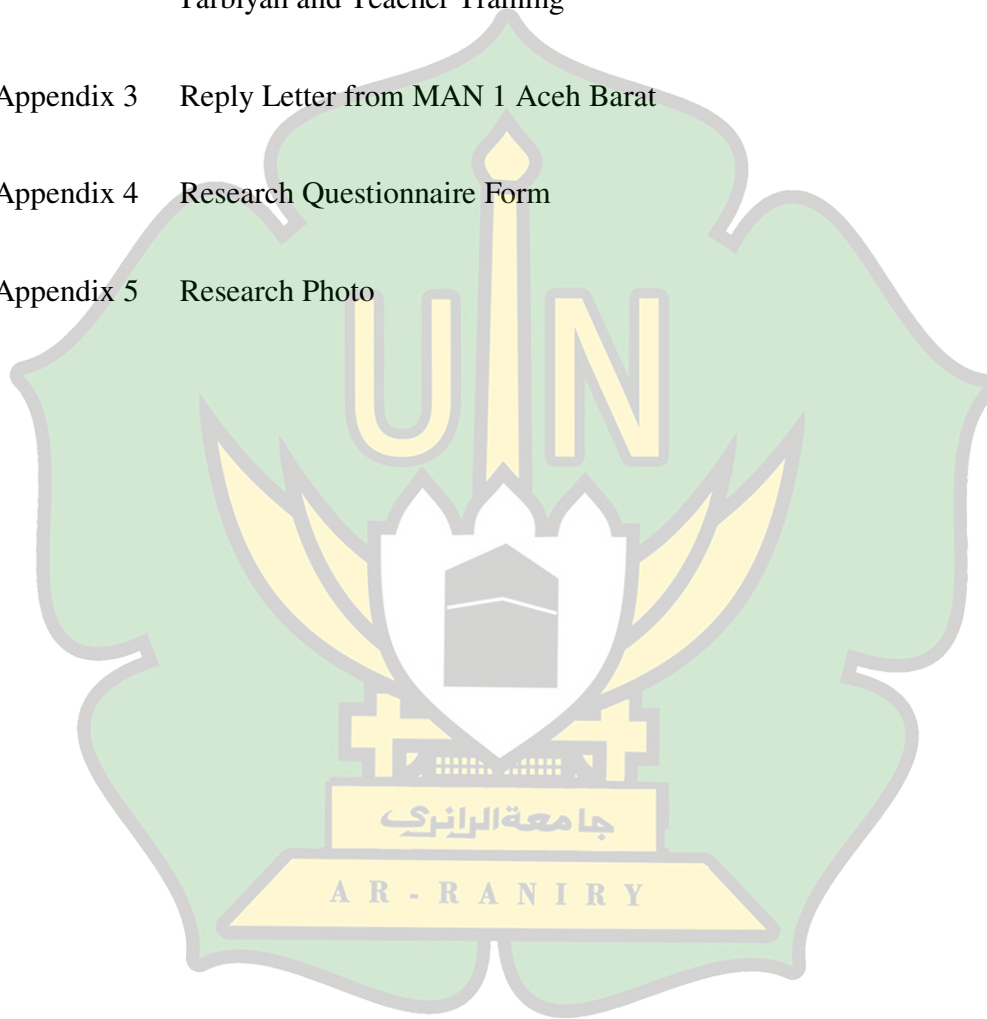
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CHAPTER I

INTRODUCTION

A. Background of Study

Since the growth of technology and information has increased significantly, all the systems, things and activities are done cooperatively with technology. The use of the technology is spreading widely and fast in health, communication, transaction etc. Education is one of the sectors that have been updated to involve with technology. Herold (2016) stated that technology is a tool that aids educational institution to meet the needs of more-diverse student populations. In addition, the increase of the application development also spreads the advantages of the technology. As the use of the technology or certain app spreading in educational field, the use of applications is also included in English learning. English as the foreign language plays an important role in communication worldwide. Since then, some tools and applications are developed to assist people in learning English (Cakmak, 2019). Some applications that have been developed are dictionary app, google translate app, ELSA speak, YouTube, etc. those applications are the proof that the developing of combination between technology and English learning keeps increasing.

Furthermore, the use of certain apps can give a student a chance to study English independently everywhere and every time. It helps them to develop a new learning strategy that allows them to study from the application downloaded in their mobile phone or laptop. By the time of learning from the app, their English ability is getting better. One of the abilities that is concerned is listening skill. Nation and Newton (2009, in Mulyadi, 2017) stated that listening is a process which facilitates the learners to have the information needed to develop their knowledge about the target language so that they can use it properly. Listening skill surely plays an important role in English because a better way to speak and pronounce is by listening it first. Then, Wilson (2003) said listening is not a merely passive activity but a complex and complicated process that must be mastered by the listeners or students. Because of those reasons, the implementation of effective listening comprehension strategies is needed to assist the students in learning English.

Then, the varieties of learning applications are provided in the mobile phone both can be operated online and offline. Some of the applications which help the students to increase their listening skill are Duolingo, ELSA Speak, Chatterpix Kids, Google translate, YouTube, Hello English, British Council Learning, Meriam Webster, Kahoot etc. Nowadays, many students already have mobile phone even when they were in elementary school. It causes them to be very familiar with mobile device and some applications. Some teachers who have concerned about this development start to use the technology and application to support English learning outcome. The creativity of teaching English listening keeps increasing such as using

songs to teach English listening skill. It was proved by Melisa Silviyanti and Syamaun (2022) who stated that use of was effective to improve students' listening skill and they revealed positive attitudes toward the use of song in listening activity. Thus, because of this phenomenon, the researcher intends to conduct a study which explores the use of mobile application in learning English listening skill in school in West Aceh. This study is expected to give a new understanding about the majority of the mobile apps used by senior school students in learning English listening skill.

Several studies related to this topic have been conducted to support this research. To begin with, Faizi et al., (2014) studied "Social Media: An Optimal Virtual Environment for Learning Foreign Languages". This research studied three possibilities using social media by the students in learning English. The data showed that Facebook, Google+, and Twitter are the most popular social media. The result of this study is most of the surveyed students claimed that their four language skills were improved through the use of internet-based applications. It can be assumed that mobile application can aid students' learning English to be better.

Secondly, the research was conducted by Zhang (2016) in Xi'an University in China. The participants who were students from two classes were assigned into two groups: experimental and control group. After pre-test, the students who were in experimental group used *Keke English* and *Easy IELTS* application. The result showed that the result from the post-test in experimental group was higher than its result in pre-test and there was a significance different score between experimental group and control group. In addition, students' motivation was increased to learn

English by using the mobile app since they use the app not only in classroom but also in outside of the class. In conclusion, the use of the mobile application in learning English is useful to increase the outcome and the motivation from students who learn foreign language.

The last research was conducted by Liana et al., (2018) in SMPN 1 Kadipaten. The study was conducted to find out the influence of *Hello English* application in improving students' listening skill. The research was done by implementing the app in the learning activity. The result showed that the listeners who used to feel difficult in filling the blank space with vocabulary could easily fill it after the implementation of *Hello English* app. The listeners also could understand some new vocabularies and the function of them.

Furthermore, the researcher intends to explore the use of mobile application in senior high school students in learning listening skill. The previous researches focus on the experimental research which requires the implementation of certain app in the classroom. This research only concerns about the exploration of the use of mobile app in learning listening skill in MAN 1 Aceh Barat. The subject location is chosen because the school has involved technology in classroom and students are familiar with mobile learning application. The average of students' ability in English is quite good. There are still few researches that study about the exploration of mobile application used by the students in learning listening skill in MAN 1 Aceh Barat. Since the ability of the students are good and fewer

researches concerning mobile app, the researcher wants to find out the mobile application that they use in learning English especially for listening skill.

B. Research Questions

Based on the background of the study, the researcher formulates the following research questions:

1. What types of mobile applications are generally used by the students in learning English listening?
2. Which parts of listening skills are improved by using mobile applications?

C. The Aim of Study

Related to research question, the aims of this research are intended:

1. To find out the common types of mobile applications which are used by the students in learning English listening.
2. To find out which parts of listening skill are improved after using mobile applications.

D. Significance of Study

1. Theoretical Significance

For English department, this study is expected to be useful in providing any understanding about the variety mobile application used by the students in learning

listening skill. It is also hoped to be a foundation of knowledge to evaluate and develop learning method which can be associated with technology.

2. Practical Significances

a. For English Teachers

This research is expected to motivate English teachers to use certain learning applications to increase students' learning outcome of English especially for listening skill. There are multiple different applications that can be used by the teachers to develop new learning method in modern way.

b. For the Students

This study is hoped to give new knowledge for students in finding good learning mobile applications for their English skill. The variety of the mobile app can be downloaded and used by them to learn English independently. The students can do self-improvement and self-assessment since the app providing any feature that assists the self-learning activity

c. For Researchers

The result of this study is hoped to be a reference or foundation for other researchers in conducting a relevant research. It also gives multiple materials about mobile learning application and listening skill. The future researchers can conduct a research that focuses on the implementation of the certain mobile app for the students in the class or experimental research.

E. Research Terminology

1. Mobile Learning Application

Trifonova and Ronchetti (2003, in Rajendran & Yunus, 2021) stated mobile learning application is the application of Information and technology (IT) in smartphone or any handheld technology devices to enhance the learning outcome. The apps are used to assist the students in learning English which aids them to learn English independently. In this research, Mobile learning application is all application that is used by students in learning English especially listening skill in MAN 1 Aceh Barat.

2. *Listening Skill*

Brown (2004) stated that listening skill is a spoken or written response from the people that indicates whether someone does auditory processing correctly. Listening skill is also can be assumed as the ability of someone to get the information from someone's speech, audio or any auditory activity. In this study, listening skill is students' ability to understand the meaning of the spoken language and the information from any resource of English audio.

CHAPTER II

THEORITICAL OVERVIEW

A. Mobile Learning Application

1. The Concept of Mobile Learning Application

The term mobile refers to possibility that can be done in all location, across multiple times and addressing many content areas which use portable things such as smartphone, laptop and etc. (Sarrab, et al., 2012). Mobile learning application is the fasting and the rising computing platform used by the people especially in educational interest. Then the improvement of the internet which triggers the use of smartphone leads the new era of Mobile learning. Quinn (in Damar & Akpinar, 2018) stated that mobile learning is a learning process which is done by using mobile devices. Since the mobile device can be brought everywhere, mobile learning can be accessed anytime and help the learners to enrich their knowledge, satisfy their curiosity and collaborate with other learners easily (McQuiggan et al., 2015). The platform of the mobile learning can be available in smartphone, laptop and other portable devices. The use of this device is depended on the needs of the students and the need of the subjects they take. Mobile learning surely relates to groups of mobile application that is required in mobile learning.

Phongtraychak and Dolgaya (2018) defined mobile application as a software application designed to run on mobile devices such as smartphones and tablet computer. The idea of mobile application and the invention of it are still new in this technology world. Even though the mobile application is still new, the users of this incredible running software are increasing every single day. This leads an interest idea of having all activity of system based on mobile application. Groups or different field such as education and technology have combined to present an appropriate application which can be used by students. The application can be downloaded through the smartphone or laptop depends on the needs of the students. These applications have different functions and purposes based on the needs of the students. There are application focuses on English language, math, science and other field of interest (Islam, 2017). This phenomenon presents a new concept of Mobile-Assisted Language Learning (MALL) which means the use of certain application for language learning.

Rahamat, et al., (2017) claimed that Mobile-assisted Language Learning (MALL) is the use of diverse mobile technologies in language acquisition. Any certain application that is applied for language purposes is categorized as MALL. In English learning, some applications are surely used by English learners to aid them in learning process. Kukulska (2015) stated that MALL has been widely advocated in educational context and increase the number of the success of language learning. The number of related application has been developed to cover any interest of English learning. Klopfer et al. (2002) reviewed five unique educational attributes of mobile

devices which add value to MALL such as portability, social interactivity, context sensitivity, connectivity and individuality.

In conclusion, mobile learning application can be defined as the certain applications that are used by students through mobile devices such as smartphone, Ipad and laptop to aid them in learning English language especially listening skill. The application is both can be run through connecting or disconnecting to internet. It means that the application can be applied even though there is no any connection to internet. The mobile learning application is also can be used in collaborative and individual method and in the classroom or outside of the classroom.

2. Advantages of Mobile Learning Application

There are several advantages of using mobile learning app as the devices to support foreign language learning. The advantages usually come from the easy access of the app which allows the students to use it everytime. Vo and Vo (2020) claimed that the mobile learning app can overcome space and time limitation through the multiple features offered by the mobile learning app. Then, Kim and Kwon (2012) said that mobile learning application support the learners because of its portability, flexibility, manageability and variety of application offered.

a. Portability

The use of mobile learning application allows the learners to have 24/7 access to mobile apps to foster their language learning without being limited for formal learning environments (Wang, 2017). The advantage of mobile app surely aids the

students to use it in both attending the formal education and not attending the formal education. The mobile actually plays a role as a bridge to connect the formal and informal education which brings the student an easy access to the materials whenever they are.

b. Flexibility

As a software platform, mobile learning app will be never broken and stolen from the owner or users or the app. Since the app is only available in technology devices such as smart phone or computer, the apps are secured and saved from the intruders (Pearsson & Nouri, 2018). The safety of the application helps the learners to save any data after using the apps so that they know how far the progress of their learning process.

c. Manageability

Pollara (2011, cited in Vo, 2020) said that mobile learning application increases students' organizational skills and regulatory capacity of learning through planning application. All applications have setting regulation which allows the students to manage the running of application. The students can set the time of the app so that the app can notify the setting date and skill. Even for some language learning apps already provided an easy saving method so that the students do not have to write all the materials by themselves. Mobile apps also ease the teachers to assess the students' proficiency such as from recording their video, audio etc. which contributes to a preferable assessment method for students and teachers (Rambe, 2021).

d. Application Variety

As the need of the mobile learning application is increasing, some providers already created more modern application for the educational purposes (Pearsson & Nouri, 2018). The increase of the mobile learning app can be observed by the increase of the variety learning apps in internet, Google play store, app store and other downloading website or app beside the variety of learning app, the increase also comes from the updated learning apps. All the learning application keeps updating its features and use so that a better access can be achieved by the learners.

e. Cost

There is still a debating issue about this advantage of the mobile learning application. Yet, Phongtraychack and Dolgaya (2018) claimed that the use of mobile learning application decrease the expense cause in learning activity. The app reduces the excessive use of paper, administrative things and other handled devices which can be replaced by the learning application.

From the explanation above, it can be concluded that the use of mobile learning application gives a lot benefit for educational sectors in conducting a learning activity. The variety of the apps triggers the students to be more interested in learning English language especially listening skills and the teachers can create an appropriate learning method involving the learning apps.

3. Disadvantages of Mobile Learning Application

Beside the advantages of the mobile learning application, there are also the disadvantages of the mobile learning apps that should be concerned by the teachers or any responsible people for the students. Some researchers have warned the society or teachers and states that the use of mobile phone should be supervised by the stakeholders of the school (Kamandhari, 2015). Since the mobile learning apps can be accessed in 24/7, there are no teachers who guide them in using the application. Some disadvantages of mobile learning application are concluded below:

a. Distractive Possibility

Since the mobile learning application can only be used through the smartphone, the distractive things surely can happen. Islam and Mazumder (2010) mentioned that the connection between the smartphone and the internet can lead the learners especially the teenagers to access social media such as Instagram, Skype, YouTube and other apps which cause them wasting their time for nothing. Thus, it is important for the parents to keep the eyes to their children so that they can use the smartphone for good purpose.

b. Less Linguistic content

Ekoc (2021) said that some language learning application does not have adequate sound of linguistic content. When the language application does not have any adequate linguistic content, the users probably make a mistake of pronouncing the word correctly. Some applications which are interested in language such as in English proficiency do not have any further explanation about the particular issue in

the app. The app also does not provide *QnA* (Questions and Answers) feature for more accesses of the app.

c. The Storage and the Battery

Viberg (2015) mentioned that whenever the device such as smartphone or laptop has already filled with many software or application, it undergoes the slow response and access. It is bad for the learners when they need the app to be ran but the device does response, they cannot use the learning app. In addition, the battery consumption of the certain device is quite big which fasten the battery use. It causes the device cannot be used for too long and also some learning apps consume too much battery/storage which makes the device slow response.

d. Cost

Since the mobile learning application only can be accesses through smartphone or laptop, the students need to spend much money to but those devices. Viberg (2015) said that technology device is a modern device that needs more efforts and budget to design and create. Because of that, the price of the smartphone and the laptop are so expensive so that no many students can afford it. The price also comes from the internet quota where it is not cheap for the students especially for those who have small income.

It can be concluded that there are some disadvantages of using mobile learning application. These disadvantages should be considered by many people especially for those who have responsibility in educational office or for the teachers to conduct a good mobile learning for the students. Everything surely has advantages and

disadvantages of the use of it so that it is important for the users, parents, teachers and educational stakeholders to use and supervise it properly.

4. Types of Mobile Learning Applications

There are many of mobile learning application available in internet both can be downloaded or not. In this research, the mobile learning application is specified to English language learning especially in improving students' listening skills. For the commercial applications, there are Facebook, YouTube and messenger that becomes the largest used application in 2017 (Phongtraychack & Dolgaya, 2018). Then, for English language learning, there are Duo Lingo, Hello English, ELSA Speak, FluentU, Socrative, Trio Pro English, Google Translate, and many other apps (Irudayasamy, Uba & Hankins, 2021). Those mobile learning applications can be downloaded and installed through smartphone or laptop. The application usually has specific skill or aspect of English language such as grammar, speaking and listening.

a. Educational Applications

1. Duo Lingo

Duo Lingo is a self-described free, science-based language education platform which was created by Luis Von Ahn and Saverin Hacker in 2011 (Robertson, 2011). Duo Lingo actually has its own website, namely [duolingo.com](https://www.duolingo.com), which can be accessed by people around the world. For mobile phone, Duo Lingo has been transformed into an App called Duo Lingo application which can be downloaded and installed in the smartphone. This app is created to help the people to learn foreign languages via smartphone. There are a lot of features provided by the app to aid the

users interact to the app. One of the features helps the users to practice listening skill of English. The users can learn to pronounce correctly by the help of audio feature in the application. This app also provides DGBL (Digital Game-Based Learning) which is assumed effective to increase students' motivation in using the app and teach the English itself (Loewen et al., 2019).

2. Hello English

Hello English is an application that supports English learning for the users who speak English as a foreign or second language. This application was created by Culture Alley and it has been downloaded by 10 million users around the world (Liana, Wahyudin & Hanoum, 2018). This app has some features that support English learning especially listening skill. There is a feature that allows the user to listen daily conversation of English. This feature helps the learners to understand the correct intonation, pronunciation and the meaning of the spoken language. Liana, Wahyudin and Hanoum (2018) said that *Hello English* application helps the students to increase their listening skills.

3. ELSA Speak

ELSA Speak application is a language-focused app that assists the users/learners in learning English especially vocabulary, listening and pronunciation skill. This application is founded by Vu Van in 2015 based in San Francisco, US. This application helps the learners to correct their pronunciation such as the stress, phonology, monophthongs etc. Then, this application also provides a conversation features which assist the learners to practice English better. Since this app focuses on

the pronunciation, the listening skill will be improved by the time if the users often use the app (Samad & Ismail, 2020). This application provides exercise features which allow the learners to do self-assessment about the capacity of the progress they get after finishing some activities in the app.

4. Fluent U

Historically, FluentU application was invented by Alan Park in New York. FluentU is a platform for learning language by applying multiple different videos. This application provides a lot of video contents such as news, dialogues, public speaking, and motivational videos. These videos then are turned into language learning lessons for the users (Altynbekova & Zhussupova, 2020). Since the app providing videos as the instruments for learning, this platform requires the learners to be a good listener. The app requires the users to do some exercises after watching the videos. The exercises only can be answered if the users understand the whole information given by the speaker. Because of this activity, the users automatically practice their listening skills. Over the time, the users can improve their listening skills after use fluentU app often (Altynbekova & Zhussupova, 2020).

5. Google Translate

This application is a part of Google worldwide search engine that assist people to translate certain language to a target language. Since this application provides fast accurate dual translation tend to use it more often both inside and outside the classroom (Medvedev, 2016). This application is also can be categorized as “family application” which means that other people can revise the result of its translation that

is concerned to be less accurate. This application also provides the audio dual pronunciation which enables the users to listen the correct pronunciation from both his language use and target language. The Google's speaker also can read the long sentence with correct pronunciation from target language. This application can be downloaded through smartphone or laptop which eases the users to use it everywhere. Thus, this app assists the learners to practice their English especially in vocabulary, listening and pronunciation.

6. Augmented Reality Applications

Augmented Reality app is a technology application which merges virtual world with reality world. This application aims to develop a technology that allows the users to combine the reality tool and virtual form, or 3D animation through smartphone (Mokodompit, Paturusi & Tulenan, 2021). This application actually requires the users to be able to edit and run a complicated application that gives them a platform to conduct a unique and interesting learning media. *Augmented Reality* app consists of several tools that enable the users to produce and design 3D animation as if it was a game application for the students. This privilege can increase the motivation of the students to learn English better. This application also provides audio tool that enable the students to practice their listening and speaking skill.

b. Entertainment Application

1. YouTube

Pratama, Arifin, & Widianingsih (2020) stated that YouTube platform was created by three PayPal employees in 2005 and his application or website offers

video-sharing which allows the users to upload, share and view videos clips. This application saves thousand videos which includes videos of entertainments, education, politics, medical and history from around the world. YouTube provides multiple English videos from all different background that can be accessed by the students whenever they want as long as the videos are appropriate and coherent for their needs. Since then, this platform is used in learning English especially for listening skill by many teachers. Almurashi (2016) said that YouTube platform can build the knowledge of the learners and assist them improve their English.

2. Tik Tok

Tik Tok is music creative short video social software, launched in September 2016 by Yue Yunpeng in China. Xu (2019) said that Tik Tok app is supposed to give an opportunity for the users to creatively create music videos combined with short video action. The length of the video that can be uploaded on this platform is varied from 15 seconds to 5 minutes. The development of this app creates the new trends where the creators uploaded some videos which contain English education such as how to improve listening skill. Some videos are related to the strategies and tips how to increase users' ability in English especially listening skill.

3. Facebook

Facebook is one the social media platforms that is used by huge population around the world. This application was introduced in 2004 by Mark Zuckerberg and friends while still being students in Harvard University. Kobylinski (2018) said that facbook as one of social media apps that enriches the learning experience by allowing

the students and teachers to connect and interact in new, exciting ways. There are some features that are provided in the app which allow the users to watch any videos in English. Some users also actively provide educational English videos that can be accessed by all people free in the platform. An easy access that is provided in Facebook let the students able to find English videos to improve their listening skill.

4. Instagram

Instagram was launched in 2010 by Burbn Company founded by Kevin Systrom and Mike Krieger. This app was rapidly gained popularity with million active users around the world. Mansor and Rahim (2017) mentioned that as online platform, Instagram allow the users to photo-sharing, video-sharing and social networking service and this app also gives a freedom for the users to post photo and video either publicly or privately. Since then, the variety of the contents posted in IG is increased. One of the improvement contents is educational content. In IG app, there are some users who uploaded English materials both in photos and videos. The English material includes listening skill improvement materials which can be accessed by the users freely.

Those applications are a small part of various other mobile leaning application and most of them are the most common mobile learning application to learn English. Some applications are easy to use but some of them need more understanding to run the app. The mentioned applications usually are used to assist the English learning for all aspects including listening, speaking, vocabulary, pronunciation etc. Yet, the teachers and students can choose to focus in certain skill to be improved. In

conclusion, the mobile learning application can be used to assist students' English learning for all aspects or specific skill such as listening skill.

B. Listening Skills

1. The Concept of Listening

Brown (2004) defined listening skill an ability of someone to response somebody else's speaks which indicates a correct or incorrect auditory processing. Listening skill requires the learners to enable to response the conversation by understanding the idea or opinion said by other people (Harmer, 2001). This skill is categorized as receptive skill which means that the learner listen what other people said first then carry out the reception in the brain. Then, the brain produces an appropriate response to it. Hendrawaty (2019) mentioned that listening is a basic ability that should be learned by students in learning new language. This means that students receive a new word from what they heard and listened to then manage to use these words. Thus, the students possess a good competency of productive skills such as speaking and correct pronunciation.

The concept of listening skill also talks about listening comprehension. Rost (2002) said that listening comprehension is a concept of a complex, interactive process in which the listeners are involved in a dynamic construction of meaning. As a foreign language, English is difficult subject for the students in Indonesia. Thus, it is important to have a good listening skill in order to know the way how a language is

produced or said by the native. The learners need to understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation and other inputs of listening skill.

It can be concluded that listening skill is ability to response other people's say and understand the information given from some audio devices or speech by considering some inputs of listening itself. In this research, listening skill focuses on the ability from students in understanding the information from any audio source and the ability to understand the instruction from the teachers in the English class.

2. The Aspects in Listening

There are several aspects that are consisted in listening skill. These parts contribute in students' understanding in listening skill. Whenever the students are able to comprehend these parts, their ability in obtaining the information from aural speaks is fine.

a. Accent

Accent in language surely plays an important part in making the users easy in learning the language itself. In English, there are several accents that are commonly used by the native such as British, American and Australian accent. Newday, there are more variety of accent around the world such as Chinese, Indian etc. The difference among English accent sometimes confused the students in understanding the meaning of the speech. Matsuura et al. (2014), in their research, it was gained that

the students got higher score in listening test where the speaker in the listening test was a Canadian rather than by a Indian speaker.

b. Pronunciation

Pronunciation refers to the sound produced by the speaker toward words in speaking process. To have a good pronunciation, it needs an exercise to be familiar with how the words are pronounced especially for EFL students. The best way to practice pronunciation is by imitating native speaker's pronunciation. A good understanding of pronunciation can help the learner to catch the meaning of the words in speaking process. Han (1996) stated that pronunciation-oriented listening practice proved effective in improving Korean EFL learners' pronunciation clarity and listening proficiency. It reveals that pronunciation plays an essential role in improving students' comprehend inlistening skill.

c. Word's stress or Intonation

English has thousands of words which consist of one or more syllables of the words. Each word especially the one which has two more syllables requires stress in order to pronounce the correct sound. The stress or intonation is essential to distinguish the word especially the words which have similar form but different sound. Fauzanna (2014) said that if the speakers do not raise the stress, the listeners will find it difficult to understand the speech which cause misunderstanding among them. The stress should not be considered equal for word, only stress syllables may

serve as an anchor. Hence, stressed syllables should be more carefully pronounced than unstressed syllables.

4. Vocabulary

Vocabulary in listening skill has a strong influence in order to ease the listeners or students in understanding the meaning or the information containing in the audio or spoken language. The frequency of the vocabulary in listening skill surely must be increased especially for the EFL students. The more vocabulary can be mastered by the students, the easier for them to comprehend the meaning of the speech. Nation (2006) said that the vocabulary should be in a huge number in order to have an affective listening comprehension or understanding of its information.

In conclusion, to have a good listening skill, the students should consider the elements of the listening skill in order to provide a better understanding of the content in audio or spoken language. Whenever the students are able to deal with these aspects of listening skill, they will obtain or understand the information given by the speaker. The aspects of listening skill are language accents, pronunciation, word stress and vocabulary.

3. The Types of Listening

According to Brown and Abeywickrama (2010), there are four types of listening skill when the students focus on the assessment of listening, namely intensive listening, selective listening, responsive listening and extensive listening. In

intensive listening tasks, the learners focus on decoding specific sounds, words and grammar. This type of listening requires the listeners to hear carefully about the way how a speaker pronounces the word with a correct sound and grammar. Then, the teacher provides the feedback on the accuracy of the performances from the listeners. Secondly, in *selective listening*, learners' attention is directed to the provided tasks with specific purposes in mind. The learners are required either to find out the main idea of the audio tasks or to find out the specific details consisted in the audio tasks. In other word, the listeners look for information during listening section. Thirdly, *extensive listening* refers to a different range of listening activities that aim for comprehensive and enjoyable input (Renandya & Farrell, 2011). This type of listening is specified to the purpose of the learners why they want to certain audio such as entertaining purpose, academic purpose or knowledge purpose. In extensive listening, the learners spend more time to listen this audio because they enjoy it.

Fourthly, *responsive listening* refers to the kind of listening practice where the main goal is to train the learners' reactions to what is listened to along content. In this type listening, the learners are directed to give some response to what they hear such as their opinion about some issues brought by the speaker. This type of listening task requires the learners to listen carefully because all the information is matter to conduct a proper response. Rost (2011) added some listening types based on the ways of interacting with input in listening activities, namely *interactive listening* and *autonomous listening*. *Interactive listening* involves two-way, active listening where the learners share some negotiation and confirmation checks. In this type of listening,

the learners not only focus on the information details but also to discuss about information gained from listening task. Then, they negotiate whether the information is correct and does confirmation check to strengthen their conclusion of the information. In *Autonomous listening*, it refers to the management of listening activities by the learners without the teachers' involvement. This type of listening is where the students independently listen for some contents to meet their needs such as tutorial, cooking, tips or any other needs. It is a core of listening because the learners successfully listen to any English audio.

Can (2020) mentioned two other types of listening when it was concerned from the purpose of the listening, namely *creative listening* and *relational listening*. In creative listening, the listener listens to something new or any current content/issue. It means that the listeners have no knowledge about it until they listen for it from any sources. This listening also can be defined as the strategy to add new information from what they listeners have known part of that information. Secondly, relational listening refers to social interest where the listeners try to understand the feelings from other people and establish a relationship with the speakers.

To sum up, there are several types of listening that are practiced by the learners in the classroom or outside of the classroom such as *intensive listening*, *selective listening*, *selective listening*, *responsive listening*, *extensive listening*, *interactive listening*, *autonomous listening*, *creative listening* and *relational listening*. These varieties should be concerned by the teachers in order to provide multiple new teaching methods that are hoped to increase English language use of the students

especially for listening skill. Those types of listening also can be a standard for the students to figure out how better their listening skills are.

4. The Obstacles in Listening Skill

Some researchers have already concerned about the obstacles faced by the students in dealing with listening learning. Purwanto et al. (2021) mentioned that some obstacles faced by the students in listening activity which include accents, lack of concentration, speed, vocabulary, unclear statements. Those obstacles are the common issue the students always complain with.

a. Accents

The first obstacle comes from accent of English language. Accent expresses too many accented speeches which can lead to an important reduction in comprehension. It is true that the different accent that suddenly heard by the listeners after learning a certain accent lead them to difficulties of not understanding the conversation. Goh (2002) stated that 66% of the learners said that speakers' accent as one of the most significant factors that affect listeners' listening comprehension.

b. Lack of Vocabulary

When it comes to the listening task which consists of familiar words, the students find it easy to deal with the task. Yet, many of listening task consists of many unfamiliar words lead the learners to miss some points during listening task. If the missing words are the important one in the task, it will make the learners fail in understanding the task (Rost, 2011). Thus, small portion of vocabulary can be a barrier for the learner in listening skill.

c. Speed

The speed from the speaker in audio recording can be an essential thing to determine the success of the students in understanding the listening content. A short passage of listening record can be an easy for the students in understanding the task but it will be difficult for them if the passage stays for more than 5 minutes straight. Especially for learners who use English as foreign language, it is found difficult for them to keep in track with the fast speaker (Purwanto et al., 2021).

d. Lexicology and Grammar

Yang (2019) mentioned that some obstacles in learning listening skill come from lexicology and grammar barriers. The time students listen to a new sound of word and hardly have they recognized its sound; it makes them to stop continuing the listening track. The grammar itself can be a nightmare for the students when they find different structure order of a sentence such as reducing *if conditional*, inverted sentence and etc.

From the explanation, it can be assumed that there are several barriers or obstacles in learning listening. The obstacles are the common issue faced by the learners in improving their listening skill. Thus, it is important to the learners to consider about those obstacles and find a good strategy to cope with those problems so that their listening skill can be increased.

5. The Strategies in Improving Listening Skill

There are several strategies that can be applied to improve listening skill such as discriminating among the distinctive sounds of English, enlarging vocabulary, focusing on grammar, broadening the cultural background knowledge (Yang, 2019). In addition, Purwanto et al. (2021) added some strategies to assist the learners in improving their listening skill, namely finding the keywords and predicting the events. These strategies can be used by the students in the classroom or outside classroom. The teachers also need to concern about giving the materials which match students' interest and background.

a. Discriminating among the Distinctive sounds of English

In listening task, it is important for the students to recognize differences between sounds. For instance, in some vowels such as /i:/ /i/ /e/ and also in consonant /k/ /g/ /v/, those symbols have difference sound produced by the human so that a student can practice to recognize those basic sound. After mastering the sound of letter, the students can increase their listening by distinguishing the words in the listening tasks (Yang, 2019).

b. Enlarging Vocabulary

In order to improve listening skill, learners must have enough vocabulary because it influences the success of listening itself. Unfamiliar words surely disturb the focus of the learners when they listen to something. Usually the learners stop to think what the meaning of the unfamiliar words while the recording keeps going. As the result, the learners miss the rest of listening record. Because of this matter, the

learners need to increase their vocabulary by reading article daily in English, listening to some podcast with English subtitle or movies (Wang, 2017).

c. Focusing on Improving Grammar

Mastery of grammar is important for the students to improve their English listening ability. When it comes to long sentence with full of rules of grammar or inverted sentences, the learners hardly understand the meaning of these sentences. It is true that a complicated sentence disturbs the learners because they do not know the meaning of this sentence which leads them to full of confusion. Thus, learning grammar is a must to know the meaning of the spoken language properly (Hamouda, 2013).

d. Broadening the Cultural and Background Knowledge

In foreign language teaching, the teachers should pay more attention to introduce the culture and the cultivation for the students' intercultural consciousness. By knowing the cultural from different countries around the world, it will assist the students in having knowledge of common things done by the native speaker which lead to common ways of speaking of native people (Yang, 2019). Then, it is also important for the student to improve their knowledge in other aspects such as politics, health, education, nature etc. It is important to enhance the background knowledge which will be needed in listening task. Students are more capable to understand the information in listening task when they know the background knowledge of it (Can, 2020).

e. Finding the Keywords and Predicting the Events

Purwanto et al. (2021) mentioned that another strategy that can be used by the learners is to find the keywords in the listening task then they need to predict what events/phenomenon/actions that will be explained by the speaker. The keywords refer to the some words that represent the topic of the information given such as *medicine* represents health topic, *profit* represents economy topic, *photosynthesis* represent biology etc. After finding the keywords, the learners can predict what will be explained by the speaker so that they have more confident to listen the audio task properly.

To sum up, the explanation above explains about the strategies that can be used by the learners or the teachers in conducting a good learning method which proposes to improve students listening skill. As mentioned by Namaziandost et al. (2020), the strategy in learning listening has a significant relevant with the listening obstacles because the problems can be solved if the teachers or learners give an appropriate strategy to deal with the problems. As the result, students have more chances to improve their listening skill properly.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research aims to find out the students' perceptions toward the use of popular applications for learning English and to figure out which aspects of language are improved by the students after using popular applications. In conducting this research, researcher used a quantitative method to collect data. Creswell (2009) stated that quantitative research is an inquiry approach which is useful to describe tendencies and explain the relationship among variables found in the literature. In conclusion, the researcher used quantitative method approach to gain the data.

1. Population

According to Majid (2018), the population is a group interest that will generalize the result of the study. Furthermore, the population of this research is the second grade senior high school students in MAN 1 Aceh Barat located at JL. Sisingamangaraja, Drien Rampak, Kec. Johan Pahlawan, Aceh Barat Regency, Aceh. The total of population is 280 students of second grade with 8 classes of MAN 1 Aceh Barat.

2. Sample

Sample is representative from the population of interest (Majid, 2018). The sample in this research is 30 students from the second grade students of senior high school in MAN 1 Aceh Barat. The purpose of choosing 30 students is to ease the researcher in calculating the result of the study because the number of the participants is integers.

Since there are eight classes of second grade of MAN 1 Aceh Barat, the researcher randomly chose one class consisting 30 students. The students in the second grade have good English skills and most of them have electronic device such as smartphone and laptop. To select the class, the researcher used purposive sampling. As mentioned by Mackey and Gass (2005), purposive sampling is a method to select deliberately the participants to be a small group as a representative from the large people. This technique of sampling helped the researcher to select the participants freely and to obtain variety of response from the participants. Therefore, the total of sample was 30 students.

B. Research Instrument

For the purpose of this research, the questionnaire was used as the main instrument for data collection.

1. Questionnaire

The researcher distributed questionnaire for the students. The questionnaire is a technique of data collection done by giving a set of questions or a written statement

to the respondent to be answered (Sugiyono, 2014). The questionnaire in this study was a closed questionnaire. The closed questionnaire is the type of question where the answers are determined and the participants just need to choose the answers. The scale model of measurement used is a Likert scale. There were 32 statements set for the questionnaire. Each statement consists of 4 possible answers have been provided; they are strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

C. Technique of Data Collections

To answer research question number 1 and 2, the researcher used questionnaire to gain the data. The questionnaire sheet was provided to participants to know the students' perceptions toward the use of popular applications for learning English and in which aspects of language are improved by the students after using popular applications. The questionnaire used a four-point Likert scale format ranging from 4 'strongly agrees' to 1 'strongly disagree'. To avoid the misunderstanding, the questionnaire was written in Bahasa and the researcher explained the purpose of the research. Then, participants were asked to check the statements carefully and read them thoroughly. The participants were given 16 questions related to the students' perceptions toward the use of popular applications for learning English and in which aspects of language are improved by the students after using popular applications.

Thus, sheets of questionnaire were submitted and analyzed statistically to see the percentage of each question.

D. Method of Data Analysis

After obtaining the data, the researcher calculated and analyzed it. As mentioned before, the researcher used Likert scale method in conducting this research. Then, the data were analyzed by using SPSS (Statistical Package for the Social Science) version 23 for windows to find out range of total the result of the questionnaire. The data were resulted in the percentage based on the points in this study. The result was obtained in the percentage and categorized into five categories (Sugiyono, 2014).

Table 3.1
Likert Scoring of Questionnaire

Percentage	Category
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Middle
61% - 80%	High
81% - 100%	Very High

The result of this calculation was displayed in the table. Finally, the researcher explained the meaning of the percentage, arranged the result systematically and concluded of the result about the student's perceptions toward the use of popular applications for learning English.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter investigated the findings based on the obtained data from the questionnaire that was held on June 3rd 2022 on Friday with 30 participants. In this chapter, the result was presented into table of percentage and chart then the researcher analyzed the data. The questionnaire was divided into two indicators. The first indicator was meant to find out the use of popular mobile application in learning English with 16 items of questionnaire. The second indicator was meant to find out the mobile application that improved the students' listening ability with 12 items of questionnaire. Then, the result of questionnaire was divided into several categories to ease the researcher in analyzing the data.

1. The Dominant Mobile Learning Application used by the Students

In this section, the researcher analyzed the data from the questionnaire to find out the most popular mobile application used by the students in learning English. The reference of the application was provided by the researcher in the questionnaire then the students chose the application. The number of questionnaire from 9 to 17 referred to the certain popular mobile application. There was an indication to find out whether the students used the application or not. Whenever the students responded with *Strongly Agree* or *Agree*, it meant that they used the application. If the students

responded with *Strongly Disagree* or *Disagree*, it meant that they did not the application to learn English.

Table 4.1
Students learn English from YouTube application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3,3	3,3	3,3
	Agree	9	30,0	30,0	33,3
	Strongly Agree	20	66,7	66,7	100,0
	Total	30	100,0	100,0	

From the result, it could be seen that there were 29 students who responded that they used YouTube application to learn English. There was a student who responded that he/she did not use YouTube to learn English.

Table 4.2
Students learn English from Instagram application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	36,7	36,7	36,7
	Agree	15	50,0	50,0	86,7
	Strongly Agree	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

The result showed that there were 19 students who learned English from Instagram application. Then, there were 11 students who did not use Instagram as the mobile application to learn English.

Table 4.3
Students learn English from TikTok application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	43,3	43,3	43,3
	Agree	14	46,7	46,7	90,0
	Strongly Agree	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

From the table above, it could be seen that the number of students who used TikTok were 17 students. Then, there were 13 students who responded that they did not use TikTok to learn English.

Table 4.4
Students learn English from Duo Lingo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	20,0	20,0	20,0
	Agree	2	6,7	6,7	26,7
	Strongly Agree	22	73,3	73,3	100,0
	Total	30	100,0	100,0	

From the table, it was revealed that there were 24 students who learned English from the Dou Lingo application. Then, there were six students who did not use Duo Lingo application as the mobile app to learn English.

Table 4.5
Students learn English from Hello English application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13,3	13,3	13,3
	Disagree	19	63,3	63,3	76,7

Agree	2	6,7	6,7	83,3
Strongly Agree	5	16,7	16,7	100,0
Total	30	100,0	100,0	

The result of this questionnaire revealed that there were 7 students who learned English from Hello English application. Then, there were 23 students who did not use Hello English as a mobile app to learn English.

Table 4.6
Students learn English from ELSA Speak

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3,3	3,3	3,3
	Disagree	18	60,0	60,0	63,3
	Agree	1	3,3	3,3	66,7
	Strongly Agree	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

The result showed that there were 11 students who used ELSA Speak as the mobile learning application to learn English. Then, there were 19 students who did not use the application to learn English.

Table 4.7
Students learn English from FluentU application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20,0	20,0	20,0
	Disagree	22	73,3	73,3	93,3
	Agree	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

The result showed that there were only two students who used FluentU as the mobile learning application to learn English. Then, there were 28 students who did not use the application as an English mobile learning application.

Table 4.8
Students learn from Google Translate application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	33,3	33,3	33,3
	Strongly Agree	20	66,7	66,7	100,0
	Total	30	100,0	100,0	

The result from the fifteenth questionnaire revealed that all students used Google Translate application to learn English.

Table 4.9
Students learn English from Augmented Reality Applications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	33,3	33,3	33,3
	Disagree	20	66,7	66,7	100,0
	Total	30	100,0	100,0	

The result showed that there was no student who used Augmented Reality Application as an English mobile learning application.

Then, from the result of these questionnaires, the researcher concluded the total score of the use of popular mobile application into chart of percentage. The total score was obtained by categorizing strongly agree or agree valued as 1 and strongly disagree or disagree valued as 0. It was applied by the researcher to find out the

number of the students who used the mobile learning application in learning English. Whenever the student responded strongly agree or agree, it indicated that students already used the app to learn English.

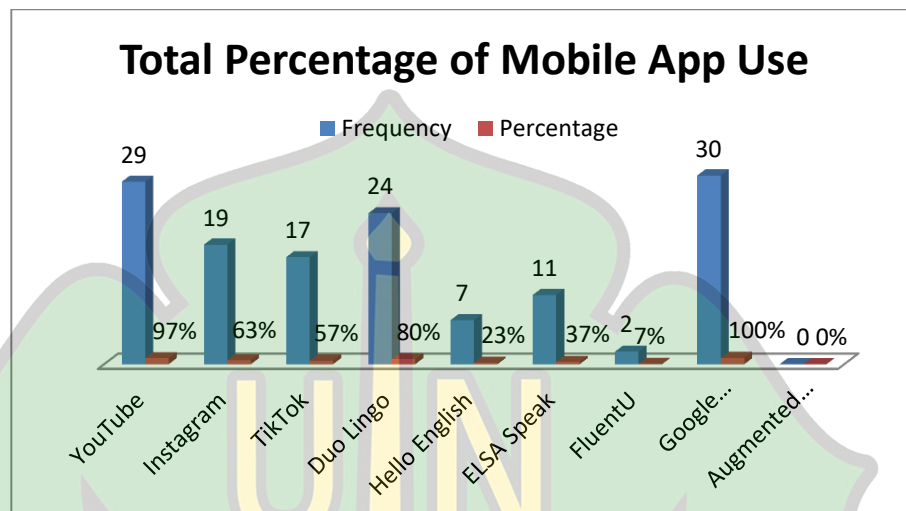


Figure 4.1 Percentage of total frequency of Mobile Learning App use

From the chart figure above, it could be seen that the most use mobile learning application was Google translate with total percentage 100% and 30 users. The second application was YouTube with 97% and there were 29 students who used this app to learn English. The third popular application use was Duo Lingo with the total percentage 80% and 24 students used this app to learn English. The fourth application was Instagram with the percentage of 63% and 19 students used it to learn English. The fifth mobile application was TikTok with 57% in total and there were 17 students who used it to learn English. The sixth application was ELSA Speak with the total percentage was 37% and there were 11 students who used this app to learn English. The seventh mobile application was FluentU with total percentage was 7% and there

were two students who used the application to learn English. The last mobile application was Augmented Reality Application which was not used by any student.

2. The Mobile Learning Application Used for Improving Listening Skill

In this section, the researcher presented the result of the second indicator in the questionnaire which was related to the use of mobile application in improving students' listening skill. The questionnaire items from number 1 to 9 were meant to find out the dominant mobile application that was used to improve students' listening skill.

Table 4.10

The use of YouTube app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	16,7	16,7	16,7
	Agree	14	46,7	46,7	63,3
	Strongly Agree	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

The result showed that 11 students strongly agreed that the use of YouTube app helped the students to improve their listening skill and 14 students agreed that the app assisted them in improving their listening skill. Meanwhile, there were 5 students who responded that YouTube app did not help them in improving their listening skill.

Table 4.11

The use of Instagram app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	21	70,0	70,0	70,0
	Agree	9	30,0	30,0	100,0
	Total	30	100,0	100,0	

The result showed that 9 students agreed that the use of Instagram app aided them to improve their English listening skill. Meanwhile, there were 21 students who responded that the use of Instagram app did not help them in improving their English listening skill.

Table 4.12

The use of TikTok app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	43,3	43,3	43,3
	Agree	16	53,3	53,3	96,7
	Strongly Agree	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

It was revealed that there were 16 students who agreed that the use of TikTok app assisted them in improving their English skill and a student who strongly agreed about this statement. Then, there were 13 students who disagreed about the use TikTok app assisted them in improving their English listening skill.

Table 4.13

The use of Duo Lingo app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10,0	10,0	10,0
	Agree	17	56,7	56,7	66,7
	Strongly Agree	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

The result revealed that 10 students strongly agreed with the use of Duo Lingo application helped them in improving their English and 17 students agreed that their listening skill was improved after using Duo Lingo app. Meanwhile, there were 3 students who responded that their listening skill was improved after using the app.

Table 4.14

The use of Hello English app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Disagree	21	70,0	70,0	76,7
	Agree	6	20,0	20,0	96,7
	Strongly Agree	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

The result showed that 6 students agreed that the use of Hello English helped them in improving their listening skill and there was only a student who responded that the use of the app improving the listening skill. Then, there were 21 students disagreed with this idea and 2 students who strongly disagreed with the use of Hello English improving their listening skill.

Table 4.15

The use of ELSA Speak app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Disagree	17	56,7	56,7	66,7
	Agree	8	26,7	26,7	93,3
	Strongly Agree	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

The result revealed that there were 8 students who responded that ELSA Speak app assisted them in improving their listening skill and there were only 2 students who strongly agreed that the app improving their English listening skill. Meanwhile there were 17 students who disagreed about the use of ELSA Speak app improving their listening skill and 3 students who strongly disagreed.

Table 4.16

The use of FluentU app in improving students' English listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	23,3	23,3	23,3
	Disagree	21	70,0	70,0	93,3
	Agree	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

The result revealed that 2 students agreed that FluentU application helped them to improve their English listening skill. Meanwhile, there 21 students who disagreed that the use of FluntU app assisted them in improving their listening skill and 7 students responded strongly disagree.

Table 4.17

The use of Google Translate app in improving students' listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6,7	6,7	6,7
	Agree	21	70,0	70,0	76,7
	Strongly Agree	7	23,3	23,3	100,0
	Total	30	100,0	100,0	

The result of this questionnaire item showed that there were 21 students who agreed about the use of Google Translate helped them in improving their listening skill and 7 students strongly agreed with this statement. Meanwhile, there were 2 students who mentioned that the use of Google Translate app did not improve their listening skill.

Table 4.18

The use of Augmented Reality Application in improving students' listening skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	60,0	60,0	60,0
	Disagree	12	40,0	40,0	100,0
	Total	30	100,0	100,0	

The result revealed that 12 students disagreed that the use of Augmented Reality Application improving their English listening skill and 18 students strongly disagreed with this statement. It indicated that all students were not familiar with this English mobile learning application.

Furthermore, the researcher used SPSS to conduct a descriptive statistics analysis to find out the value of the use of mobile application in improving students' listening skill.

Table 4.19

Descriptive Statistics of the use of mobile learning application

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
YouTube	30	2	4	96	3,20	,714
DuoLingo	30	2	4	97	3,23	,626
Hello_English	30	1	4	66	2,20	,610
ELSA_Speak	30	1	4	69	2,30	,750
FluentU	30	1	3	55	1,83	,531
Google_T	30	2	4	95	3,17	,531
Augmented	30	1	2	42	1,40	,498
TikTok	30	2	4	78	2,60	,563
Instagram	30	2	3	69	2,30	,466
Valid N (leastwise)	30					

The table showed that the result of descriptive statistics of the variable of the use of mobile learning application in improving students' learning skill. To understand the meaning of the result, the ranged value of mean score of the participants was categorized into some criteria. The categories were shown below:

Table 4.20

Average score categorization guidelines adopted from Sugiyono (2014)

Mean	Criteria
1 – 1,75	Very Low
1,76 – 2,51	Low
2,52 – 3,27	High
3,28 – 4,00	Very High

From the table above, it revealed that the range of influence of Mobile learning application in improving students' listening skill. The most influential mobile app in improving students' listening skill was Duo Lingo app with the score of mean 3,23 which meant that the app had High influence to improve students' listening skill. The second app was YouTube app with the total score of mean was 3,20 categorizing as high. The third influential app for students' listening skill improvement was Google Translate with the mean score 3,17. The fourth application was TikTok with the mean score 2,60 categorizing as high. The fifth mobile learning applications were ELSA Speak and Instagram with the mean score 2,30 for each application and it was categorized as a low influential application in improving students' listening skill. The sixth application was Hello English with the mean score 2,20 categorized as low. The seventh application was FluentU with the mean score 1,83 categorized as low. The last application was Augmented Reality app with the mean score 1,40 categorized as very low influential application for improving students' listening skill.

3. The Listening Aspects Improved by the Mobile Learning Application

In this section, the researcher presented the result of the questionnaire of the second indicator from questionnaire item 10 to 15. These items indicated the aspects of listening that were improved after using mobile learning application.

Table 4.21
Students' pronunciation improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3,3	3,3	3,3
	Agree	11	36,7	36,7	40,0
	Strongly Agree	18	60,0	60,0	100,0
	Total	30	100,0	100,0	

The result showed that 11 students agreed that their pronunciation was improved after using the mobile learning application and 18 students chose strongly agree. Then, there was a student who strongly disagree that the mobile learning app improved student's pronunciation.

Table 4.22
Students could understand the short conversation in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Agree	13	43,3	43,3	50,0
	Strongly Agree	15	50,0	50,0	100,0
	Total	30	100,0	100,0	

The result revealed that 13 students agreed that the use of mobile learning app assisted them in improving their understanding to listen short conversation in English which was provided by the application. There were 15 students who strongly agreed about this improvement. Meanwhile, there were 2 students who disagreed about mobile app improving students' listening skill.

Table 4.23

Students could obtain the information from the English video or audio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Agree	18	60,0	60,0	70,0
	Strongly Agree	9	30,0	30,0	100,0
	Total	30	100,0	100,0	

The table showed that there were 18 students who agreed that their ability to obtain the important information from the video or audio presented in English was improved after using the mobile learning application. In addition, there were 9 students who strongly agreed that their ability was increased after using the mobile app. Meanwhile, there were three students who responded strongly disagreed that their ability in obtaining the information from the English video was increased after using mobile learning application.

Table 4.24

Students' vocabulary improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3,3	3,3	3,3
	Agree	14	46,7	46,7	50,0
	Strongly Agree	15	50,0	50,0	100,0
	Total	30	100,0	100,0	

The result of this item showed that there were 14 students who agreed that vocabulary mastery was improved after using the mobile learning application and there were 15 students who strongly agreed that their vocabulary mastery was

improved. Nevertheless, there was a student who responded that his/her vocabulary mastery was not improved after using mobile learning application.

Table 4.25

Students could distinguish the intonation and stress among English words

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6,7	6,7	6,7
	Agree	17	56,7	56,7	63,3
	Strongly Agree	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

The result revealed that 17 students responded that they could distinguish the intonation and stress among the words in English after using the mobile learning application. Then, there were 11 students who responded strongly agree about this item of questionnaire. Nevertheless, there were 2 students who responded strongly disagreed the use of mobile learning app helped them in distinguishing the intonation and stress among the words.

Table 4.26

Students could distinguish English accents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10,0	10,0	10,0
	Agree	16	53,3	53,3	63,3
	Strongly Agree	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

The result showed that 16 students agreed that they could distinguish the accents in English after using the mobile learning application and 11 students

strongly agreed about this statement. Meanwhile, there 3 student responded that they could not distinguish the English accent after using the mobile application.

Then, the researcher concluded that the use of mobile learning application improved some aspects of listening skill such as pronunciation, vocabulary, accent, intonation or stress, their understanding of short conversation in English and their ability to absorb the information in English video and audio.

B. Discussion

After analyzing the result of the questionnaire, the researcher presented the discussion to answer two research questions. The first research question is “What are mobile applications used by the students in learning listening skill?” Based on the result of the questionnaire items from 9 to 17 in the first indicator, the result showed that the most dominant use of mobile learning application in learning English was Google Translate with 30 users (100%), YouTube application with 29 users (97%), Duo Lingo app with 24 users (80%), Instagram app with 19 users (63%), TikTok with 17 users (57%), ELSA Speak with users 11 (37%), Hello English with 7 users (23%), FluentU with 2 users (7%) and Augmented Reality app with no user (0%).

Then, the questionnaire items from number 1 to 9 in the second indicator showed the most influential mobile learning application used to improve students' listening skill. The result revealed that Duo Lingo application was the most influential mobile app used by the students in improving their listening skill. It was proved by the total mean score 3,23 (High Influence). It was supported by Loewen et al. (2019) who said that Duo Lingo app was effective for learning English. The

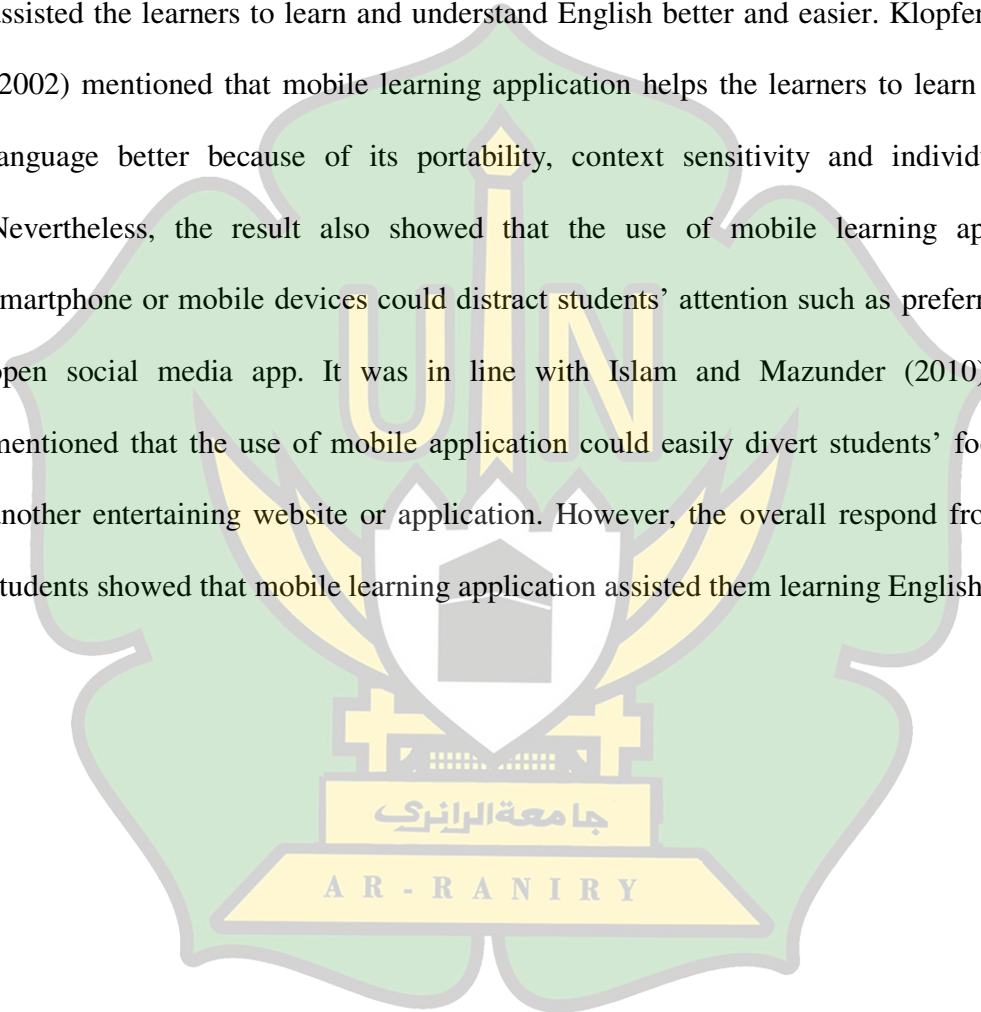
second most influential mobile application in improving listening skill was YouTube app with score of mean was 3,20 (High Influence). It was line with Almurashi (2016) who mentioned that YouTube app could improve students' English especially listening skill. The third mobile application was Google Translate with total mean score was 3,17 (High Influence). Medvedev (2016) said that google translate app assisted the users to correct pronunciation which is useful in listening skill. The fourth influential app was TikTok with total mean score was 2,60 (High Influence). The fifth influential app was ELSA Speak and Instagram with total mean score was 2,30 (Low Influence). Accompanied by Hello English with mean score 2,20 (Low), FluentU with total means score 1,80 (low) and Augmented Reality app with total mean score was 1,40 (Very Low). The small dominant and low influence from the several applications might be caused by the students were not familiar with the app or the applications were not used by the teacher in teaching English especially listening skill. As mentioned by Wilson (2003), listening is not merely a passive activity but it is a complex and complicated process. Thus, the teachers or students should be aware about some assisted application that supports the listening skill improvement.

The second research question is "Which aspects of listening skill do the students perceive to be improved by using mobile application?" Based on the result of questionnaire, it revealed that the aspects or listening were improved after using mobile learning application. Kulkulka (2015) said that Mobile-Assisted Language Learning (MALL) helped the students in learning the target language. There were 29 students who responded that their pronunciation was improved after using the mobile

learning application. It was in line with Medvedev (2016) who conveyed that mobile learning app such as Google translate assisted the learners in correcting their pronunciation. There were 28 who positively agreed that their ability in understanding simple conversation in English was improved after using the mobile app. Then, 27 students responded that their understanding of the meaning of the video or audio was improved after using the mobile learning apps. Almurashi (2016) stated that YouTube as one of mobile learning app increased students' English skill. The vocabulary mastery among students was also improved after using the mobile apps and it was proved by 29 students' positive responses. It was supported by Way (2009) who said that one of listening strategy is to enlarge vocabulary mastery. Next, there were 28 students who responded that they could distinguish the stress and intonation among English words after using the mobile application. It was in line with Rost (2002) who said that stress and intonation in English word should be considered by the students in order to ease them in listening. Finally, there were 28 students who responded that they could recognize and distinguish the English accents after using the mobile application. As mentioned by Yang (2009), listening strategy required the listeners to be able to discriminate the distinctive sounds of English. In conclusion, the mobile learning application helped the learners in improving their listening skill.

Furthermore, the students gave their perception toward mobile learning application in helping them learning English. The result showed that the majority of the students responded that the use of mobile learning application improved their English ability. As mentioned by Kulkuska (2015) that mobile application or MALL

helped the learners to learn language such as English. The mobile learning application also triggered students' motivation to learn English independently. It was supported by Pearson and Nouri (2018) who said that the variety of mobile learning application motivated the learners to study English well. Then, the mobile learning application assisted the learners to learn and understand English better and easier. Klopfer et al. (2002) mentioned that mobile learning application helps the learners to learn target language better because of its portability, context sensitivity and individuality. Nevertheless, the result also showed that the use of mobile learning app via smartphone or mobile devices could distract students' attention such as preferring to open social media app. It was in line with Islam and Mazunder (2010) who mentioned that the use of mobile application could easily divert students' focus to another entertaining website or application. However, the overall respond from the students showed that mobile learning application assisted them learning English.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study is aimed to explore the use of mobile learning application in improving students' listening skill in MAN 1 Aceh Barat. The result showed that students gave variety of response toward mobile learning application. Based on the findings, there are several conclusions that can be presented in this research.

The first conclusion comes from the majority of the mobile application used by the students. The result showed that students use mobile learning application in assisting them in learning English. The most use mobile application used is Google Translate application followed by YouTube app, Duo Lingo, Instagram, TikTok, ELSA Speak and FluentU. Those applications are used or ever used by the students in learning English. Then, for specific listening skill learning, the most influential or used application was Duo Lingo followed by YouTube, Google Translate, TikTok, ELSA Speak, Hello English and FluentU. The order of mobile application indicates the highest influential mobile application in improving students' listening skill. The influential application means that the app helps the students to practice their listening by giving them listening exercises, quizzes, other features in the application.

The second conclusion is that several aspects in listening skill are improved after using the mobile application. It was proved by the result of the study where the students responded their listening skill is improved. The listening aspects which are

improved by the mobile learning application are students' pronunciation, words' stress and intonation, vocabulary, English accents, their ability to understand the meaning of simple or short conversation in English and their ability in observing the information from the video or audio in English. The improvement can be achieved by the students because the mobile learning application provides some features that help the users or students to practice their English especially listening skill.

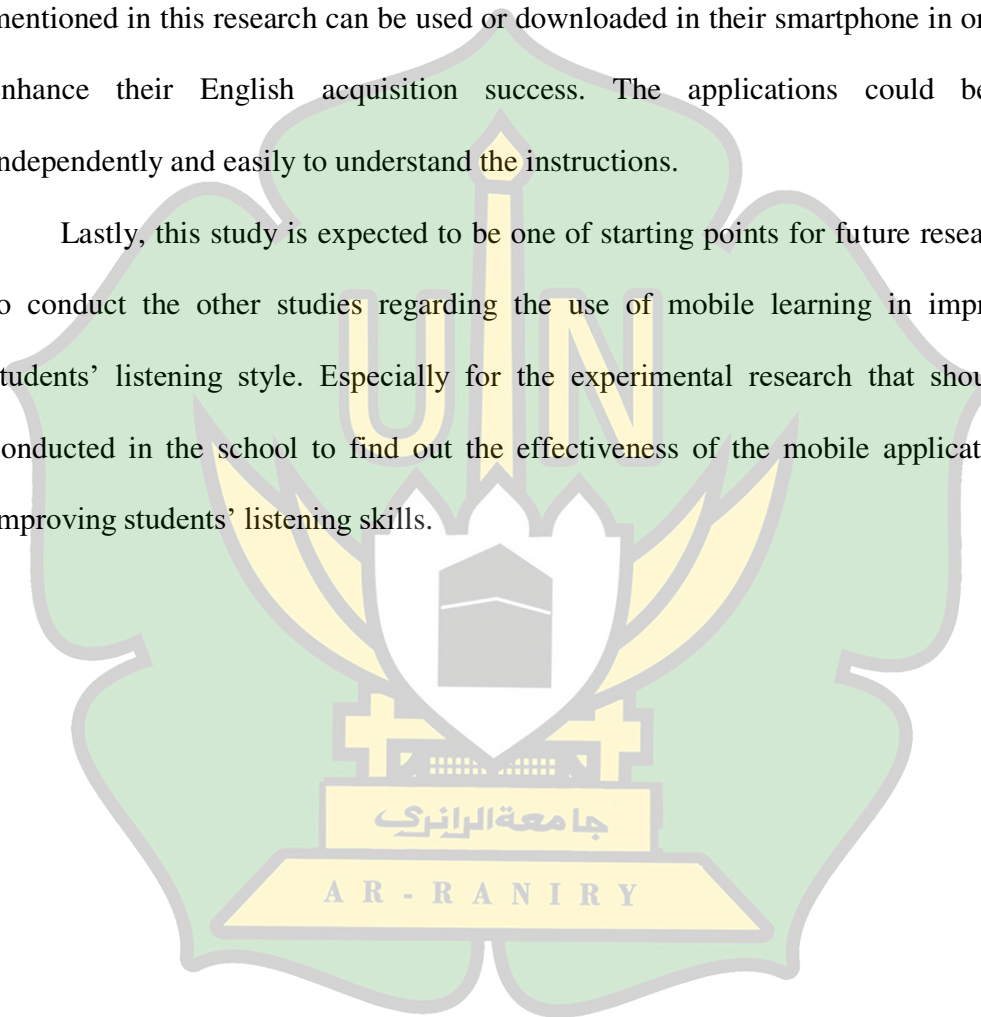
Lastly, the students perceive that the use of mobile learning application is useful to assist them in learning English. From the result of questionnaire, it is obtained that students' motivation to learn English was increased after using the variety of mobile learning application. The application also assisted them in learning English independently and freely. The mobile application also helped to learn English easily since the app could be accessed everywhere and every time. Overall, the use of mobile learning application assisted the students to learn English especially in improving their listening skill.

B. Suggestion

Based on the result findings, the researcher formulated several suggestions toward the use of mobile learning application in improving listening skill. Firstly, the teachers or school stakeholders should consider the use of mobile learning app in assisting in teaching English especially listening skill. Since the result showed that several learning application had low score in improving their English, the teachers should use the variety of the learning applications in order to introduce the students

many applications that they can use to improve their English especially listening skill. Then, the teachers should observe or monitor the use of mobile application among the students in the class in order to keep them focus in learning. The second suggestion is for students who use mobile devices. The variety of mobile learning application mentioned in this research can be used or downloaded in their smartphone in order to enhance their English acquisition success. The applications could be run independently and easily to understand the instructions.

Lastly, this study is expected to be one of starting points for future researchers to conduct the other studies regarding the use of mobile learning in improving students' listening style. Especially for the experimental research that should be conducted in the school to find out the effectiveness of the mobile application in improving students' listening skills.



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Research Photo



AUTOBIOGRAPHY

Full Name : Mutia Syarifah Munawwarah

Registrasi Number : 150203003

Place/Date Of Birth : 12 June 1998

Sex : Female

Religion : Islam

Nationality : Aceh/Indonesia

Marital Status : Married

Occupation : Student

Address : Jl. SISINGAMANGARAJA, Lr. Maneh Mutia, Gampa,
Meulaboh, Aceh Barat.

Phone Number : 0822-1348-9569

Parents

Name of father : Edang Afrizal S.Km

Name of mother : Sri Wahyuni S.Pd.I

Father's occupation : Civil Servant

Mother's occupation : Teacher

Educational background

Elementary school : MIN DRIEN RAMPAK

Junior high school : SMPN 3 MEULABOH

Senior high school : SMAN 3 MEULABOH

UNIVERSITY : Tarbiyah Faculty And Teacher Training
Department Of English Language

Education : Ar-Raniry State Islamic University, Darussalam,
Banda Aceh

Questionnaire Form

**ANGKET PENDAPAT SISWA TERHADAP PENGGUNAAN APLIKASI
MOBILE UNTUK BELAJAR INGGRIS**

NAMA :

KELAS :

JENIS KELAMIN :

Petunjuk:

1. Bacalah dengan hati-hati setiap pernyataan berikut.
2. Jawablah pernyataan sesuai dengan keadaan pada diri kamu yang sebenarnya.
3. Isilah kolom pilihan dengan cara memberikan tanda ceklis (√)

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

No.	Pernyataan	SS (4)	S (3)	TS (2)	STS (1)
A. The Use of Popular Mobile Application					
1.	Saya sering menggunakan aplikasi mobile dalam proses belajar bahasa inggris.				
2.	Penggunaan berbagai aplikasi mobile membantu saya dalam belajar bahasa Inggris secara mandiri				
3.	Saya lebih mudah mengerti materi bahasa Inggris jika menggunakan aplikasi pembelajaran				
4.	Variasi aplikasi pembelajaran memotivasi saya untuk belajar bahasa Inggris dari berbagai sumber				

5.	Penggunaan aplikasi pembelajaran dalam belajar bahasa Inggris mempersulit saya untuk fokus terhadap materi dalam aplikasi				
6.	Penggunaan aplikasi pembelajaran mobile mempersempit ruang interaksi dengan kawan sebaya untuk mempraktekan bahasa Inggris				
7.	Kemampuan bahasa Inggris saya meningkat setelah belajar bahasa inggris dari berbagai aplikasi yang saya gunakan				
8.	Saya lebih percaya diri dalam menuturkan kata atau istilah bahasa Inggris setelah menggunakan aplikasi pembelajaran mobile				
9.	Saya banyak belajar Inggris dari aplikasi Youtube				
10.	Saya banyak belajar Inggris dari aplikasi Instagram (IG)				
11.	Saya banyak belajar Inggris dari aplikasi TikTok				
12.	Saya banyak belajar bahasa Inggris dari aplikasi Duo lingo				
13.	Saya banyak belajar bahasa Inggris dari aplikasi Hello English				
14.	Saya banyak belajar bahasa Inggris dari aplikasi ELSA Speak				
15.	Saya banyak belajar bahasa Inggris dari aplikasi FluentU				
16.	Saya banyak belajar bahasa Inggris dari aplikasi Google Translate				
17.	Saya banyak belajar bahasa Inggris dari aplikasi Augmented Reality Applications				

B. English listening				
1.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi mobile seperti Youtube			
2.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi Duo Lingo			
3.	Kemampuan mendengar bahasa Inggris Inggris saya meningkat setelah menggunakan aplikasi Hello English			
4.	Kemampuan mendengarkan bahasa Inggris Inggris saya meningkat setelah menggunakan aplikasi ELSA Speak			
5.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi FluentU			
6.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi Google Translate			
7.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi Augmented Reality Applications			
8.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi Tik Tok			
9.	Kemampuan mendengar bahasa Inggris saya meningkat setelah menggunakan aplikasi Instagram			
10.	Kemampuan pengucapan bahasa Inggris saya meningkat setelah menggunakan aplikasi mobile			
11.	Saya mampu memahami percakapan sederhana dalam bahasa Inggris yang disediakan oleh aplikasi mobile			
12.	Saya mampu menangkap informasi dari video atau audio dalam bahasa Inggris			
13.	Variasi kosa kata bahasa Inggris saya meningkat setelah menggunakan aplikasi mobile			

14.	Saya mampu membedakan intonasi dan tekanan pada kosa kata bahasa Inggris setelah menggunakan aplikasi mobile				
15.	Saya mampu membedakan aksen/dialek bahasa Inggris setelah menggunakan aplikasi mobile				

