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The Effect of Using Ello Media on Students' Listening Comprehension

Rizki Herianda[1*], W. Fitria[2], A. Pratama[3]
[1*]UIN Sultan Thaha Saifuddin Jambi

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ABSTRACT

The present study was carried out to investigate the impact of utilizing ELLLO media on the listening comprehension of students in an Islamic senior high school in Jambi. A quantitative approach was employed, utilizing a quasi-experimental design known as a non-equivalent control group. About 21 participants in each group were chosen based on their daily performance and their achievement in English. After the pre-test was given, each group received different treatment during 6 meetings, but only the experimental group was given the ELLLO media. At the final stage, a post-test was administered to check their listening comprehension after the six-meeting treatment period. The data were analyzed using a series of paired sample T-tests and an Independent Samples T-test. The study's findings indicated that Ello media content enhanced students' listening comprehension. To conclude, the results from the experimental group confirmed the positive impact of Ello media on students' listening comprehension.

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1. INTRODUCTION

Historically, listening skills in language learning were regarded as a passive activity, unworthy of serious academic or educational focus. This perception persisted despite the recognition of the crucial role that listening plays in language acquisition, communication, academic activities, and its inclusion in the current English curriculum (Li& Renandya, 2012, p. 08). In response to the recent introduction of the 2013 EFL (English as a Foreign Language) curriculum in Indonesia, this study examines its phenomenological implementation. The Indonesian government mandated this curriculum from primary to high school since 2014, identifying several weaknesses in the previous curriculum (Ministry of National Education, 2013). The curriculum aims to integrate the four key language skills—listening, speaking, reading, and writing—into the learning process to improve students' English proficiency. However, listening remains one of the most challenging skills for students to master (Sulistiyo et al., 2020).

Several studies have identified common issues that students face in developing listening skills. The First issue is the difficulty to keep up with audio material where students are not accustomed to listening exercises and struggle to follow along leading to a lack of comprehension of what the speaker is saying. The second issue is the speech recognition and vocabulary where students have difficulty in recognizing spoken words and lack the necessary vocabulary to focus on the speaker's voice. The last issue is the infrequent listening practice where students rarely

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engage in listening exercises and often focus more on the teacher's explanations, which do not employ engaging media, leading to attentiveness issues (Wahyuningsih, 2018).

The problem is particularly acute in specific educational contexts, such as at one of boarding school in Jambi, where traditional teaching methods dominate. Preliminary findings indicate that a significant number of students at this institution are deficient in English proficiency. The learning environment, which often involves outdoor or pavilion settings, further disrupts concentration and divides students' attention between the lesson and their surroundings. These challenges highlight the need for a novel approach to teaching listening skills.

Learning English at that school continues to be predominantly conducted through teacher-centered approaches, which involve lectures, question-and-answer sessions, and administering quizzes with limited material. Only a few methods employ listening exercises by providing English songs to enhance students' auditory perception. As a result, students may struggle to comprehend English sentences. Additionally, students at this Islamic boarding high school study outdoors or in a pavilion, which can disrupt their concentration and cause them to divide their attention between the surrounding environment and the learning process.

To address these challenges, this study proposes the use of the English Listening Lesson Library Online (ELLLO). Created by Todd Beuckens, an English teacher in Japan, ELLLO offers a vast library of audio and video resources designed to improve listening skills through engaging and interactive lessons. ELLLO provides materials based on proficiency levels, topics, and speakers' nationalities, allowing for a more personalized and effective learning experience (Palangngan et al., 2016).

ELLLO includes diverse listening materials such as videos, news segments, sports scenes, and mixers, each accompanied by vocabulary tests and listening comprehension exercises. Additionally, the scripts for each recording are available to help students practice pronunciation. The platform allows students to select materials based on their proficiency level, category, country, and topics of interest, making listening exercises more engaging and easier to understand (Izzah & Keeya, 2019, p. 30. It permits students to learn while viewing videos, mixers, news, centers, sports, and scenes without restriction. Evaluations of vocabulary and auditory comprehension conclude each operation. Furthermore, students employ the script of each video or recording to supplement their listening experience with pronunciation practice. ELLLO provides the capability to select the feature level, category, and country via a click in the central left corner. In addition, students have the ability to select speakers' countries, processes, and topics from the material they are studying.

Based on the aforementioned description, the author employs ELLLO (English Listening Lesson Library Online) to identify the issue and determine how to improve the listening comprehension skills of students who are cochlear implant users and have hearing impairments. The author wishes to conduct research on the following topic: "The Impact of Employing ELLLO Media on Students' Listening Comprehension at Madrasah Aliyah Darul Arifin Jambi."

2. METHODS

This study employed a quasi-experimental with pretest- posttest control group research design. It utilized a quantitative approach to examine the impact of global method on EFL learners' reading comprehension. To determine the link between two variables is the main goal of quasi-experimental research. Hung et al. (2018) states that in order to determine the effect of a method or idea on a dependent variable or outcome, an experiment must be performed. The researcher in this quasi-experimental study evaluated students' reading comprehension using a pre- and post-test with a non-equivalent control group design. In this study, two groups were used: one was the control group, and the other was the experimental group.

This study was carried out with 42 students as the sample who are studying at Islamic Senior High School Darul Arifin, Jambi, to examine the effect of ELLO on their listening comprehension. These students were then assigned to two groups (one control and one experimental) with 21 students in each group, all the samples are male students since this school is an Islamic boarding

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school which divided their class based on gender. The researchers took the samples randomly in cluster since all the classes were in the same level of comprehension in listening.

The listening comprehension test was designed to test students' reading comprehension ability. Additionally, the researcher administered a pre-test and post-test to the students. The test included 20 short answer questions at the literal comprehension level. Prior to giving the pre-test and post-test, the researcher conducted a trial with the students with the same level of the literal comprehension from another class in that school to determine the validity of the instrument and to ensure that the students could understand it properly. Furthermore, researcher conducted a validity test, then tested the reliability of the instrument. The reliability test is used to determine the level of consistency in answering the instrument. Based on the calculation results, the reliability value was obtained with a test coefficient of 0.843, that is high categories of reliability. From the those results, it can be concluded that the instrument can be used as a data collection tool.

The experimental group in this study participated in six sessions focused on ELLO provided by the teacher. These sessions, referred to as treatments, aimed to teach listening by using ELLO before administering the post-test to determine if the method give effects to students' listening comprehension. The goal of integrating this method are students' are familiar with the media as known as ELLO and students' listening comprehension are increased. In contrast, the control group attended six liostening comprehension sessions without given any ELLO in every meeting. The researchers themselves acted as teachers for both groups during these treatment sessions. After the six sessions, participants took a listening post-test to assess their listening comprehension achievement and to determine if there was a significant effect of ELLO students' listening comprehension.

The data analysis of quantitative measures involved using both descriptive and inferential statistics to assess the effect of ELLO on students' listening comprehension. To achieve this, the students' listening comprehension pre-tests and post-tests were quantitatively analysed by using the Statistical Package for the Social Sciences (SPSS) software (version 23). Descriptive statistics revealed the mean score development between the pre-tests and post-tests. Additionally, inferential statistics, including independent sample t-tests, were employed to evaluate the effectiveness of the treatment sessions on the learners' listening test and to compare the results of the two groups to determine which group showed greater effect in listening comprehension after the treatment.

3. FINDINGS AND DISCUSSION

Findings

Data was collected using pre- and post-tests in the control and experimental groups. Evaluate the potential differences between ELLLO and teacher-centered listening students. Quantitative analysis was performed by the researcher. To put theories to the test, researchers employed t-tests. After collecting data from two sources, the researcher analyzed the experimental and control groups' pre- and post-test hearing using SPSS version 25.

Between the second and seventh interaction, the researcher listened using ELLLO. "Daily routines" listening was utilized in the second meeting. "My family" listened during the third meeting. "Meeting people" on the fourth meeting as a listener. Listening to "Months and holidays" during the fifth meeting. During the sixth meeting, listening to "Days of the week" "Telling the time" was listened to during the seventh meeting. In order to gauge whether or not their listening skills had improved, the researcher proposed a post-test at the eighth session.

Based on the results of the pre-test, various therapies will be administered to each class. The control group listened to lectures given by teachers at Islamic Senior High School Darul Arifin Jambi, whereas the experimental group used ELLLO. Finally, a post-test was given by the researcher. Twenty audio listening questions with blanks were part of the exam. Students' listening skills after treatment were evaluated on the test. Furthermore, the data was described by the researcher:

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Descriptive Analysis

The researcher describes the percentage of test outcomes before and after treating the experimental group and control group with standard education in this part. The assessment value is in Table 4.1.

Table 1. Scoring Grade

	CATEGORIES
81-100	*Excellent*
61-80	*Good*
41-60	*Fair*
21-40	*Poor*
0-20	*Very Poor*

(Source: MA Darul Arifin Jambi)

Figure 1. Percentage pre-test experimental class

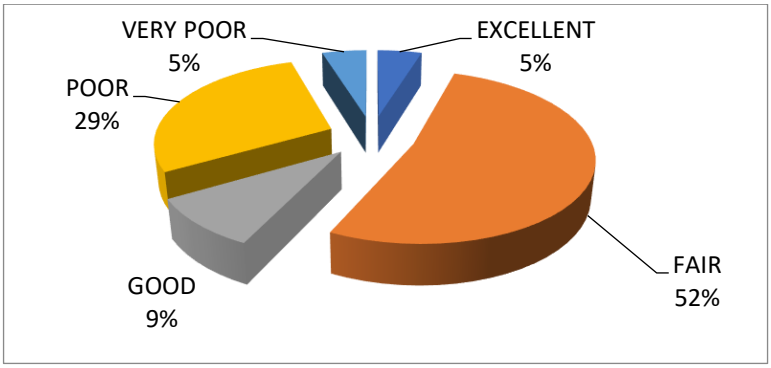

Figure 1 displays the outcome of the students from the experimental class. Among them, 1 student (5%) achieved an exceptional rating, 2 students (9%) achieved a good rating, 11 students (52%) achieved a fair rating, 6 students (29%) achieved a terrible rating, and 1 student (5%) achieved a very low rating.

Figure 2. Percentage pre-test control class

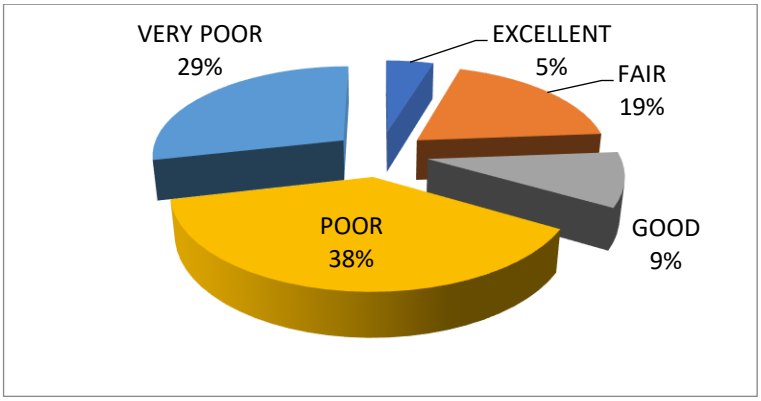

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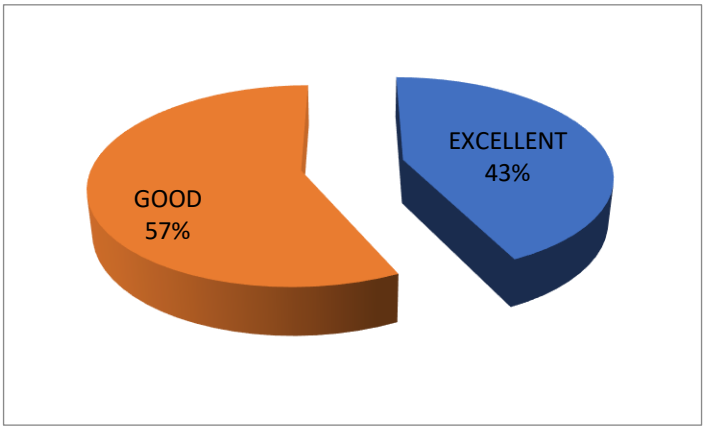
Figure 2 displays the results of the pre-test for the control class's listening outcome. The data reveals that 1 student (5%) achieved an exceptional rating, 2 students (9%) achieved a good rating, 4 students (19%) achieved a fair rating, 8 students (38%) had a poor rating, and 6 students (29%) achieved a very poor rating.

Figure 3. Percentage of Post-test experimental class



The students in the experimental class showed considerable improvement after receiving treatment from a researcher using ELLLO. Figure 4.3 illustrates that out of the total number of students, 9 (43%) were categorized as excellent, while 12 students (57%) were categorized as good. The post-test results of the experimental class demonstrated a substantial improvement in the students' performance. None of the students in the experimental class had a fair, poor, or very low score on the post-test.

Figure 4. Percentage Post-test control class

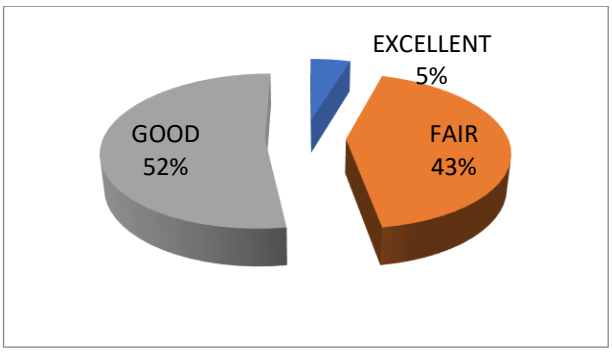


Figure 4 shows that out of the 21 students tested, 11 got good marks, 9 got middling marks, and 1 got excellent. Outstanding, decent, or fair outcomes were achieved by the control class on the post-test. Compared to both the control group and the experimental group, the treated students in the experimental group performed better on the post-test. The results of the post-test showed that the experimental group had made considerable improvement. Scores were higher on the pretest than on the therapy itself. The percentage of samples correctly classified after the test in the experimental group went up. Additionally, compared to the control group, the experimental

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group had a higher post-test minimum score of 70. Between the pre- and post-tests, the experimental group outperformed the control group, with a maximum post-test score of 100.

This study found that ELLLO increased students' listening skills and pre- and post-test scores.

Table 1. Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	21	15	85	50,00	17,321
Post-test Experimental	21	70	100	82,38	8,749
Pre-test Control	21	10	85	39,76	20,401
Post-test Control	21	50	95	65,95	10,796
Valid N (listwise)	21				

Based on table 2, the average score for the experimental class is 82.38. It seems that the use of ELLLO has enhanced their ability to understand spoken language, but it is important to note that these are only observational findings. This should be evaluated to determine if the progress is significant. In order to assess the usefulness of ELLLO in improving students' listening comprehension and determine if ELLLO has a substantial impact on students' listening comprehension, the researcher employed the Test the sample paired Case feature in IBM SPSS Statistic 25 to compare the results before and after the test.

Statistical Analysis

a. Normality Test

The Kolmogorov-Smirnov test was conducted to assess the normality of the students' scores, determining whether they followed a normal distribution or not. The findings of the analysis are displayed in the following table.

Table 2. Normality test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result of Listening Comprehension	Pre-Test Experimental	.139	21	.200*	.969	21	.710
	Post-Test Experimental	.179	21	.079	.922	21	.096
	Pre-Test Control Class	.164	21	.146	.927	21	.118
	Post-Test Control Class	.154	21	.200*	.936	21	.184

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3 also shows that there is no statistical significance since the p-values for both the pre- and post-tests are larger than 0.05, according to the Kolmogorov-Smirnov test. A p-value of 0.200 in the experimental class's pre-test was statistically significant, meaning it was higher than the

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significance level of 0.05. The experimental class's post-test p-value was 0.79, which is higher than the 0.05 significance limit (0.79>0.05). It can be inferred from this that the data is distributed normally. During the pre-test, the control class had a p-value of 0.146, which is higher than the 0.05 significance limit. In a similar vein, the post-test control group had a p-value of 0.200, which is again higher than the significance level of 0.05 (0). It can be inferred from this that the data is distributed normally.

b. Homogeneity test

The purpose of the homogeneity test is to find out how similar the two sets of data or samples are. This inquiry used the level test. At the 0.05 level, the association might be considered statistically significant. Groups with different numbers of subjects work well with analysis of variance (ANNOVA).

The researcher conducted a homogeneity test after collecting listening comprehension scores from both the experimental and control classes. The following table displays the results of the analysis:

Table 3. Test of Homogeneity of Variances (Post-test)

Tests of Homogeneity of Variances

		Levene Statistic	df 1	df2	Sig.
Result of Listening Comprehension	Based on Mean	7.265	3	80	<,001
	Based on Median	5.029	3	80	.003
	Based on Median and with adjusted df	5.029	3	61.765	.003
	Based on trimmed mean	7.033	3	80	<,001

Based on the data shown in table 4, the results of the homogeneity test (post-test) indicate that both the experimental class and control class have values that above the significance level of 0.05, namely 0.472 which is greater than 0.05. The homogeneity of the sample variance of the two groups can be affirmed.

c. The Analysis Paired Sample T-Test

The researcher employed a paired sample t-test in the experimental class to see whether there was a statistically significant disparity between the pre-test and post-test scores. This study was conducted to see whether the use of ELLLO had a notable impact on students' listening comprehension.

- If the p-value (Ha1) is less than 0.05 The utilization of ELLLO has a notable impact on students' listening comprehension.
- If the value of H01 is more than 0.05, denoted as ro, then... The utilization of ELLLO does not yield a noteworthy impact on pupils' listening comprehension.

Table 4. Paired sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Result of Listening Comprehension	74.17	42	12.779	1.972
	Class	1.50	42	.506	.078

The table of 4.6 displayed the performance scores of a sample set of students before and after they received instruction in ELLLO, a treatment for improving hearing. The mean score of the pre-test in the experimental class was 50.00, whereas the post-test score was 82.38. Both the pre-test and post-test had 21 students. The pre-test had a standard deviation of 17.321 and a standard

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error mean of 3.780. The post-test had a standard deviation of 8.749 and a standard error mean of 1.909.

Based on the average result, the average score of the pre-test experimental group was different from the average score of the post-test experimental group. Consequently, the final assessment showed an increase in scores as the mean post-test score exceeded the pre-test score.

Table 5. Paired Sample Test

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test Post-test	-32.381	10.796	2.356	-37.295	-27.467	-13.745	20	<,001	<,001

The results of the t-test-based comparison analysis are shown in Table 4.7. What the matched sample test found. The output showed the mean (-32.381) and standard deviation (10.796) of the pre- and post-tests, in addition to the standard error (2.356), the lower difference (-37.295), and the upper difference (-27.467). With twenty degrees of freedom and a significance level of 0.001, the t-test produced a result of -13.745. The p-value is 0.001, which is lower than the significance level of 0.05, as determined by the researcher. Due to this, we accept Ha1 as the alternative hypothesis and reject H01 as the null. Students' ability to understand what others are saying is much improved when they use ELLLO.

d. Independent Sample T-Test

Furthermore, the researcher employed both the Paired Sample T-test and the Independent Sample T-test to identify any significant disparities between the control class and the experimental class in terms of their utilization of the ELLLO for enhancing student listening comprehension.

- If the p-value (Ha2) is less than 0.05, it indicates a statistically significant difference between the control class and the experimental class in terms of the use of the ELLLO on students' listening comprehension.
- If the p-value (H02) is more than 0.05, it indicates that there is no statistically significant difference between the control class and the experimental class in terms of the usage of the ELLLO on students' listening comprehension.

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Table 6. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	Df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Result of Listening Comprehension	Equal variances assumed	.528	.472	5.418	40	<,001	<,001	16.429	3.032	10.300	22.557
	Equal variances not assumed			5.418	38.354	<,001	<,001	16.429	3.032	10.292	22.565

The p-value of 0.001 is lower than the significance level of 0.05, and the value of 5.418 is higher than 1.684. As a result, we accept Ha and reject Ho as possible explanations. Therefore, it can be inferred that there are substantial differences between the control and experimental classes' post-test results. The experimental group had a mean value of 82.38 and the control group 65.95, according to the group data table. This proves that the experimental group's average post-test score is higher than the control group's average post-test score.

4. DISCUSSIONS

After a protracted procedure, the researcher wants to know if utilizing ELLLO as a learning approach has a major impact and if there are significant differences. Class XIA is experimental while XIB is control. Researchers collected data to answer questions. This study examines if the ELLLO affects students' listening comprehension and whether MA students who got therapy and those who did not vary in listening comprehension. Darul Arifin Jambi.

This confirms Yunus et al. (2020) that ICT aids language learning. The experimental group had a higher mean score than the control group, demonstrating ELLLO's usefulness as an internet-based listening aid. This study found that ELLLO media can improve students' listening comprehension, validating Beucken's theory (2004) that it helps students learn listening languages. Also linked to prior research Sukmawati et al. (2016) found that the experimental group had a higher mean score (77.11 > 44.00). As seen in the figure, experimental group treatment improves students' listening comprehension. Hadi et al. (2021) found that the mean pre-test score was 59.03 and the post-test score was 81.96. This suggests pre- and post-test variations. There is also a clear difference in mean scores between teaching listening skills with and without the ELLLO app. According to Soleha (2022), the data analysis revealed a 0.000 independent t-test result, which was <0.05. So H0 is rejected and Ha accepted. ELLLO had a strong impact on students' listening skills in the second semester of the eleventh class at MAN 1 Bandar Lampung.

A paired sample T-test was used to answer the first research question, whether the ELLLO affects students' listening comprehension. The experimental class's average score rose from 50.00

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to 82.38, with 100 being the best and 70 being the lowest. However, the control class average score rose from 39.76 to 65.95, with a high of 95 and a low of 50. These data suggest that control class kids' listening comprehension scores rose less than experimental class students'. If Sig. (2-tailed) is 0.001 < 0.05, (Ha1) is accepted and (H01) is automatically rejected in paired sample T-test results Thus, ELLLO improves kids' listening comprehension.

The Independent Sample T-test was utilized to assess the second research question, whether ELLLO affected students' listening comprehension in the experimental and control classes. Researchers used just class post-test scores. Df = 40 and T table value df - 40 with 0.05 significance is 1.684. Compared to the control class, the experimental class had a higher post-test score of 8.749. Additionally, Sig. (2-tailed) is below 0.05 (0.001 < 0.05), indicating acceptance of (Ha2) and rejection of (H02). As a learning approach, ELLLO affects students' listening comprehension differently.

Based on the preceding explanation and the responses to this research question, the researcher plans to develop a theoretical framework for his own research by expanding on the above scholars' studies. The researcher plans to compare their research to others. This study examines how ELLLO improves student comprehension. This study examines how ELLLO with continuous listening affects students' listening comprehension. The unique possibility to study pupils' comprehension utilizing ELLLO inspired this research. Previous research simply used ELLLO to improve students' listening comprehension.

5. CONCLUSION

Based on the discourse presented in the preceding chapter, it may be inferred that:

1. The research findings indicate a notable impact of utilizing ELLLO on students' listening comprehension in the fill in the blank exercise. Derived from quasi-experimental data with a non-equivalent Experimental group design. The average post-test score of students in the experimental class was 82.38, which was more than the average pre-test score of 50.00. In addition, the pre-test and post-test results for the experimental class indicated a statistically significant (2-tailed) value of 0.001, which is lower than the threshold of 0.05 (0.001<0.05). Consequently, the null hypothesis (H01) may be refuted and (Ha1) can be affirmed, indicating that the utilization of ELLLO has a substantial impact on students' listening comprehension.
2. This research further validates that there is a notable disparity in the impact of ELLLO on students' listening comprehension in short response questions, between students who get instruction with ELLLO and those who do not. According to the post-test results of both the experimental class and control class, the significance (2-tailed) value of 0.001 is less than 0.05 (0.001<0.05). The t-count value of 5.418 exceeds the t-table value of 1.684 (5.418 > 1.684). Thus, the researcher's conclusion is that hypothesis H02 is rejected and hypothesis Ha2 is accepted. Consequently, there are substantial disparities in the educational achievements of the experimental group and the control group.

Both studies indicate that ELLLO has a beneficial effect on students' listening comprehension. This indicates that the alternative hypothesis (Ha1) has a noteworthy impact on students' listening comprehension following the use of ELLLO in their learning. Additionally, the alternative hypothesis (Ha2) suggests that there is a substantial disparity in the listening comprehension between students who utilize ELLLO in their learning and those who do not.

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