

The Use of English Listening Lesson Library Online as Teaching Media by Vocational High School Teacher

Yulia Indriani*, Effendi Limbong, & Istanti Hermagustiana

Mulawarman University, Samarinda, East Kalimantan, Indonesia.

Abstract

This study delves into the features of ELLLO (English Listening Lesson Library) used by the vocational high school teacher, with a focus on exploring her attitudes toward it through Makhlouf & Bensafi (2021) theory. This qualitative case study utilized semi-structured interviews and observations, collecting data from a vocational high school teacher at SMKN 3 Tenggarong through purposeful sampling. There are five features used by teacher with different method and purposes concluded from the Observations and Interview. Then, Thematic analysis was employed to analyze the data to find the teacher's attitude. Then, the vocational teacher's attitude towards using ELLLO in teaching listening was both positive and negative. She could provide receptive and productive skills in one media and it was easier for her to prepare for the class. The teacher's attitude was also supported by her students' reactions who were more motivated to learn English using ELLLO. In contrast, the teacher feels upset to the pronunciation menu which is not yet available on ELLLO. The study found that ELLLO is an application that not only provides audio recording but also a grammar spot menu and quiz inside it. It appears that it was good to bridge the students' and teachers' needs at SMKN 3 Tenggarong.

Keywords: The Implementation, ELLLO, Teacher's Attitude.

1. Introduction

Listening is one of the most fundamental language abilities because it is regarded as the most fundamental method of language acquisition. According to Xu (2008), listening materials can cover almost any facet of life. Students can use authentic resources such as lectures, radio news, films, TV plays, announcements, everyday conversations, interviews, story-telling, and English songs, among other things. Furthermore, integrating the Internet in the classroom has evolved in tandem with the advancement of the digital world, and the demand for online learning has grown rapidly in this era (Rambe, 2021). Next, Wise et al. (2012), Vo. Y (2013) and Barella et al. (2020) found that using online listening sources for learning English could provide language learners with authentic language input, opportunities for self-directed learning, and flexibility to listen and practice at their own pace and convenience

Some online listening media such as podcasts, videos, and websites like ELLLO (English Listening Lesson Library Online) can be valuable resources for language learners to improve their listening skills and gain exposure to a range of English accents and topics. ELLLO is a website that provides audio and video materials for English language learners to practice listening skills. In addition, the app "Eillo English Study - Learning," created by the founder of ELLLO, Todd Beuckens, provides free listening lessons for English learners (Google Play, n.d.). This app is a helpful resource for learners who want to improve their listening skills. Overall, while the use of ELLLO shows promise in improving listening skills, it is important to consider students' varying perceptions and continue improving the application's features to better integrate with other language skills. The "Ello English Study - Learning" app could be a helpful resource for learners looking to practice their listening skills.

Research about ELLLO has been conducted by Ningsih et al. (2022), Al Ikhsan (2021), and Palangngan et al. (2016); however, those researchers focus on the effect of using ELLO on students. Al Ikhsan (2021) found that students had varying perceptions of the application, with some finding it helpful while others found it less effective. Meanwhile,

* Corresponding author.

E-mail address: indrianiyulia398@gmail.com

Palangan (2016) found that the use of ELLLO had a positive impact on students' listening skills. However, there were still some areas for improvement, such as better integration with other language skills.

Therefore, it provides a rich volume of authentic listening materials that vocational high school students can use to improve their language production, acquire more straightforwardly, and increase their confidence when using it in real-life situations. It was found that only one teacher taught at Vocational High School using ELLLO. The teacher teaches at SMK Negeri 3 Tenggara, and ELLLO is used as a supplement to improve listening teaching in her classroom. In this study, the subject was the teacher from SMK Negeri 3 Tenggara. She was chosen because she was the only one who taught listening by the ELLLO media/technique and has more than 10 years of teaching experience.

Using ELLLO in the classroom requires teachers and students to have access to ICT tools and skills to navigate and utilize the platform effectively. The teacher's contact with the website is evaluated in this experiment to assess her perception of it. This impression influences her decision to regularly incorporate the platform into her teaching routine. According to S. M. Tazuddin (2020), an individual's attitude defines their method of dealing with events, ensuring that their viewpoint invariably affects their successes. This idea is backed further by information gleaned from numerous secondary sources. Within any educational setting, the instructor undertakes the role of facilitator and guides the learning process. Therefore, research on teachers' attitudes towards ELLLO to teach listening in vocational high schools can provide valuable insights into how technology can enhance teaching and learning in English language education.

Based on the background of the study above, the researcher proposes research questions as follows:

- a. How was the vocational high school teacher use ELLLO as media to teach listening?
- b. What are the vocational high school teacher's attitudes toward ELLLO as media to teach Listening?

2. Literature Review

2.1. The Nature of Listening

Listening is a process in which recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world all interact with each other (Bacon, 1989:544). It can be interpreted that listening is a skill that process the information based on what the listeners hear then communicate it to other by using certain organ within complex recognition.

2.2. Listening Ability

Listening comprehension is the process of receiving spoken language then, process in building meaning. Moreover, after the process the listeners able to communicate to others, sentences are not processed by focusing on word to word, yet it is focus on the ideas behind the spoken words and how these thoughts are connected together to conclude something (Brown, 2004).

2.3. The teaching of listening

Listening is different from hearing. Where in listening, the listeners not only receive all sounds that they hear but also catch the information, they can give respond about what the speaker talking.

2.4. Media enhancing the listening.

The media relates to technique, method in teaching and learning process. Media supports the teacher conveys the materials and students are attracted more.

2.5. ELLLO as Platform of Teaching Listening

Adopting the overview of ELLLO from Talia (2021), there are many multimedia learning options. Todd Beuckens, an English teacher in Japan, created ELLLO (English Listening Lesson Library Online), a website that provides audio and videos to practice English listening skills. ELLLO's website can be accessed for free by visiting <https://www.ELLLO.org/> without creating an account. ELLLO's audio and video content is divided into several categories. Each feature offers a unique set of activities. Views, One Minutes English, Mixer, Grammar, News Center, Idioms, and STEP are some of the features available on the ELLLO website.

3. Research Methods

This research was qualitative. In this type of research, the researcher collected, classified, analyzed, and drew conclusions based on the data analysis without generalizing. Creswell (2009) stated that qualitative research is a study investigating and understanding the meaning individuals or groups assume to be a social or a human problem. It is used to discover why and how a social phenomenon happens. The final written report of this study consists of an introduction, literature and theory, methods, results, discussion, and conclusion.

Furthermore, the approach of this study was a case study. Creswell (2007) stated that the case study is a research strategy that includes researchers investigating a program, event, activity, process, or group of individuals carefully. The cases are limited by time and activity, and researchers gather complete information using a variety of data collection procedures based on a predetermined time.

In this study, the analysis aimed to describe the EFL vocational teacher's attitude and the use of ELLLO as media to teach listening by interviewing and observing the teachers.

4. Results and Discussion

The results of this study revealed how does the teacher used the features in ELLLO such as (1) News Center, the teacher made all the students in pairs and asked them to speak what they heard from the audio. The others then were able to complete if they thought some statements needed more ideas. (2) Mixer, the teacher showed the audio with several people talking about a certain topic. The teacher then picked some students to speak about it. (3) Idioms, the teacher showed some idioms related to irregular verbs. The teacher asked the students in pairs to discuss what they had from those idioms. They needed to find one person around to share what they had in mind and did with different classmates. (4) Grammar, the feature was implemented in the main activity on observations two and three. Even though it looked the same, the discussion was different. Observation two was about the regular verbs and observation three was about the irregular verbs. (5) One minute English, the teacher admitted that she uses it to open the class. The teacher played the audio to take the students to the context of the lesson.

The findings highlight the multifaceted benefits of using ELLLO in an EFL classroom. Its integration of listening and grammar resources, user-friendly interface, and positive impact on student engagement make it a valuable educational tool. However, areas for improvement, such as the expansion of pronunciation features, should be addressed to enhance its effectiveness further. Overall, ELLLO serves as a crucial supplement to the national curriculum, offering essential listening materials and facilitating comprehensive language skill development

Then, the vocational teacher's attitude towards using ELLLO in teaching listening was both positive and negative. She could provide receptive and productive skills in one media and it was easier for her to prepare for the class. The teacher's attitude was also supported by her students' reactions who were more motivated to learn English using ELLLO. In contrast, the teacher feels upset to the pronunciation menu which is not yet available on ELLLO.

Some steps teaching implemented in the classroom are warming up, lead-in, presentation, control practice one, control practice two, and closing. These teaching steps are in accordance with Saraswati, Putra, and Nargis (2022) revealed that the teachers applied three stages (pre-instructional stage, instructional stage, and follow-up phase); students experienced three stages in their learning process (receiving information, Information storage, and recalling information). The previous researchers different names of step taken to the classroom but the activity all are the same. The different steps of teaching process in the classroom is proposed by Munna and Kalam (2021). They provided positive and adequate formative and developmental feedback, introduction of role-play has a profound positive impact on the students' confidence and self-esteem.

The three stages of listening were in line with Heyrapetyan (2016) who divided listening comprehension into three stages. First, listening and giving no response (following a course book, casual instructor talk). Second, listening and giving short reactions (obeying guidelines movement, constructing models, picture dictation, and so on.). Third, listening and giving longer reactions (predictions, filling gaps, summarizing, and so on). This is in line with Hamouda (2013) and Nadig (2013) who stated that listening is the process of comprehension and defining spoken language. Furthermore, based on the observation, it could be seen that the teacher could cover the materials and easily share the knowledge with students by using ELLLO. In other words, it was in line with Yusniati (2021) who stated media is an intermediary for a person to transfer information in various circumstances that affect a person's knowledge, skills, and attitudes. According to Azizah (2014), students need to understand the meaning of the uttered language in order to listen well

The research found it is not easy sometimes for students to get the meaning by the audio/listening activity. According Rixon (1986) the aim of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life, but there is large variety of different types of listening in real life. Harmer (1998) states that the main reason for getting students to listen and to speak English is to let them hear different varieties and accents. It is proven by the audio of ELLLO, it has different types of accent which are able to enrich the students' knowledge in listening.

The teacher used ELLLO regularly in class because she found it easy to teach grammar, listening, and speaking at the same time. The features also allow her to give quizzes via ELLLO. The liking behavioral intention was in line with (Mahajan, 2016) and it is in line with the need for a shift toward the modern era stated by Mou (2016) and Shah et al., (2020). In her interview, it was found that her students' response toward the learning process using ELLLO was good. It motivated her to choose ELLLO and it was in line with Hasan (2014), Duatepe (2014), and (Alshraideh, 2015) who stated that a positive mental state developed as a result of people's responses and situations.

5. Conclusion

Reflecting on this research, ELLLO is a listening application that not only provides audio recording but also a grammar spot menu and quiz inside it. It appears that it was good to bridge the students' and teachers' needs at SMKN 3 Tenggarong. Therefore, several suggestions were addressed to the English teacher, the school, and further researchers.

First, English teacher was expected to combine more media in teaching English to Vocational high school students. The curriculum at SMK is expected to have more practical skills so it is good to make students more active in class. The teacher also can ask students to be involved in online games connected to students smartphones. Second, the school as the place for students and teachers to conduct learning needs to support teachers' needs in terms of facilities and training on learning media to enrich teachers' knowledge. Third, for the further researcher, the researcher believed the scope of the study can be broadened. For instance, a research study could focus on students as the subject to observe the impact of media implementation. Sufficient observation is necessary to gather a significant amount of data. The study could also analyze the effect of using specific media on students with different levels of abilities. Therefore, the further researcher is expected to utilize various methodologies conduct an extensive scope of research and able to create better research.

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