

The use of www.123listening.com to teach listening skill for the fourth-grade students

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Abstract

Building strong listening skills is crucial for academic and social success, but many teachers struggle with teaching this skill. To address this, websites like www.123listening.com provide resources and activities to improve listening skills. This study is aimed to find out the impact of listening material from www.123listening.com in teaching listening. The participants of this study were fourth grade students of SDN 1 Botomulyo which consisted of 28 students. Quantitative research designs were applied with test and questionnaire as the instruments to obtaining the data. Pre-test and post-test data were analysed statistically using SPSS while the questionnaire results were analysed descriptively. The result of the post-test showed that students' scores were getting higher after learning about listening skill using material from www.123listening.com. It means that the use of material from www.123listening.com is effective in teaching listening. Whereas based on the questionnaire, most students felt very enjoyable on the learning. It implies that technology platforms can be alternative learning strategy for teachers to enhance students' language skills and enthusiasm in learning.

Keywords: listening skill; www.123listening.com; fourth-grade students; young learners

INTRODUCTION

Language plays a central role in our lives, allowing us to connect with people around the world. As English has become a global language, more people are learning it as their second language. Learning a language at a young age is believed to be more effective, as children are more adaptable and more learning opportunities. In Indonesia, English is still considered a foreign language, and most people use the local language for daily communication.

There are four language skills that are important for communication: Listening, speaking, writing, and reading. Listening is particularly crucial, as it allows us to understand and convey ideas accurately. Listening is the first skill possessed and mastered by humans to determine the development of a person's first language (Prihatin, 2017). Ideally, learning listening skills at the elementary school level occurs an interactive process by changing spoken language into meaning in mind, which is part of the listening process (Imam, 2014). Developing strong listening skills at an early age is essential for



academic success and social interactions. It helps students understand instructions, engage in classroom discussions, and improve their overall language acquisition.

Teachers are not sure how to teach listening and try many ways because they think that by giving information to listen, students will learn. Focusing on listening outcomes, all activities attempt to test the student's listening skills rather than understanding, developing and using listening skills (Kaur, 2014). These teachers prefer to experiment rather than focus on discussions with students. This may be because many teachers do not know how to teach listening (Vandergrift & Goh, 2012). Teachers' lack of understanding of listening skills leads them to test rather than teach, and they neglect listening development, thinking that comprehension will just happen (Shrum & Glisan, 1994). However, this is how listening is taught in our classrooms today, emphasizing testing rather than teaching (Vandergrift & Goh, 2012).

However, many teachers struggle with how to effectively teach listening skills. They often focus on testing rather than teaching, neglecting the development of listening skills. Therefore, the teacher may use online media for learning (Mufanti & Susilo, 2016). Online media has become popular in this decade and people consider it as a major means of communication (Indriastuti, 2019). The use of the Internet in the learning process is not an alternative, but a necessity. To address this, websites like www.123listening.com provide resources and activities to help students improve their listening skills. These resources include various listening exercises and materials covering different topics. They also offer interactive features and additional resources such as vocabulary lists and grammar explanations.

www.123listening.com is a valuable resource for ESL teachers and students. It offers listening exercises, worksheets, and quizzes to enhance listening comprehension. The materials are organized around specific themes or topics, making lesson planning easier for teachers. It is accessible to learners of different skill levels and can be used in both classroom settings and for self-study.

Based on the background of the study, the writer will present the problems as follows:

1. What is the effect of English learning using listening material from www.123listening.com to students' listening skills?
2. How do students respond after learning English using listening material from www.123listening.com?

Listening

Listening is an essential first language learning skill for beginners to master. It plays a crucial role in oral communication, as it involves interactive verbal and non-verbal communication between the speaker and listener. Receptive in nature, it allows language learners to absorb new words and phrases from what they hear, which in turn influences their ability to articulate what the learner's thought. Effective listening goes beyond simply hearing the words being spoken; it involves comprehending the speaker's intended meaning through careful attention to tone, pronunciation, grammar, and vocabulary.

Rost (2002) describes listening as a multi-faceted process that encompasses receptive, constructive, collaborative, and transformative orientations. Listening is not only about receiving any information but also responding to it and negotiating meaning

with the speaker. It is a multifaceted interpretive process that involves matching what has been heard with existing knowledge.

Helgesen (2003) emphasizes the meaningful nature of listening as a process of understanding. It involves the listener's ability to think beyond the surface understanding of what is being heard, connecting it to their existing knowledge and experiences.

Listening skills are an important part of communication and the basis of learning a second language. According to Nunan (2003), listening is the process of decoding heard sounds into phonemes into words. Brown (2001) suggests that learning to listen is learning to chain and respond to what you hear. Listening skills refer to the ability to listen to understand the meaning of what you hear. The listening process helps students to respond to the questions/what is said. Also, listening is the key to all effective communication. Without being able to hear well, messages can be easily misunderstood, communications can break down, and senders can easily become frustrated or angry.

Tarigan (1994) explains that the act of listening is the act of listening to spoken language that involves paying attention, understanding, appreciating and interpreting to receive information, speaking or information to understand the way in which the speaker speaks through speech or speak and say the language. Building strong listening skills is crucial as it is the foundation of effective communication. It involves decoding spoken sounds into phonemes and words, as well as learning to chain and respond to what is heard. Effective listening allows students to understand the meaning of spoken words and respond appropriately to questions or statements. Without proficient listening skills, miscommunication, frustration, and misunderstandings can easily occur.

Kline (1996) outlines five stages of the listening process: receiving, attending, understanding, responding, and remembering. Receiving involves understanding the information that are being conveyed while attending requires the listener's focused attention. Understanding is characterized by the comprehension of the spoken message, and responding involves providing a timely and appropriate response. Finally, remembering involves storing the information in memory for future reference.

Different experts have identified various types of listening. Newton and Nation (2020) categorize listening into one-way and two-way listening. One-way listening involves the unidirectional flow of information from the speaker to the listener, while two-way listening allows for interactive communication and feedback between both parties.

Additionally, Asemota (2015) distinguishes various types of listening, including active, partial, and intermittent listening. Active listening requires the listener's full attention and engagement, while partial listening occurs when attention is focused on certain parts of the conversation, and intermittent listening involves periods of attention interspersed with interruptions.

Moreover, Kline (1996) also identifies listening types such as informative, appreciative, and critical listening. Informative listening involves the reception and processing of information, appreciative listening focuses on enjoying and entertaining the message, while critical listening involves analysing and evaluating the conveyed message.

Teaching strategies for effective listening include predicting the content, using subtitles to enhance understanding, practicing with audiobooks and CDs, and developing skills for listening in detail. Additionally, students are encouraged to use context clues and prior knowledge to aid in understanding the meaning of unfamiliar words or phrases.

In conclusion, developing strong listening skills is a fundamental aspect of language learning and effective communication. Active listening involves more than just hearing; it requires focused attention, understanding, and the ability to respond appropriately. With the use of diverse listening types and effective teaching strategies, individuals can enhance their listening abilities and improve their overall language proficiency.

Teaching listening skills requires effort from the teacher and goes beyond basic understanding. It involves creating an engaging classroom environment, explaining learning objectives, and using a variety of materials. Pre-listening activities help activate prior knowledge, while guidance and support during listening include comprehension questions and visual aids. After listening, activities can reinforce understanding and extend learning. Incorporating listening activities into daily routines and encouraging practice outside the classroom are also important. The website 123listening.com offers helpful materials categorized by difficulty level and topic. During class, one or two audio materials can be played, followed by activities such as comprehension questions and fill-in-the-blank exercises. After listening, discussions and analysis of language can strengthen understanding. Teachers can encourage students to use new words and structures from the audio in their own speaking and writing, and provide feedback on listening skills. Students should reflect on their listening strategies and continually challenge themselves with varied and difficult materials.

METHOD

Sugiyono (2013) defines research methods as scientific methods used to obtain specific and valid data. Quantitative research designs were applied. The first one is a quasi-experimental study: non-equivalent group design pre-test-post-test. While the second research design was quantitative descriptive. Cohen et al. (2002) state that the first design is one of the most used quasi-experimental designs in educational research. The design of the non-equivalent pre-test-post-test group can be represented schematically as follows.

Table 1. A quasi-experimental pre-test post-test design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O1	-	O2

Note:

O1 = Pre-test

X = Treatment

O2 = Post-test

According to Sugiyono (2013), the population is a general area composed of objects or subjects. The population in this study is all fourth-grade students of SDN 1 Botomulyo in Academic Year 2023/2024. The amount of the population in this study is 28 students. The authors divided the population into control group and experimental group. Sugiyono (2017, p. 118) said, "A sample is a subset of the numbers and characteristics that a population exhibits." In this study, the present authors used convenience sampling.

To collect data on this study, there are some instruments used:

Questionnaire

Cohen et al. (2002) said that a questionnaire is the tool for collecting primary data. Questionnaires have many uses, maximum extensively to find out what the loads are thinking. These include marketplace research, political polling, customer support feedback, evaluations, opinion polls, and social technological know-how research (O'Leary,

2014). The questionnaire in this study included three questions on whether students love and enjoy learning listening using materials from www.123listening.com. They were asked to choose the three options (Yes, No, and Neutral). The answers were calculated and explained descriptively.

Pre-test and post-test

Pre-test and post-tests were used to collect data about students' listening competency. The test consisted of several topics related to the standard competency. The students' results from pre-test and post-test were recorded and analysed. In pre-test, the students took a test in the first meeting to measure their listening abilities and their knowledge of "Daily Activities". The results were collected to evaluate their potential.

Treatment

In the next meeting, for the experimental group, the writer presented listening materials from www.123listening.com related to daily activities and instructed the students to listen, write, and ask questions for clarification. For the control group, the writer will teach listening as usual.

Post-test

The authors conducted a post-test to assess the improvement in students' listening skills after learning and allowing them to listen to related podcasts. By comparing the results, significant improvements were analysed.

Descriptive and inferential statistical analysis is used to analyse the data obtained from the research results. The authors compared the data collected in the form of pre-test and post-test scores. Compare the pre-test and post-test values by asking if the values obtained are different. The test of the difference between the values is carried out with the average of the two values, and for this reason, a method called the t-test is used. Therefore, the steps to analyse the experimental data using the quasi-experimental pre-test and post-test design are as follows:

Analysing descriptive statistical data

This is done to describe the collected data during the study. The collected data here were analysed using quantitative methods. The steps of this analysis are as follows:

Means

To analyse the quantitative data, the writer gets the average of students' listening score from pre-test and post-test. According to Sudjana (2002), it used the formula:

$$M_x = \frac{\sum F_x}{N}$$

Note:

M_x = mean of pre-test

$\sum F_x$ = students' pre-test score

N = number of students

$$M_y = \frac{\sum F_y}{N}$$

Note:

M_y = mean of post-test

$\sum F_y$ = students' post-test score

N = number of students

Percentage of Average Score

$$P = F/N \times 100\%$$

Note:

P : the class percentage

F : total percentage score

N : number of students

In this analysis, the present researchers determined the level of students' ability to understand the subject according to the methods published by the Ministry of Education and Culture (2003) as follows:

Table 2. Level of material mastery

Mastery Level (%)	Learning Outcomes Category
0 - 34	Very Low
35 - 54	Low
55 - 64	Average
65 - 84	High
85 - 100	Very High

Analysis of Inferential Statistical Data

In this analysis, the authors used independent sample t-test. The independent samples t-test compares the means of two independent groups to determine whether there is statistical evidence that the associated population means are significantly different. The formula of t-test is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

Note:

Md = mean derivation of post-test and pre-test

Xd = gain of post-test and pre-test

N = number of students

The formula to get Md is :

$$Md = \frac{\sum d}{N}$$

Note:

Md = mean derivation of post-test and pre-test

$\sum d$ = total gain from post-test - pre-test

N = number of students

Whereas $\sum X^2d$ formula is:

$$\sum X^2d = \sum d - \frac{(\sum d)^2}{N}$$

$\sum X^2d$ = derivation

$\sum d$ = gain

N = number of students

With the test rule, if t-value < t-table then H0 is accepted, it means that there is no significant increase between the two variables. If t-value > t-table then H0 is rejected, this means that there is a significant increase between the two variables.

RESULTS AND DISCUSSION

The authors emphasized the significance of listening skills in English language learning for students. For the experimental group, the writer taught using www.123listening.com and highlighted the benefits of this platform. We provided details about the website, the study duration, and the process of data collection and analysis. For data gathering, a pre-test and post-test were administered to assess students' improvement before and after using www.123listening.com. For the control group, the authors taught listening using material from the book. Additionally, a simple questionnaire was utilized to gauge student responses, specifically targeting fourth-grade students.

The study started with a pre-test that included questions about students' daily activities, focusing on English word comprehension. The authors proceeded to explain the material in detail, utilizing a list of daily activities and visuals from www.123listening.com. Students listened attentively and practiced saying the activities multiple times. This made them easier to memorize the words and its meaning.

In the subsequent meeting, the authors played audio from the website, allowing students to evaluate their understanding and wrote down the corresponding words. A matching activity using pictures of daily activities was provided, followed by a review and description exercise. The author assigned a simple homework task, wherein students depicted their daily activities and described them.

In the final meeting, the author reviewed the listening material and administers a post-test. Then, students completed a questionnaire, which was collected by the writer. The study concluded with data analysis of the pre-test, post-test, and questionnaire. The writer examined the impact of using www.123listening.com on students' listening skills by comparing pre-test and post-test data.

Analysis of descriptive statistical data

Table 3. The score of students' pre-test and post-test of the experimental group

No	Respondent	Pre-test	Post-test
1	Student 1	45	80
2	Student 2	35	70
3	Student 3	50	75
4	Student 4	45	80
5	Student 5	50	90
6	Student 6	40	85
7	Student 7	45	80
8	Student 8	50	85
9	Student 9	35	95
10	Student 10	30	80
11	Student 11	45	80
12	Student 12	55	85
13	Student 13	60	90
14	Student 14	65	95

Table 4. Descriptive Statistics of pre-test and post-test of experimental group

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-test	14	35.00	30.00	65.00	650.00	46.4286	2.59059	9.69309
Post-test	14	25.00	70.00	95.00	1170.00	83.5714	1.92072	7.18668

Table 5. The score of students' pre-test and post-test of the control group

No	Respondent	Pre-test	Post-test
1	Student 15	45	50
2	Student 16	45	55
3	Student 17	55	60
4	Student 18	60	65
5	Student 19	65	65
6	Student 20	45	50
7	Student 21	30	40
8	Student 22	45	50
9	Student 23	55	60
10	Student 24	60	70
11	Student 25	45	60
12	Student 26	45	50
13	Student 27	50	70
14	Student 28	55	60

Table 6. Descriptive statistics of pre-test and post-test of control group

	Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	
Pre-test	14	35.00	30.00	65.00	700.00	50.0000	2.40192	8.98717	
Post-test	14	30.00	40.00	70.00	805.00	57.5000	2.32934	8.71559	

From the mean result of pre-test and post-test we can see the improvement on student's score of experimental group from 46,42 to 83,57. For the control group the students' score also getting a little bit higher, that is from 50 to 57,5. This result tells us that learning using www.123listening.com brings a positive effect on students' listening skill.

The percentage of average

Table 7. Percentage of average pre-test and post-test from the experimental group

No	Pre-test score			Post-test score		
	Score (X)	F	P (%)	Score (X)	F	P (%)
1	30	1	7,1	70	1	7,1
2	35	2	14,3	75	1	7,1
3	40	1	7,1	80	5	35,7
4	45	4	28,6	85	3	21,4
5	50	3	21,4	90	2	14,3
6	55	1	7,1	95	2	14,3
7	60	1	7,1			
8	65	1	7,1			
	Σ	14	100		14	100

In this analysis, the researchers determined the level of students' ability to understand the subject as seen in Table 8 as follows:

Table 8. Level of material mastery from pre-test and post-test score from the experimental group

Mastery Level (%)	Learning Outcomes Category	Pre-Test	Post-Test
0 – 34	Very Low	1	0
35 – 54	Low	10	0
55 – 64	Average	2	0
65 – 84	High	1	7
85 – 100	Very High	0	7

From the data above, we can see that from pre-test score, 1 student in the level of very low, 10 students are low, 2 students average and only 1 student is high. But in the post-test, 7 students get a level high and another 7 students get very high. Therefore, the media of listening from www.123listening.com is very helpful to improve students' listening skill.

Table 9. Percentage of average pre-test and post-test from the control group

No	Pre-test score			Post-test score		
	Score (X)	F	P (%)	Score (X)	F	P (%)
1	30	1	7,1	40	1	7,1
2	45	6	42,9	50	4	28,6
3	50	1	7,1	55	1	7,1
4	55	3	21,4	60	4	28,6
5	60	2	14,3	65	2	14,3
6	65	1	7,1	70	2	14,3
	Σ	14	100		14	100

Table 10. Level of material mastery from pre-test and post-test score from the control group

Mastery Level (%)	Learning Outcomes Category	Pre-Test	Post-Test
0 – 34	Very Low	1	0
35 – 54	Low	7	5
55 – 64	Average	5	5
65 – 84	High	1	4
85 – 100	Very High	0	0

From the data of control group above, we can see the score of pre-test are 1 student very low, 7 students low, 5 students average and 1 student is high. In the post-test, 5 students low, 5 students average and 4 students high. There is an improvement but not too much.

Analysis of inferential statistical data

We used independent sample t-test to find if there is a significant difference from the mean of experimental group and control group.

Table 11. Independent sample t-test

	Group Statistics				
	Group	N	Mean	Std. Deviation	Std. Error Mean
Test Result	Experimental	14	83.5714	7.18668	1.92072
	Control	14	57.5000	8.71559	2.32934

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Test Result	Equal variances assumed	.762	.391	8.635	26	.000	26.07143	3.01910	19.86557	32.27729

Equal variances not assumed	8.635	25.089	.000	26.07143	3.01910	19.85459	32.28827
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Based on pair 1 output, the Sig value is obtained. (2-tailed) value of 0.000 < 0.005, it can be concluded that there is a difference in the average student learning outcomes for experimental group and control group.

To gain the data about students' response after learning listening by using www.123listening.com, the writer made a simple questionnaire. The population used in this research is fourth grade in SDN 1 Botomulyo. The writer only gave them three simple questions. The questionnaire result is shown at Table 12.

Table 12. The students' responses after using www.123listening.com

No	Questions	Answer		
		Yes	No	Neutral
1	Do you love studying listening using www.123listening.com ?	24	1	3
2	Do you enjoy the listening class?	24	2	2
3	Do you think that www.123listening.com can help you to improve your listening skill?	26	0	2

Based on the table above, for the first question, 24 students said yes, 1 student said no and 2 students said neutral. Neutral here means the object (the student) choose not to answer as he is still unsure about the answer. This means that many students love to study using www.123listening.com. For the second question, 24 students answered yes, 2 students said no and 2 students neutral. Therefore, we can say that the students enjoyed the listening class. For the last question, 26 students said yes, 0 student said no and 2 students said neutral. This shows that fourth grade students think that www.123listening.com can help them to improve their listening skill.

This implies that platforms of technology including www.123listening.com is essential the efforts of teaching in improving students' language skills. This is in line with other scholars' previous research on integrating and applying technology into English language teaching (Anwar, 2024; Andresta & Anwar, 2022; Safitri & Anwar, 2024; Muniroh et al., 2023). In their research's findings, any kinds of technology platforms or soft wares were statistically effective to enhance senior high school students' English language skills when utilised appropriately and accordingly in the class instruction practices.

CONCLUSION

Using www.123listening.com significantly improved the listening skills of fourth grade students, as shown by pre-test, and post-test scores. The website's interactive and engaging activities enhance comprehension and memory. Students reported high engagement and enjoyment. The user-friendly interface fosters independence and confidence in learning. Teachers play a vital role in guiding and facilitating the use of the website, providing necessary support and feedback for an effective learning experience. To improve students' listening skills, the teacher can use websites like www.123listening.com into the English curriculum for a systematic approach. Train teachers in properly incorporating online listening tools, including technical and pedagogical strategies to enhance student learning. The teacher should conduct

assessments, such as pre-tests and post-tests, to monitor students' progress in listening skills and adjust teaching methods accordingly. Students can also enhance their listening experience with a variety of resources such as audiobooks, podcasts, and other online media to cater to different learning styles and needs.

AUTHOR CONTRIBUTION

Author 1: investigation, draft preparation, conceptualization; **Author 2:** methodology, supervision; **Author 3:** methodology, supervision.

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