

# The Effect of Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online) to Exchange the Students' Listening Comprehension

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## ABSTRACT

The purpose of this study is to determine if there is any significant difference in students' listening comprehension enhancement between those who were taught using Listening Log through WhatsApp and those who were taught using ELLLO (English Listening Lesson Library Online) materials. This study is a quantitative research method using a comparative design using pretest and post-test. The study's population consisted of students in the first grade of PGSD Islamic Riau University, Indonesia, during the 2021-2022 academic year. The sample was chosen using a random cluster sampling. This study was designed to answer this research question: Is there any significant difference in students' listening comprehension enhancement between those who were taught using Listening Log through WhatsApp and those taught using ELLLO? The instrument used for this study was a listening comprehension test. The result of this study showed a significant difference between the students taught using Listening Log through WhatsApp and those taught using ELLLO. The students taught using Listening Log through WhatsApp have a higher mean score than ELLLO.

**Keywords:** *listening log, ELLLO, listening comprehension*

## 1. INTRODUCTION

The Covid-19 epidemic has lately swept over the world and has altered many aspects of human activity. During the Covid-19 epidemic, studying at home through online learning became the safest option because many governments did not want to risk further virus transmission at schools and colleges. Online learning is a type of learning in which teachers or lecturers give content and students or lecturers engage through the internet using specific technology devices or applications. Students can utilize the online learning environment to access information and materials and connect and collaborate with other course participants (Putu Edi Sutrisna et al., 2021). In addition to the importance of online learning, it is also defined as using the internet to access material, engage with content, teachers, and other students, and get paid in the learning process to gain information, make meaning, and advance via learning experience (Ally, 2008). During the Covid-19 epidemic, many students worldwide engaged in this type of study.

Choosing appropriate technology equipment, systems, or applications in the classroom during the Covid-19 epidemic is the first obstacle. Regarding the technology employed, the lecturer should pick cautiously whatever technical equipment are conveniently accessible to the students. Given that not all Indonesian students live in metropolitan areas, teachers should choose the most effective and efficient technical equipment, gadgets, systems, apps, or platforms to employ. Choosing inappropriate technical gadgets will add to the strain for students, particularly those with limited internet connection. Furthermore, selecting inappropriate equipment, applications, or systems that will cost much money would cause further challenges for students' parents whose financial assistance has been disrupted by the epidemic. As a result, lecturers and educational practitioners should think about it carefully and fairly so that all students may study effectively. This is, without a doubt, a difficulty for lecturers and educational professionals.

In teaching listening, the teacher/lecturer must consider the appropriate technological equipment to support the students' learning activity. According to Bress (Ningsih, 2022), the listening ability is vital since humans begin listening before they can talk as neonates. He stated that listening is the most practiced communication skill. The process of comprehending spoken items is known as listening comprehension. In (Gilakjani & Ahmadi, 2011) defined hearing comprehension as the ability to detect another through sense and auditory organs and assign a meaning to the message to understand. Listening entails listening for the speakers' thoughts, feelings, and intentions in delivering the message and recognizing meanings and supporting elements in spoken materials. It is not only about hearing when it comes to listening comprehension. Listeners should be able to develop a meaning for the message after hearing it.

WhatsApp is one of the technological instruments that may be employed. WhatsApp (henceforth called WA) is a popular social networking program that lets users send and receive text messages, audio messages, images, videos, documents, location, phone calls, and create groups. The availability of WA on most smartphone and computer devices provides an excellent chance to increase the time and location flexibility of listening activities. The learners do not need to plan meetings at a particular location or time to complete the listening exercise together. They merely need to access their WA, form a group, and communicate over it. Considering WA's accessibility, this study used it as a platform to conduct extensive listening utilizing an approach known as listening logs. Through the logs, learners may record their activity in encountering the materials, reflect on what they have learned, think about what they have learned, and act out their knowledge (Atmojo et al., 2020). Listening logs, also known as listening journals, listening diaries, or hearing portfolios, have been used to research the process of language acquisition and instruction (Chen, 2016). In this study, the listening record is conducted on WhatsApp.

Listening Logs are an ongoing assignment in which students document their participation in extracurricular activities and reflect on how that participation helped them improve their listening abilities. Listening Log assignments ask students to attend various authentic (real-world) events, take notes on the content, and reflect on their understanding of each event. In class, teachers begin the process by introducing Listening Log to various extensive listening strategies and modeling how to summarize and reflect on the experience. Students then decide what to attend and when to go while documenting their community experiences. A Listening Log entry contains the following elements: 1. Brief description of the event, 2. Your reaction to the content. 3. A reflection on the listening experience, including a plan for future comprehension improvement, 4. New idioms, expressions, or vocabulary acquired from experience. Each component of a Listening Log entry advances learners' listening development, and the final summary requires them to focus on main points rather than details (Chen, 2016).

The other listening comprehension application is ELLLO. ELLLO provides free listening activities for students to learn how to listen, including six different activities: view, videos, mixer, news center, games, and scene. Each activity concludes with a vocabulary and listening comprehension test. Furthermore, it includes scripts for each video or recording so that students can practice their pronunciation and listening skills. In ELLLO, students can also select the speaker's level, topic, and country of the material they are reading by clicking the level, theme, and national functions on the site's middle left. Learning at their level and on topics that interest them will most likely make learning listening comprehension easier for them. Given this context, the goal of this study was to determine whether or not the use of the English Listening Lesson Library Online (ELLLO) significantly impacts students' listening comprehension (Palangngan et al., 2016). It also attempted to ascertain the students' attitudes toward using English Listening Lesson Library Online (ELLLO) in listening instruction.

## **The application of Listening Log and English Listening Lesson Library Online (ELLLO)**

### ***Listening Log***

1. Lecturer send instruction about and modeling how to make a listening log and explain how to summarize and reflect on the listening experience in the form of a video on WhatsApp
2. The lecturer shares Audios (BBC, VOA, TED talks, etc.)
3. Let the student choose and listen to the Audio for 15 minutes
4. question and answer section

5. The students do “Listening Log “assignments and send them to the WhatsApp group

### ***English Listening Lesson Library Online (ELLLO)***

1. The lecturer explains about listening activity in ELLLO through google meet.
2. The lecturer model gives a simulation of how to do the listening activity through ELLLO
  - a. Listening/ vocabulary
  - b. Quiz
  - c. Gap-fill
3. The lecturer asks the student to choose 3 topics and do the listening activity independently.
4. Students make a listening list report and send it to the lecturer.

Both Listening Logs and ELLLO strategies are applied through online learning process. The main difference from the students learning process. In the Listening log, the lecturer still has a contribution to give the students option on the Audio. The lecturer supports the student while they complete their listening log. In the ELLLO application, the students do their learning process independently.

## **2. METHODS**

### ***Study Design***

This is a comparison study using a quantitative approach in which the researcher will measure the students' comprehension by administering a pretest before and a post-test after the treatment. The goal is to see if there is a significant difference in enhancing students' listening comprehension between those taught using Listening Log through WhatsApp and those taught using the ELLLO application. The following table describes the research design:

**Table 1. Research design**

<b>Group</b>	<b>Pretest</b>	<b>treatment</b>	<b>Post-test</b>
1	O	X1	O
2	O	X2	O

Explanation:

O: Listening Comprehension Test

X1: Treatment of using Listening Log through WhatsApp

X2: Treatment of using ELLLO application

### ***Population and Sample***

The study's population consisted of students in the first grade of PGSD Islamic Riau University, Indonesia, during the 2021-2022 academic year. The sample was chosen using a basic random cluster sampling approach. The current groupings and some of these groups are randomly picked in cluster sampling (Sanders et al., 2013). The study sample was drawn from the six classes using cluster sampling. Using the lottery approach, the researcher selected two classes to represent the entire class as the sample. Table 2 shows the students in the sample.

**Table 2. Research design**

<b>Class</b>	<b>Number of students</b>	<b>treatment</b>
1 A	44	Listening Log through WhatsApp
1 B	45	ELLLO application

### ***Data collection techniques and instrument development***

The listening comprehension test consisted of 50 questions. The test was in the form of multiple choice. The scoring procedure of the listening test was the number of students' correct answers divided by the number of questions and multiple by 100. The scoring is displayed in the formula below:

$$\text{Student's listening comprehension Score} = \frac{(\text{correct answers})}{\text{the numbers of question}} \times 100$$

(Anwar:2010)

The test is divided into a conversation and spoken text / academic lecturers. The blueprint of the test is shown in the table.

**Table 3. The Blueprint of Listening comprehension test**

No	The kinds of test	The skill
1	Conversation	Students can find the general and specific information and find the conclusion. Students can identify the situation or the place where the dialog takes place. Students can identify the idiom and imply the meaning of the word. Students can identify negative expressions. Students can determine the vocabulary meaning and its synonym
2	Spoken text or academic lecture	students can get the main idea/ topic of spoken text/ academic lecture Students can find the general and specific information and answer in order. Students can conclude.

(Ningsih, 2017)

**Data analysis techniques**

After collecting data, the next step was analyzing the data. There were two parts to analyzing the data; descriptive and inferential. To analyze whether there was a significant influence between pretest and post-test T sample T-test and the Independence sample T-test were used.

**3. RESULTS AND DISCUSSION**

This part explains the data analysis, looks at the post-test findings, and confirms the hypotheses developed in the study. The hypotheses were formulated are:

1. There is no difference between the students' listening comprehension taught by using Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online) according to the mean score of the pretest.
2. There is no difference in the students' listening comprehension. Those are taught by using Listening Log through WhatsApp according to the mean score of the post-test.
3. There is no difference in the students' listening comprehension taught by using ELLLO according to the mean post-test score.
4. There are significant differences between the students' listening comprehension taught by using Listening Log through WhatsApp and ELLLO according to the mean score of the post-test.

**Pretest comparison Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online)****Table 4. Pre-test comparison of Listening Log through WhatsApp and ELLLO**

Group	No. of Students	Mean Scores	DF	Level of Significance
Listening Log	44	66.87	46	0.674
ELLO	45	67.70	41.066	

The table shows that there is no significant difference between the two groups in the pretest. As a result, the first hypothesis is accepted, stating that there is "no difference between the students' listening comprehension those are taught by using Listening Log through WhatsApp and ELLLO" This is a normal finding. It may be explained by the fact that both the groups were exposed to the same social and cultural environments while taking the same English language classes.

***Pre and Post-test comparison Listening Log through WhatsApp***

**Table 5. Pre-test comparison of listening log through WhatsApp**

Group	No. of Students	Mean Scores	Level of Significance
Pre	44	66.87	
post		88.08	0.00

The table reveals that the pre-and post-test scores of the listening log through WhatsApp change statistically significantly in favor of the post-test. As a result, the second hypothesis, "no significant variations in the mean scores of the experimental group between the pre-and post-test," is rejected.

***Pre and Posttest comparison ELLLO***

**Table 6. Pretest comparison of ELLLO**

Group	No. of Students	Mean Scores	Level of Significance
Pre	45	67.70	
post		74.58	0.00

The table reveals that the pre-and post-test scores of the ELLLO change statistically significantly in favor of the post-test. As a result, the third hypothesis, "no significant variations in the mean scores of the experimental group between the pre-and post-test," is rejected.

***Posttest comparison Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online)***

**Table 7. Posttest comparison of Listening Log through WhatsApp and ELLLO**

Group	No. of Students	Mean Scores	Level of Significance
Listening Log	44	88.08	
ELLO	45	74.58	0.00

The table shows that in the post-test, there is a significant difference between the two groups. As a result, the fourth hypothesis is accepted, stating that "a significant difference between the students' listening comprehension those are taught by using Listening Log through WhatsApp and ELLLO."

#### **4. CONCLUSION**

This study came to the following findings based on the data analysis, outcomes, discussions, and hypothesis testing. There is a significant improvement in the students' listening comprehension, which is taught by using Listening Log through WhatsApp, and the students' listening comprehension is taught by using ELLLO (English Listening Lesson Library Online). The students' listening comprehension is taught using Listening Log through WhatsApp score is higher than ELLLO English Listening Lesson Library Online.

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