

## IMPROVING LISTENING SKILL USING LEARN ENGLISH BY LISTENING APPLICATION

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**Abstract** *Listening is one of basic skill in English. Many of students feel difficult to learn listening especially in English. Using a multimedia as a teaching media is important in this process. It can catch students attention of the lesson. This research discusses improving listening skill using application "Learning English by Listening" as learning media for grade 10. This study is Classroom Action Research. This research uses several instruments such as test used for pretest and posttest and observation. This study involved 39 students as the respondent of the research. This study using Learn English By Listening application to improve students listening skill. Students scores in listening skill at the pretest and posttest were namely the mean score of pretest is 6.34 and the mean score of posttest was 6.97. In the last score it increased to 8.18. The students were very enthusiastic in this learning.*

**Keywords:** *Listening. CAR. ICT. Application Learning English by Listening*

### INTRODUCTION

English is the universal language, many countries use English as a foreign language, likewise Indonesia. A system that formed by several components which regularly patterned called language (Santoso, Tuckyta, Sujatna, & Mahdi, 2014). Language has central role on intellectual development, social, and emotional students to supported success student and learn all of lessons, Parmawati (2018). Introduction of English in every school hopefully can improve linguistic and communication components. English has 4 aspects of basic skill. They are listening, speaking, writing and reading. Listening is an important activity in the classroom, because listening provides stimulation for students to be able to participate in learning activities. The first skill that received by person is listening skill (Orilina & Suryani, 2017). Listening is fundamental to speaking. Listening is maintaining what people say. Listening is an exercise. Listening is one of the skills needed by a facilitator. Listening is not just listening to something that "enter the left ear out of the right ear" or vice versa. Listening is listening to understand what other people say with a serious process that cannot be done simply by relying on habits, reflexes and instincts. Listening requires students to be able to understand language input, so listening is a receptive ability (Nurpahmi, 2015). This means that teaching listening is very crucial. It is supported by Broughton, et al. (1980: 65 cited in Aryana, Suhud and Apsari, 2009) states that

listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message.

### METHOD

According to Carr and Kemmis (1986: 162), action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Smith & Doyle, 2007). Stringer (1999: 18; 43-44;160) The action research process works through three basic phases: 1. Look building a picture and gathering information. When evaluating we define and describe the problem to be investigated and the context in which it is set. We also describe what all the participants (educators, group members, managers etc.) have been doing. 2. Think interpreting and explaining. When evaluating we analyse and interpret the situation. We reflect on what participants have been doing. We look at areas of success and any deficiencies, issues or problems. 3. Act-resolving issues and problems. In evaluation we judge the worth, effectiveness, appropriateness, and outcomes of those activities. We act to formulate solutions to any problems. (Smith & Doyle, 2007) In this research, researchers was conducted 2 cycles. In every cycle, conclude 4 steps. Namely planning, implementating, observing, and reflecting.

From the results of student pretest and post test assessment, we can see the increase in the ability of students. Learning with this application can increase the ability of students in listening and the students were interested in learning because they are learning using modern media namely smartphone mobile as a media of learning activities. Students score in listening skill also increase, they showed improved results. The means score in pretest is 6.34, and in the post test the mean score of students are 6.97. in the mean score of post test II is 8.18. Discussion In this research the researchers using application of smartphone to improve student listening skill. In first meeting, the student get pre test to measure their ability in listening skill. The researchers give them treatment in next meeting, in meeting two and three. And in meeting four, students get post test to measure their score after get the treatment in meeting two and three. After that, in meeting five and six, the students get the treatment again to adding their skill and knowledge about material. And in the last meeting, the researchers give them the post test to measure their final score. The researchers was conducted 2 cycles that include 4 activity in each cycle.

### CONCLUSION

The conclusion from this research is that learning English, especially learning listening skill, using application in smarphone mobile is quite fun for students. In a modern era nowadays, technology is very important. From the results of student assessment we can see the increase in the ability of students. It turns out that the telephone is not only used in negative terms but can be used in positive terms such as learning media.

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