N THE EFFECTIVENESS OF THE ELLLO WEBSITE IN ENHANCING LISTENING SKILL FOR THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8 PALOPO

A Thesis

Submitted to the English Language Education Study Program of Education and Teacher Training Faculty of State Islamic University of Palopo for Undergraduate Degree in English Education

Composed By:

PUTRI AULIA
20 0202 0015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF PALOPO

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1. **Dr. Wisran, S.S., M.Pd.**
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2025

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Regards,

Putri Aulia

THESIS APPROVAL

This thesis entitled **"The Effectiveness of The ELLLO Website in Enhancing Listening Skill for the Eight Grade Student of SMP Negeri 8 Palopo"**, which is written by **Putri Aulia**, Reg. Number 20 0202 0015, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined in **Thesis Examination/Munaqasyah** which was carried out on Friday, August 15th, 2025M/Safar 21, 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).
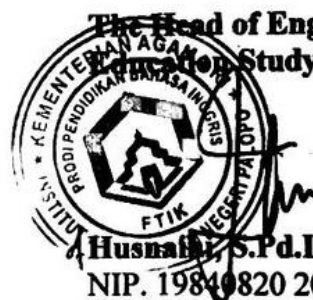
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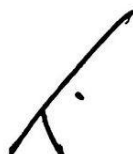
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Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk disajikan pada ujian/seminar hasil penelitian.

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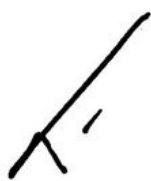Name : Putri Aulia

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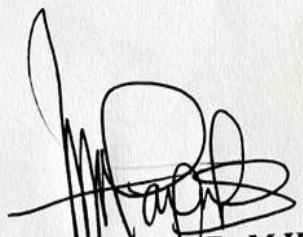
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَبِهِ نَسْتَعِيْنُ عَلَى أُمُورِ الدُّنْيَا وَالدِّينِ، وَالصَّلَاةُ وَالسَّلَامُ عَلَىٰ أَشْرَفِ الْمُرْسَلِينَ وَعَلَىٰ

آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

First and foremost, the researcher wishes to extend her heartfelt gratitude to Almighty God, Allah SWT, for His immense grace, boundless blessings, and unwavering love, making it possible for her to complete this thesis. Shalawat and salam are continuously sent to Rasulullah SAW, the Messenger of Allah, who has led us from the darkness of the era of ignorance to the light of guidance that illuminates the path of life. This thesis, entitled *"The Effectiveness of the ELLLO Website in Enhancing Listening Skill for the Eighth Grade Students of SMP Negeri 8 Palopo"* was submitted as a requirement for the undergraduate degree in English Language Education Study Program, Faculty of Education and Teacher Training, State Islamic University of Palopo. The researcher acknowledges that this educational journey is not easy, the process of writing this thesis has given the researcher many valuable lessons.

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ABSTRACT

Putri Aulia, 2025. *"The Effectiveness of the ELLLO Website in Enhancing Listening Skills for the Eighth Grade Students of SMP Negeri 8 Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Wisran and Yuyun Ruqiyyat Said.

This study aims to examine the effectiveness of the ELLLO website in improving the listening skills of eighth-grade students at SMP Negeri 8 Palopo. A pre-experimental design with pre-test and post-test was employed to measure students' listening performance before and after the use of the ELLLO website as a learning medium. The sample consisted of 21 students from class VIII-3, selected through purposive sampling. Data were analyzed using SPSS 20. The findings indicate a significant improvement in students' listening skills after utilizing the ELLLO website. The mean score increased from 37.71 in the pre-test to 65.62 in the post-test. Correlation analysis showed a strong relationship between pre-test and post-test scores, with a significance value of 0.000, confirming the positive impact of ELLLO on students' listening comprehension. Moreover, students demonstrated greater motivation and engagement in listening activities due to the authentic and varied audio materials provided by the website. The study concludes that the ELLLO website is an effective tool for enhancing students' listening skills.

Keywords: Listening Skills, ELLLO Website, Teaching Listening

Verified by UPB

ABSTRAK

Putri Aulia, 2025. *"Efektivitas Situs Web ELLLO dalam Meningkatkan Keterampilan Menyimak Siswa Kelas VIII SMP Negeri 8 Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wisran dan Yuyun Ruqiyyat Said.

Penelitian ini bertujuan untuk menguji efektifitas *Website ELLLO* dalam meningkatkan keterampilan menyimak siswa kelas delapan SMP Negeri 8 Palopo. Penelitian ini menggunakan desain *pre-experimental* dengan *pre-test* dan *post-test* untuk mengukur kemampuan menyimak siswa sebelum dan sesudah menggunakan *Website ELLLO* sebagai sarana pembelajaran. Sampel dipilih dengan menggunakan teknik *purposive sampling* yang melibatkan 21 siswa kelas VIII-3. Data dianalisis menggunakan SPSS 20. Hasilnya menunjukkan adanya peningkatan keterampilan menyimak siswa setelah menggunakan situs *ELLLO*. Skor rata-rata meningkat dari 37,71 pada *pre-test* menjadi 65,62 pada *post-test*. Analisis korelasi menunjukkan hubungan yang kuat antara nilai *pre-test* dan *post-test*, dengan nilai signifikansi 0,000, membenarkan dampak positif *ELLLO* terhadap pemahaman menyimak siswa. Selain itu, siswa menunjukkan motivasi dan keterlibatan yang lebih tinggi dalam kegiatan mendengarkan karena materi audio yang otentik dan bervariasi yang disediakan oleh situs web. Penelitian menyimpulkan bahwa situs *Website ELLLO* adalah alat yang efektif untuk meningkatkan keterampilan mendengarkan siswa.

Kata Kunci: Kemampuan Menyimak, *Website ELLLO*, Mengajar Menyimak

Diverifikasi oleh UPB

الملخص

بوتري أوليا، ٢٠٢٥. "فاعلية موقع *ELLO* في تنمية مهارة الاستماع لدى تلاميذ الصف الثامن بالمدرسة المتوسطة الحكومية رقم ٨ بالوبو". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف: وسران، ويويون روكِيَّة سعيد.

يهدف هذا البحث إلى اختبار فاعلية موقع "إللّو" في تحسين مهارة الاستماع عند طلاب الصف الثامن بالمدرسة المتوسطة الحكومية رقم ٨ بالوبو. وقد استخدم البحث التصميم شبه التجريبي باعتماد الاختبار القبلي والبعدي لقياس مستوى مهارة الاستماع قبل وبعد استخدام موقع "إللّو" كوسيلة تعليمية. وتم اختيار العينة بطريقة العينة الهادفة، حيث شملت ٢١ طالبًا من الصف الثامن-٣. وقد جُمعت البيانات وحُللت باستخدام برنامج إس. بي. إس. الإصدار ٢٠. تشير النتائج إلى وجود تحسّن ملحوظ في مهارة الاستماع بعد استخدام موقع "إللّو"، إذ ارتفع متوسط الدرجات من ٣٧,٧١ في الاختبار القبلي إلى ٦٥,٦٢ في الاختبار البعدي. كما أظهر تحليل الارتباط وجود علاقة قوية بين درجات الاختبارين، بقيمة دلالة بلغت ٠,٠٠٠، مما يؤكد الأثر الإيجابي لموقع "إللّو" في تنمية فهم الطلاب لمهارة الاستماع. إضافة إلى ذلك، أظهر الطلاب دافعية ومشاركة أعلى في أنشطة الاستماع، بفضل المواد الصوتية الأصيلة والمتنوعة التي يقدمها الموقع. ويخلص البحث إلى أن موقع إللّو يعد وسيلة فعالة لتحسين مهارة الاستماع لدى الطلاب.

الكلمات المفتاحية: مهارة الاستماع، موقع *ELLO*، تعليم الاستماع

تم التحقق من قبل وحدة تطوير اللغة

CHAPTER I

INTRODUCTION

A. Background

Listening is the first and most fundamental skill that beginners need to develop when learning a new language. Listening plays a crucial role in language learning for communication, as it enables learners to acquire pronunciation, word stress, vocabulary, and grammar. Understanding messages can often rely solely on tone, pitch, and accent—something that is only possible through listening.[1] Therefore, listening is a fundamental skill in language learning that supports the development of pronunciation, vocabulary, and overall comprehension, making it an essential component for effective communication.

According to Brown, listening involves processing and making sense of the information we hear. This highlights the importance of listening as a key skill for students, particularly in the teaching and learning process.[2] istening requires focused attention to the speaker and an effort to understand the meaning of what is heard. In English language learning, there are four essential skills—listening, speaking, reading, and writing. Among these, listening is considered a fundamental skill that plays a vital role in education.[3] In fact, without good listening skills, students may struggle to understand instructions, participate in discussions, and

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[1] Feruza Akhmedovna Egamnazarova and Matluba Satvaldiyevna Mukhamedova, "Improving English Language Listening Skill," *Scientific Journal Impact Factor* 2, no. Special Issue1 (2021): 28–32.

[2] Eicha Afriyuninda and Lulud Oktaviani, "The Use of English Songs to Improve English Students' Listening Skills" 2, no. 2 (2021): 80–85.

[3] Kevin Septa Krisdian, "Enhancing Students Listening Skills Through Spotify Media: Reflective Practices in English Language Teaching Classroom," 2023.

absorb new information effectively. Students need regular practice and training to develop strong listening skills.

Researcher conducted an initial observation by discussing with English teachers and interviewing several students in SMP Negeri 8 Palopo related to listening skills in English lessons for second graders. Based on information from teachers, there are several problems in listening skills, namely: (1) the audio used is too long so that students have difficulty understanding and become less motivated to listen; (2) the audio speed is too high; and (3) students have difficulty distinguishing words and sounds. In addition, students also face challenges such as: (1) the duration of the audio is too long; (2) lack of mastery of vocabulary and pronunciation; and (3) low concentration in listening.

In today's modern era, technology has advanced rapidly, bringing numerous benefits to various aspects of human life. One significant advantage of technological progress is its contribution to the field of education, particularly through the use of Information and Communication Technology (ICT).[4] This technological progress has promoted the growing adoption of online media for learning English. With the internet, both teachers and students can easily explore hundreds of English learning platforms that provide diverse activities aimed at improving vocabulary, grammar, and the four essential language skills.[5] Teachers now have access to a wide range of digital tools and platforms to enhance the learning process. Therefore, the integration of technology into English language

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[4] Amalia Yahya et al., "Online English Learning at Junior High School," *International Journal of Asian Education* 3, no. 1 (2022): 40–55, https://doi.org/10.46966/ijae.v3i1.268.
[5] Dilek Gökçe, "A Review on Developing English Listening Skills Through Multimedia and Video Tools," 2022.

learning has become an essential component in creating more effective, engaging, and accessible educational experiences.

One of the popular platforms among students is the online learning website. Students can easily access these sites through their smart phones. One of the best-known platforms is the English Listening Lesson Library Online (ELLLO). ELLLO is an online library that provides a variety of English listening lesson materials. The Platform offers thousands of free listening activities that both teachers and students can take advantage of. Audio and video activities are designed for all skill levels, from beginner to intermediate to advanced.[6]

Based on the problems that have been found, the media that can be used to overcome these problems in learning English, especially listening skills at SMP Negeri 8 Palopo is by using audio of short conversations. Using this media is expected to improve students' listening skills and they are more interested in learning English, especially listening skills. Therefore, the researcher conducted a study on " The Effectiveness of the ELLLO Website in Enhancing Listening Skill for the Eighth Grade Students of SMP Negeri 8 Palopo".

B. Research Question

Based on the identification of the problems that have been state in the background, the researcher formulate the research questions as follows:

Does the ELLLO Website Effectively Enhance Listening Skill for the Eighth Grade Students of SMP Negeri 8 Palopo?

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[6] Gökçe, "A Review on Developing English Listening Skills Through Multimedia and Video Tools," 2022.

C. Research Objective

Based on the problem formulation above, this research aims to find out the Effectiveness of the ELLLO Website in Enhancing Listening Skills for the Eighth Grade Students of SMP Negeri 8 Palopo.

D. Research Significances

The significance of this research is divided into two categories, namely:

1. Theoretical Significance

With this research, the researcher hopes that the results of this research can contribute ideas in finding and studying appropriate media to enhance students' listening skills, and the results of this research can become reference material for further research.

2. Practical Significances

a. For the teacher: The findings of this research can help teachers choose the right media to enhance students' listening skills, especially for English teachers in second grade at SMP Negeri 8 Palopo.

b. For the students: Utilizing the ELLLO Website is expected to increase their self-confidence and motivation to listen to English.

c. For the future Researcher: It is hoped that the research results can be a source of guidance for further study in conducting their research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this research, the researcher conducted a literature review of several relevant scientific works as reference material for this research:

Ningsih, et al. (2022) entitled *"The Effect of Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online) to Exchange the Students' Listening Comprehension".*[7] 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 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. The similarity lies in the focus of both studies that both aim to improve the listening skills of students by using ELLLO as one of the Learning media. Both of these studies also used quantitative methods and relied on listening comprehension test instruments to measure student learning outcomes. In addition, both studies involved designs that compared students'

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[7] Wirda Ningsih, Yundri Akhyar, and Haryuni Hariati, "The Effect of Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online) to Exchange the Students ' Listening Comprehension," 2022, 71–76.

abilities before (pretest) and after (post test) treatment. While the difference, previous research compared two learning methods, namely Listening logs via WhatsApp with material from ELLLO, while this study only focused on the effectiveness of using ELLLO itself without comparing it with other methods.

Umi Kalsum, et al. (2024), conducted research with the title "*The Use of ELLLO Podcast Application to Enhance Student Listening Skill*".[8] The purpose of this study was to determine use of the Elllo English learning Podcast Application can improve listening skills of seventh grade students at MTS Darul Ilmi Pangkalan Brandan. In this study, researchers used a quantitative experimental research method with type of true experimental by using two classes. The results of the average value of research obtained during pre-test of experimental class were 52.39 and control class was 51.81, both of which were included in poor category. After treatment, average post-test score obtained by experimental class was 72.82 which was included in good category and control class was 65.68 which was included in low category. The similarity between these two studies lies in the goal of improving students ' listening skills by utilizing the ELLLO platform. Both also use a quantitative approach and involve experiments to measure the improvement of students ' skills after being given a certain treatment. In addition, the focus on improving the listening ability of middle-level students (SMP/MTs) is also a major similarity between the two studies. while the difference, the previous study used the podcast application from ELLLO, while this study utilized the ELLLO website in

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[8] Umi Kalsum, Muhammad Hasan, and Donny Adiatma Ginting, "The Use of Elllo Podcast Application to Enhance Student Listening Skill," 2024.

general. In terms of research design, the previous study also used true experimental method with two classes, namely experimental class and control class, meanwhile, this study only used one class.

Hadi, et al. (2021), in their study entitled *"The Use of ELLLO in Improving Teaching Listening to Students".* In this method, it is important to use application as a teaching medium. In this method, it can capture the attention of students. In order to apply this analysis, pre-experimental design was used as samples in the quantitative process. In order to assess the improvement that has happened to students, the Pre-Test would offer students, the care was given to the students, and then Post- Test was provided to classes. Pre-experimental design is being used in these studies. In the Pre-Test and Post-Test, students scored an average Pre-Test score of 59.03 and an average Post-Test score of 81.96. The students were very passionate about this learning process.[9] The similarity between previous research and current research is that both use the ELLLO site as a learning medium to improve students ' listening skills. In addition, both studies used pre-experimental design, involving Pre-Test and Post-Test process to measure the improvement of students ' abilities. Another equation is the focus of research on the effectiveness of the use of technology as a learning medium that is able to attract the attention of students and increase their enthusiasm in the learning process. while the difference is very significant between these two studies. Previous research has placed more emphasis on conducting research at a general level without mentioning the context

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[9] Muhammad Sofian Hadi, Lidiyatul Izzah, and Siti Mawadah Fudiantari, "The Use of ELLLO in Improving Teaching Listening to Students The Use of ELLLO in Improving Teaching Listening to Students Introduction," 2021.

of a particular location, while this study focused on eighth grade students in the school.

Rafisa Amin Furtado (2020), in her study entitle *"Websites for Learning Listening Skills: a Descriptive Analysis".* This article aims to describe and analyze websites that help in the learning of listening comprehension of English as an additional language. As well, the research uses the methodology of descriptive study when investigating each website and elements belonging to them, and has a theoretical foundation in the studies of Ana Amélia Amorin Carvalho (2006), Artur André Martinez Campos (2008) and Ana Paula Domingos Baladeli (2013). The results of the analysis point out that the websites Lyrics Training, the characteristics addressed by Carvalho (2006), however, this does not become an obstacle to student learning in the additional language.[10] These two studies both discuss the role of websites in learning English listening skills. While the difference is, the previous study was descriptive and aimed to analyze the elements of various listening learning websites, while this study used a quantitative approach to measure the effectiveness of ELLLO websites specifically in the context of students.

M.Risman, et al (2024). In their study entitled *"The Implementation of ELLLO Web-Based Aplication in Teaching Listening at MA Al-Ikhlas Ujung Bone".* This research aims to define the use of the ELLLO web-based application in teaching listening at MA Al-Ikhlas Ujung Bone. The participants were an English teacher and the students in XII grade of MA Al-Ikhlas Ujung Bone. The research

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[10] Rafisa Amin Furtado, "Website for Learning Listening Skills: A Descriptive Analysis," 2020, 1–15.

instruments employed were observation and interview. The data were collected using observation techniques including observation checklist, note-taking, collected data from teachers' documents, and interview techniques with the teacher and students. The result of the data analysis, shows that, the teacher used and took into consideration that using the media is helpful, still it needs to look forward to the supports and hindrances that can appear particularly on ELLLO that contains video, audio, material, level and quiz.[11] Both studies share a common focus on utilizing the ELLLO website as a tool for teaching listening skills. They highlight the significance of multimedia resources, such as audio, video, and quizzes, in enhancing students' listening comprehension. However, there are key differences between them. The previous study primarily explored the implementation of ELLLO in listening instruction, analyzing teachers' and students' perspectives through observations and interviews, whereas the current research aims to evaluate the effectiveness of ELLLO in enhancing listening skills using quantitative analysis.

B. Some Pertinent Idea

1. The Concept of Listening

a. Definition of Listening

According to Goh (2003), listening is a cognitive process that involves focusing attention, perceiving meaning, and using memory to retain the information heard.[12]

[11] Muhammad Risman, Baso Jabu, and Sahril Nur, "The Implementation of ELLLO Web-Based Application in Teaching Listening at MA Al-Ikhlas Ujung Bone" 4, no. 1 (2024): 23–36.
[12] Yongqi Gu, "Types of Listening," *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–6, https://doi.org/10.1002/9781118784235.eelt0570.

Listening is one of the earliest language skills acquired by humans and is considered an innate ability present from birth. However, listening is often undervalued in educational settings, as reflected by the lack of listening assessments in school and national examinations.[13] Listening is considered not only hearing, but also has other steps to understand the meaning such as giving full attention, analyzing, evaluating the message by the speaker and also responding based on what was heard.

Weaver stated that - In fact, listening is an ability that is used more than any other language skill in daily life.[14] Listening comprehension forms the foundation for developing speaking, writing, and reading skills. To improve listening abilities, it is essential to engage in active listening, which involves giving full attention to the audio content and focusing on understanding the message. According to Solchan et al. (2014), the goal of listening is to obtain, interpret, and assess new information and ideas, while also contributing to the enhancement of one's speaking abilities.[15]

Weger et al. (2014) describe listening as an active and constructive process that engages the listener's prior knowledge to support comprehension of the spoken text. Listening, as a skill, extends beyond merely hearing sounds and recognizing meanings; it involves complex cognitive efforts such as making inferences, analyzing, evaluating, and interpreting information. As Patrick (2019) emphasizes,

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[13] Dinda Pramestia Sailendra1 et al., "Analysis of Listening Skills in Elementary School: Narrative Literature Review," Analisis Pengutipan Sumber Pustaka Dalam Sebuah Penelitian 08 (2023): 5857–67.

[14] Jenni Afriyani, "Applying British Council Web-Platform to Improve Students' Listening Skill," no. 8.5.2017 (2022): 2003–5.

[15] Feruza Odilovna Djabborova, "Ways of Developing Listening Skills of English Learners in Esl and Efl Classroom," *European Journal of Research and Reflection in Educational Sciences* 8, no. 10 (2020): 212–16.

listening is a multifaceted activity that requires the coordinated use of both visual and auditory senses, along with mental processing, to follow the speaker's message, understand its content, and identify key ideas.[16]

Listening comprehension is not only about decoding the spoken language but also involves understanding the speaker's intentions, emotions, and cultural context. Effective listening skills lead to better overall language proficiency and academic success (Graham, 2006).[17] Listening is a complex, active process that involves receiving, interpreting, and responding to spoken language. It goes beyond merely hearing sounds, requiring the listener to comprehend the message being communicated, discern the speaker's intent, and react appropriately.

Based on several definitions of listening above, it can be concluded that listening is a basic skill that underlies language acquisition. Where by listening we can receive, construct meaning, and respond to verbal messages. It involves paying attention to what someone is saying, understanding the message, and responding appropriately.

b. **Type of Listening**

Rost (2011) identified six types of listening practices based on the ways learners interact with input and how these interactions support comprehension and maximize the benefits of input. These practices are: (a) intensive listening, (b)

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[16] Ahmad A.S. Tabieh et al., "European Journal of Educational Research" 10, no. 1 (2020): 13–21, https://doi.org/10.12973/eu-jer.10.1.13.

[17] Talip Gonulal, "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts," 2020.

selective listening, (c) interactive listening, (d) extensive listening, (e) responsive listening, and (f) autonomous listening.[18]

1) Intensive listening involves focused attention on specific linguistic elements such as sounds, words, phrases, expressions, as well as grammatical and pragmatic structures. While this type of listening may not be frequently applied in everyday communication, it plays a crucial role in developing overall listening proficiency. According to Rost (2011), typical intensive listening tasks include activities such as dictation and transcription, where learners are required to reproduce the speaker's exact words.[19] The learner concentrates on accurately identifying and interpreting the specific sounds, vocabulary, and grammatical structures used by the speaker.

2) Extensive listening is a valuable approach to language learning that emphasizes exposure to a variety of spoken language materials. This improves overall listening comprehension, vocabulary acquisition, and familiarity with various accents and dialects.Extensive listening refers to a wide range of listening activities that aim for comprehensive and enjoyable input (Renandya & Farrell, 2011). According to Jeremy Harmer, extensive listening has the same process as extensive reading with the simple goal of creating better readers, improving grammar and vocabulary. So, through extensive listening it has the same impact on language development.[20] In this type of listening, the teacher can give

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[18] Gu, "Types of Listening," The TESOL Encyclopedia of English Language Teaching, 2018.

[19] Afriyani, "Applying British Council Web-Platform to Improve Students' Listening Skill." No. 8.5.2017 (2022).

[20] Eva Machackova, "Teaching Listening," 2009.

students the freedom to choose listening material based on their wants, so students will study according to their enjoyment. By incorporating extensive listening into their learning routine, language learners can improve their listening skills in a natural and enjoyable way. It also refers to listening for long periods of time, at least several minutes without interruption, and more, with long-term goals that go beyond language learning, for example, for academic content, for enjoyment, and other language use purposes.[21]

3) Selective listening is a purposeful and strategic listening approach that helps individuals concentrate on specific information while filtering out less relevant details. This is especially useful in situations where time is limited and listeners need to focus on important points. By using effective strategies, individuals can improve selective listening skills, making them more efficient and focused communicators.[22] Selective listening involves guiding students' attention toward tasks designed with clear objectives, where learners focus on identifying main ideas or extracting specific details. In this process, students actively search for targeted information. The teacher's primary role in selective listening activities is to offer feedback on how well the task has been completed. According to Brown, the aim of selective listening is not to look

[21] Sahar Ahmadpour, "A Study of the Effect of Extensive and Intensive Listening on the Tense Use among EFL Learners in Iran" 6, no. 2 (2018): 141–61, https://doi.org/10.22049/jalda.2019.26383.1098.

[22] Jack C Richards, "Teaching Listening and Speaking From Theory to Practice," *Cambridge University Press*, no. January 2018 (2008): 1–48.

for general or global meaning, but to be able to find important information in a field of potentially distracting information, Brown H (2000).[23]

4) Interactive listening is a dynamic and participatory form of listening that enhances communication and relationships through active engagement and mutual understanding.[24] By employing effective interactive listening strategies, individuals can improve their communication skills, resolve conflicts, and build stronger connections with others. This approach is beneficial in various settings, including educational, professional, and personal contexts. according to Brown - interactive listening is the activity of students actively participating in discussions, role plays, and cooperation both in pairs or groups. This must be integrated with speaking skills (and probably other skills) in giving and receiving authentic communicative interchange with each other Brown H (2000).[25]

5) Responsive listening is a vital skill in effective communication, characterized by active engagement, thoughtful responses, and empathy. By practicing responsive listening, individuals can enhance their understanding, build stronger relationships, and improve communication outcomes in various settings. Whether in personal conversations, professional environments, or educational contexts, responsive listening fosters a more interactive and meaningful exchange of ideas. Responsive listening involves listening

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[23] Nu Nu Wah, "Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies," *International Journal of Trend in Scientific Research and Development* 3, no. 6 (2019): 883–87.
[24] Gu, "Types of Listening." The TESOL Encyclopedia of English Language Teaching, 2018.
[25] Jurnal Ilmu Sosial, "Listening Strategies Introduced at a Language Institute," 2018.

activities designed to develop learners' ability to respond appropriately to what they hear, considering not only the content but also cultural and emotional aspects. The primary objective of responsive listening tasks is not comprehension, but rather fostering suitable reactions to the spoken input.[26] Rather, it focuses on the learners' responses to the listening input. In this sense, it is a higher level of listening ability with presumed com- prehension. responsive listening refers to the type of listening practice in which the listener"s response is the goal. This type uses short input (has a duration of about one or two minutes) and the overt response from the listener has great benefits for this training.

6) The assessment of autonomous listening pertains to the extent to which learners are capable of independently managing their listening processes without instructional support. Rather than constituting a discrete type of listening activity, autonomous listening reflects a core component of listening competence. It involves learners' ability to make informed decisions regarding what to listen to, when and for what purpose, the duration of engagement, and how to evaluate the effectiveness and outcomes of their listening experiences..[27] The goal of autonomous listening assignments is to cultivate successful learners who can strategically utilize autonomous listening as a tool

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[26] Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, "The Use of YouTube as a Learning Tool in Teaching Listening Skill," *International Journal of Global Operations Research* 1, no. 3 (2020): 123–29, https://doi.org/10.47194/ijgor.v1i3.56.

[27] Hasan Seitan Khashan and Ali Farhan AbuSeileek, "The Effect of Using British Council BBC Learning English Application on the Tenth Grade EFL Students' Listening and Speaking Skills and Their Attitudes toward It," *Journal of Applied Linguistics and Language Research* 10, no. 2 (2023): 39–62.

for language learning and language use. According to Brown, the reactive type is where the listener's role is only as a "listener". tape recorder" whose numbers were certainly very limited. The only role that reactivity can play in an interactive classroom is individual practice focused on pronunciation (Brown H., 2000).[28] Autonomous listening is a self-directed approach to improving listening skills, emphasizing independence, personalized learning, and flexible pacing. By selecting a variety of materials, setting clear goals, and practicing regularly, students can improve their listening comprehension and overall language proficiency. Despite its potential challenges, autonomous listening fosters motivation, autonomy, and a personalized learning experience, making it a valuable method for language acquisition and personal development of Listening Skill.

Based on the several types of listening above, in this research the researcher takes two types of listening, namely intensive listening and selective listening. Intensive listening that uses alternative media such as audio recording. Meanwhile, selective listening is used when students work on assignments given by the teacher where they understand familiar words and basic phrases when people speak slowly and clearly.

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[28] Sosial, "Listening Strategies Introduced at a Language Institute,"2018.

c. The Process of Listening

According to Petty and Jensen, there are four stages in the listening process which are hearing, understanding, evaluating, and responding (Asrifan, Al Yakin, Sahabuddin, & Muthmainnah, 2018).[29]

1) Hearing, the physiological process of perceiving sound. Sound waves enter the ear and are transmitted to the brain for processing. Hearing only means recognizing messages but will not attach the meaning to them consciously. In this stage, the listener can choose may or may not to translate and to understand the message or information is being sent (Masters & Wallace, 2011).

2) Understanding, this stage means that the mental process of connecting the message's meaning to aural symbol was added to the physical process of hearing (Ahuja, 2007). Comprehending the meaning of the sounds or words heard. This involves decoding the language and interpreting the speaker's message.

3) The third stage is evaluating that the listener analyses a message meaning to determine truthfulness, trustworthiness and utility to accepting or rejecting the message. Judging the content of the message. This involves critical thinking to assess the validity, relevance, and importance of the information.[30]

4) The fourth stage is responding, which involves giving feedback or reacting to the message through verbal or non-verbal means. This response serves as an

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[29] Wah, "Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies."2019.
[30] Gu, "Types of Listening." The TESOL Encyclopedia of English Language Teaching, 2018.

indicator of the listener's understanding and retention of the information received.[31]

d. Learning Listening in Website

The utilization of online resources for the acquisition of English proficiency has become a prevalent and efficacious methodology, particularly in light of the advancements in technology and the enhanced accessibility to a plethora of digital assets. The materials disseminated via these websites often encompass a diverse array of accents and speaking styles, which is a crucial aspect to emulate in real-life scenarios, as students will inevitably interact with native speakers from a vast spectrum of backgrounds and accents. By acclimating themselves to these variegated forms of English, students will be better equipped to comprehend the language in authentic settings, whether in academic, professional, or social contexts.[32]

Sharma, asserts that language learning is contingent upon listening. Listening provides aural input that serves as a foundation for language acquisition and facilitates oral communication among students. Effective language instructors demonstrate to their students how they can adapt their listening behaviour to suit different situations, types of input and listening purposes. Vandergrift (1999) posits that active integrative listening learning is predicated on metacognitive knowledge, commencing with the formulation of a plan, directing attention, selective interest,

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[31] Wah, "Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies,2019."

[32] Desi Surayatika, "Using Website as a Tool for Practicing English Listening Skill" 6, no. 1 (2017): 38–42.

monitoring, and evaluation.[33] Active integrative listening learning can be undertaken in several stages, including preparation for listening activities, application of listening models, assessment of listening effectiveness, and implementation of new goals in listening activities.

In this context, learning strategies play a crucial role. Learning strategies refer to the deliberate thoughts and actions employed by learners to achieve specific learning objectives. According to Chamot (2004), strategic learners demonstrate metacognitive awareness of their cognitive processes and learning preferences, possess a clear understanding of task requirements, and can effectively manage and apply strategies that align with both the demands of the task and their individual learning strengths.[34] Thus, language learning strategies serve as strong indicators of how learners approach tasks or challenges encountered during the language learning process. The implementation of innovative learning strategies has been shown to produce positive and engaging outcomes for students. However, not all students are able to adapt easily. While the results are generally encouraging, some learners still struggle with independent learning. Many are accustomed to teacher-centered instruction and find it difficult to adjust to more autonomous learning habits that require self-direction and responsibility.[35]

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[33] C.M.Goh, *Teaching Listening in the Language Classroom* (Routledge, 2002).

[34] Yuyun Ruqiyyat Said, "Learning Strategies Used By The Students of English Departement of Stain Palopo Institut Agama Islam Negeri Palopo" 6, no. 1 (2018): 66–77.

[35] Husnaini, "Navigating Challenges and Strategies in Implementing The Independent Curriculum: A Multi-Site Case Study of English Language Instruction in Junior and Senior High Schools in Palopo," *Linguistics Initiative* 5, no. 1 (2025): 178–90, https://doi.org/10.53696/27753719.51263.

Using websites to practise listening is a great way for students to brush up on their language skills. As Robin (2007) said, using the internet to find resources like video clips, subtitles and even translated scripts is a great way to get a wider range of input at different levels for different learning styles.[36] It's much more flexible than a pre-packaged course. Another great thing about learning to listen via the website is that students can do it on their own. They can go at their own pace, repeat difficult material, and focus on the areas they find most challenging. This gives students more control over their learning and can help them feel more confident using listening skills in real situations.

2. The Concept of Learning Media

a. Definition Learning Media

According to Naz and Akbar (2018), the term "media" encompasses any entity that facilitates the transfer of information between a source and a receiver. In the context of teaching and learning, media refers to the means of transmitting or delivering instructional content to learners, with the objective of achieving effective instruction.[37] The term "learning media" carries multiple meanings, both broad and narrow. Broadly defined, it encompasses any person, material, or event that enables students to gain knowledge, develop skills, and form attitudes. In a narrower sense, learning media refers specifically to non-human tools utilized by educators to

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[36] Surayatika, "Using Website as a Tool For Practicing English," 2017.
[37] Krisdian, "Enhancing Students Listening Skills Through Spotify Media: Reflective Practices in English Language Teaching Classroom, 2023."

support the teaching and learning process and to help achieve instructional objectives (Faizhol & Mashuri, 2022).[38]

According to Miarso (2009), learning media serve as a means of delivering messages that can stimulate students' emotions, thoughts, motivation, and attention, thereby enhancing the learning process. Similarly, Musfiqon (2012) defines learning media as tools—both physical and non-physical—used by teachers to present instructional material more effectively and efficiently to students.[39] In the context of language learning, the use of media becomes essential, as teaching and learning are generally based on certain theories or beliefs about the nature of language. [40]Specifically in vocabulary instruction, there is a need to emphasize the implementation of communicative and lexical approaches to help learners use vocabulary appropriately in real communicative situations.

The concept of "media" is broad and encompasses individuals, materials, and occurrences that can facilitate the acquisition of new knowledge, abilities, or dispositions by students. In this context, the construct of "media" encompasses not only the aforementioned factors but also the role of the teacher, the textbook, and the learning environment. In a more restricted sense, the term "media" refers to a set of graphic, photographic, pictorial, mechanical, and electronic tools that are employed to express, process, and convey both visual and verbal information.

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[38] Riza Faishol and Imam Mashuri, "The Concept of Learning Media in the Perspective of the Qur'an and Al-Hadith" 3, no. 02 (2022), https://doi.org/10.35719/jier.v3i2.244.
[39] Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School" 4, no. 2 (2019): 53–60.
[40] Wisran, "Semantic Mapping in Language Teaching in Term of Memorizing Vocabularies" 10, no. 2 (2021): 76–81.

b. Type of Learning Media

There are several types of learning media, namely:

1) Visual Media

Visual Media includes any learning material that utilizes a visual component to convey information, concepts, or ideas. These mediums effectively aid comprehension and retention by providing learners with visual representations that can simplify complex information and support verbal or written content. Examples of types of visual media are diagrams, charts, graphs, maps, drawings, photographs, and cartoons.[41]

2) Auditory Media

Auditory Media utilize sound to convey information and facilitate learning. This medium is very effective for developing listening skills, auditory comprehension, and language acquisition. By engaging students through auditory channels, these resources can complement visual and textual materials, providing a well-rounded educational experience. Examples of this type of media are voice recordings, songs, radio broadcasts, and audiobooks.[42]

3) Interactive Media

Interactive Media represents a significant advancement in educational technology, offering diverse and engaging ways to enhance the learning experience. By combining interactive tools and resources, educators can create more dynamic and effective learning environments that meet the needs of 21st century learners.

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[41] Puspitarini and Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School, 2019."

[42] Winarto Winarto, Ahmad Syahid, and Fatimah Saguni, "Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education" 2, no. 1 (2020).

This media not only supports knowledge acquisition but also fosters important skills that prepare students to face future challenges. Examples of this type of media are learning apps, websites, video games and online courses.

4) Textual Media

Textual Media refers to written or printed materials used in an educational environment to convey information, ideas, and knowledge. As for examples of this type of media are textbooks, articles, journals, practice books, novels, and digital texts.[43]

c. The Role of Digital Learning Media

In real-life practice, teaching and learning processes that rely solely on textbooks and teacher explanations of language input sources are considered monotonous methods. To vary the language learning process, teachers explore several assistance options that will help the learning process. One option is to use Learning media. The use of instructional media for teaching is very important because it can help teachers deliver material and create interesting activities in the classroom.[44] Not only do teachers use traditional media such as pictures, cards, original materials and boards to teach English, but they can also use songs, audio-visuals, and instructional technology to help them provide instruction to students.

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[43] Risna Ladjagang, Rahmat Nasrullah, and M Alfredo, "Research Methods in Teaching Listening Skills Utilizing Technology Media" 3, no. 1 (2022): 69–83, https://doi.org/10.51454/jet.v3i1.140.

[44] Tri Winindyasari Palupi, "The Effectiveness of Film as a Media in Listening Comprehension" 16, no. 2 (2021): 76–83.

Students and teachers should be able to use in their classrooms different media through different technologies.[45]

Modern students are growing up in the digital era, where technology plays a central role in everyday life. While educators should leverage technological advancements, it is important to recognize that learning is no longer limited to traditional classroom settings. Integrating technology into education—such as for research, collaboration, and problem-solving—equips students with essential skills for their future careers. Furthermore, early exposure to technology fosters the development of digital competencies that are vital in today's society (Putra et al., 2021; Saputra et al., 2021; Rasyiid et al., 2021).[46] Technology-based media make teaching and learning more accessible. Allowing students to collaborate and assume new roles—such as acting as peer teachers—creates opportunities for more individualized feedback among learners (Maulina, 2015; Maulina, 2019; Maulina & Rusli, 2019; Zainal et al., 2022). Moreover, the integration of technology in education has significantly enhanced students' productivity compared to previous generations.[47]

Digital learning Media have changed the way education is delivered and received, providing a variety of benefits that enhance the teaching-learning process.

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[45] Asri Siti Fatimah and Yuyus Saputra, "Digital Comic: An Innovation of Using Toondoo as Media Technology for Teaching English Short Story" 7, no. 2 (2019), https://doi.org/10.25134/erjee.v7i2.1526.Received.

[46] Naicellyn G Carpio and Erica G Delos Santos, "Technology-Based Media Used in Teaching Listening Skills" 11, no. May (2022): 85–99.

[47] Ladjagang, Nasrullah, and Alfredo, "Research Methods in Teaching Listening Skills Utilizing Technology Media, 2022."

Based on the current literature, here are some important roles of digital Learning media in education:[48]

1) Increased accessibility and flexibility

a) Anytime and anywhere learning: digital learning media allow access to educational materials anytime and anywhere, which favors distance and independent learning. It is especially important for students who have physical or geographical limitations to attend face-to-face classes.

b) Inclusive Education: digital technology provides tools that support students with disabilities, such as text-to-speech, subtitles, and text size adjustment, which makes education more inclusive.[49]

2) Personalized learning experience

a) Adaptive Learning Technology: adaptive learning technologies use data analytics to tailor content and learning pace to the individual needs of students. It helps students learn according to their own abilities and learning styles.[50]

b) Customizable content: that digital learning media allows teachers to customize course materials to fit the curriculum and needs of students, which increases engagement and effectiveness of learning.

3) Interactive and engaging content

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[48] Jamal Abdul, Nasir Ansari, and Nawab Ali Khan, "Exploring the Role of Social Media in Collaborative Learning the New Domain of Learning" 7 (2020).

[49] Sheryl Burgstahler, "What Higher Education Learned About the Accessibility of Online Opportunities During a Pandemic" 21, no. 7 (2021): 160–70.

[50] Victoria Mirata and Per Bergamin, "Role of Organisational Readiness and Stakeholder Acceptance : An Implementation Framework of Adaptive Learning for Higher Education," *Educational Technology Research and Development* 71, no. 4 (2023): 1567–93, https://doi.org/10.1007/s11423-023-10248-7.

a) Multimedia Integration: point out that the use of video, animation, and simulation in digital learning media makes learning more engaging and helps in explaining complex concepts more easily.

b) Gamification: that gamification elements such as points, badges, and leaderboards can increase student motivation by adding an element of fun and competition to the learning process.[51]

4) Collaborative Learning Opportunities

a) Online Discussion Forums: shows that online discussion forums allow students to interact, share ideas, and work together on projects, which builds learning and collaboration communities.

b) Group projects and activities: digital tools such as Google Classroom and Microsoft Teams facilitate group work, allowing students to collaborate in real-time, share documents, and communicate effectively.[52]

5) Efficient evaluation and feedback

a) Automatic Assessment: that digital learning media can provide instant feedback through automated quizzes and tests, helping students quickly identify strengths and areas for improvement.[53]

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[51] Sutarto Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, "Teacher Strategies in Online Learning to Increase Students ' in Terest in Learning during COVID-19 Pandemic" 8, no. 3 (2020): 129–37.

[52] Tim O Riordan, David E Millard, and John Schulz, "Is Critical Thinking Happening ? Testing Content Analysis Schemes Applied to MOOC Discussion Forums," no. July 2020 (2021): 690–709, https://doi.org/10.1002/cae.22314.

[53] Anderson Pinheiro et al., "Computers and Education : Artificial Intelligence Automatic Feedback in Online Learning Environments : A Systematic Literature Review" 2 (2021), https://doi.org/10.1016/j.caeai.2021.100027.

b) Learning Analysis: learning analytics helps teachers track student progress, identify learning gaps, and adjust instruction as needed, thereby increasing teaching effectiveness.[54]

6) Challenges and considerations

a) The Digital Divide: unequal access to technology and the internet can create inequalities in learning opportunities.

b) Content Quality: maintaining the accuracy and relevance of digital content is critical to avoiding the spread of misinformation and ensuring that learning materials support educational goals.

c) Training and support: the importance of continuous training and technical support for teachers to ensure they can utilize digital technology effectively

3. ELLLO Website

a. Concept of ELLLO Website

ELLLO, short for English Listening Lesson Library Online, is a digital platform that provides over 2,500 free listening lessons designed for English learners at all proficiency levels, from beginner to advanced.[55] The English Listening Lesson Library Online (ELLLO) is a listening-focused educational platform established in 2004 by Todd Beucken, an English teacher based in Japan. ELLLO provides a wide range of learning materials, such as authentic conversations, short videos, as well as grammar and vocabulary exercises. Each

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[54] Ammar Y Alqahtani, "Education Sciences E-Learning Critical Success Factors during the COVID-19 Pandemic : A Comprehensive Analysis of E-Learning Managerial Perspectives," 2020.

[55] Sukmawati Tono Palangngan, Haryanto Atmowardoyo, and Sukardi Weda, "English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening," *ELT Worldwide: Journal of English Language Teaching* 3, no. 1 (2016): 51.

lesson is supported by transcripts and quizzes designed to reinforce learners' listening comprehension skills.[56] ELLLO aims to deliver authentic and diverse listening resources to students worldwide, particularly those with limited access to such materials.[57]

ELLLO also provides transcripts for each video or audio recording, enabling students to simultaneously practice their listening and pronunciation skills. The platform allows learners to select materials based on their proficiency level, preferred topics, and the speaker's country of origin. This level of personalization helps students feel more comfortable and enhances their comprehension, making the process of developing listening skills more accessible and engaging.[58] Since its inception, it has become a widely recognized resource among English learners and educators, featuring content that spans a broad range of topics and includes accents from both native and non-native English speakers. Therefore, the use of the Elllo website makes it very easy for students to practice listening skills.[59]

Furthermore, ELLLO regularly updates its content to maintain its relevance and diversity. By emphasizing natural listening experiences and authentic materials,

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[56] Hadi, Izzah, and Fudiantari, "The Use of ELLLO in Improving Teaching Listening to Students The Use of ELLLO in Improving Teaching Listening to Students Introduction."

[57] Ningsih, Akhyar, and Hariati, "The Effect of Listening Log through WhatsApp and ELLLO (English Listening Lesson Library Online) to Exchange the Students ' Listening Comprehension."

[58] Sefta Soleha Azzahra, "The Influence of Using Elllo Application Toward Students ' Listening Skill At the Second Semester of Eleventh-Grade of MAN 1 Bandar Lampung in Academic Year 2021/2022," 2022, 1–78.

[59] Yulia Indriani, Effendi Limbong, and Istanti Hermagustiana, "The Use of English Listening Lesson Library Online as Teaching Media by Vocational High School Teacher" 4, no. 3 (2024).

the platform supports learners in developing their listening skills in practical, real-world contexts.[60]

b.   Advantages and disadvantages of ELLLO website

The ELLLO website has several advantages and disadvantages, here is an explanation of both:[61]

1)   Advantages ELLLO website

The ELLLO website offers several advantages as a language learning tool, particularly in enhancing students' listening skills. Some of the key benefits include:

a)   Variety of authentic materials

ELLLO provides a wide range of listening materials, including interviews, monologues, and conversations featuring speakers from different countries. This exposure helps students become familiar with various English accents and speech patterns.

b)   Free and easy access

Unlike some online learning platforms that require subscriptions, ELLLO is entirely free, making it accessible to students and educators regardless of their financial background.[62]

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[60] Cindy Ayu Karina and Alan Jaelani, "A Narrative Study of Young Learner's Experience in Using English Listening Lesson Library Online on Learning English Idioms," *The 4th Bogor English Student and Teacher (BEST) Confeerence 2022*, 2022, 20–24.

[61] Azzahra, "The Influence of Using Elllo Application Toward Students ' Listening Skill At the Second Semester of Eleventh-Grade of MAN 1 Bandar Lampung in Academic Year 2021/2022."

[62] Kiki Firginia Talia, "THE USE OF ELLLO WEBSITE IN TEACHING AND LEARNING LISTENING," 2021, 28–32.

c) Motivating and engaging

The use of technology in language learning can increase students' motivation. A study by Brown (2019) found that learners who used online audio resources, such as ELLLO, demonstrated higher engagement and interest in learning English.[63]

d) Supports independent learning

ELLLO allows students to learn at their own pace by providing transcripts and quizzes, making it an effective tool for self-directed learning.

e) Enhances listening comprehension

Research by Williams (2018) indicates that consistent exposure to varied listening materials significantly improves students' listening comprehension skills. ELLLO's interactive exercises further reinforce this skill development.[64]

2) Disadvantages ELLLO website

Despite its benefits, ELLLO has some limitations that may affect its effectiveness in language learning:[65]

a) Outdated Website Interface

The website's design is relatively outdated and may not be as visually appealing or user-friendly as modern educational platforms, making navigation challenging for new users.

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[63] R D Warastuti, "Extensive Listening 2.0: TED Talks and Elllo Mediated Listening Instruction, Students' Listening Proficiency Level," *Application of Digital Learning*, no. September (2021): 1–13.

[64] Susana Gómez Martínez, "Using Web Resources to Support Teachers and Students with the Teaching and Practice of Listening Comprehension," *Encuentro* 19 (2010): 21–31.

[65] Talia, "The Use Of Elllo Website In Teaching And Learning Listening."2021.

b)   Limited Interactive Features

Unlike other online learning platforms that offer AI-based feedback and interactive speaking exercises, ELLLO primarily focuses on listening without much real-time interaction.

c)   Lack of Grammar and Writing Exercises

ELLLO is designed for listening practice, but it does not provide in-depth grammar explanations or structured writing exercises, limiting its usefulness for comprehensive language learning.[66]

d)   Mobile Compatibility Issues

Some users have reported difficulties accessing certain features on mobile devices, which may hinder learning flexibility, especially for students who rely on smartphones for studying.

e)   Navigation and Content Organization

The large amount of content available on ELLLO is not always well-organized, making it difficult for learners to find materials suited to their proficiency level.

c.   Features of the ELLLO Website

The ELLLO website offers a variety of audio and video materials, organized into different sections, each designed for specific learning activities. The available features include Views, One Minute English, Mixer, Grammar, News Center, and Idioms each providing unique exercises to enhance listening skills.[67]

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[66] M.Stevandik Al Ikhsan, "STUDENTS' PERCEPTION ON THE USE OF ELLLO IN LISTENING CLASS," *Pharmacognosy Magazine* 75, no. 17 (2021): 399–405.

[67] Hadi, Izzah, and Fudiantari, "The Use of ELLLO in Improving Teaching Listening to Students The Use of ELLLO in Improving Teaching Listening to Students Introduction."

The first feature of ELLLO is "Views," which includes over 1,500 audio recordings in the form of dialogues and interviews on various topics and difficulty levels. Each audio lesson is accompanied by a transcript, explanations of six selected words or phrases with their pronunciation and meaning, and five multiple-choice questions related to the content. Users can complete these questions and check the correct answers immediately.[68]
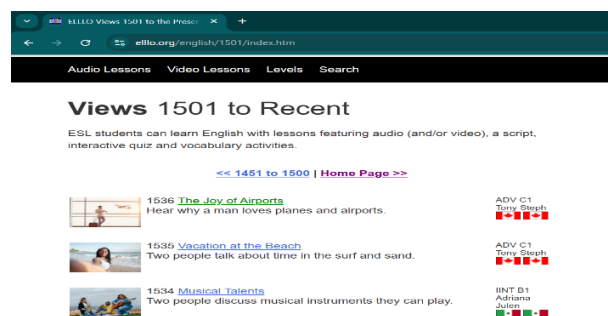
Figure 2. 1Views

The second feature, One Minute English, offers short video monologues by English speakers. These videos, ranging from 40 seconds to 1 minute and 30 seconds in length, cover various topics and difficulty levels. Each video is accompanied by a transcript and three multiple-choice questions to enhance comprehension.
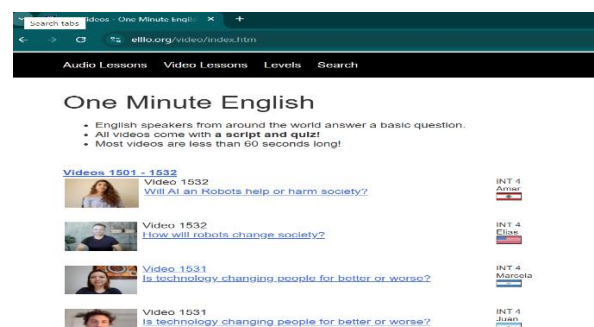
Figure 2. 2 One Minute English

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[68] Talia, "THE USE OF ELLLO WEBSITE IN TEACHING AND LEARNING LISTENING."

The next feature of the ELLLO website is Mixer, which offers audio and video recordings of six people expressing their views on a specific topic. Like the Views feature, Mixer covers various subjects and proficiency levels. Each recording includes a transcript, definitions and pronunciations of six key words or phrases, and five multiple-choice questions to assess understanding.

Figure 2. 3 Mixer

Another feature is News Center, which offers animated news reading videos, each containing six short stories. This feature also provides audio transcripts and five multiple-choice questions related to the content, along with answer keys for self-assessment.
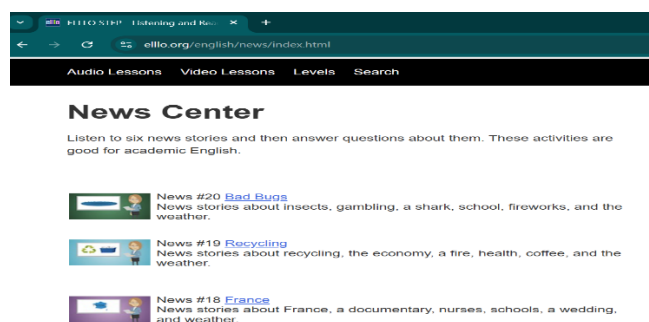
Figure 2. 4 News Center

Another feature on the ELLLO website is Grammar, which offers conversations tailored to different proficiency levels (A1, A2, B1, B2, C1, and

C2), allowing students to choose according to their needs. These conversations focus on grammar and language structures, providing discussions on grammar usage within the audio. Each lesson includes an audio transcript, an explanation of the grammar topic, and five multiple-choice questions for comprehension practice.
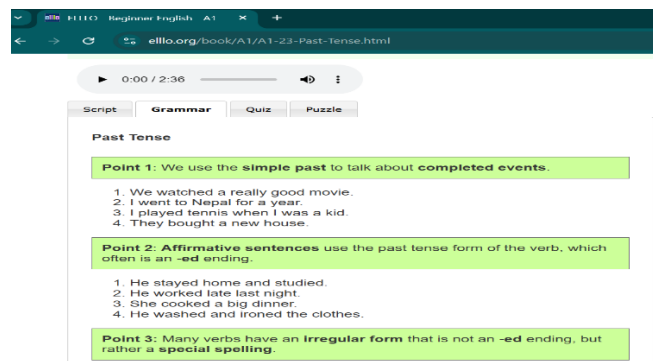
Figure 2. 5 Grammar

The next feature of the Elllo website is Idioms. This feature presents Conversations containing various idioms. The conversations are presented in the form of videos and audio animations on a variety of topics. Each animated video or audio comes with a transcript, a list of idioms and their meanings, as well as five MCQs to test the user's understanding.

d. Teaching Listening through ELLLO Website

Teaching listening in English as a Foreign Language (EFL) requires structured and interactive approaches that cater to students' varying levels of proficiency. One of the most effective methods to enhance listening skills is by integrating digital media into the classroom. Among various online platforms, the English Listening Lesson Library Online (ELLLO) stands out as a valuable resource. To maximize the use of ELLLO in teaching listening, educators can adopt the three-stage

listening framework as suggested by Richards (2008), which includes: pre-listening, while-listening, and post-listening stages.[69] These stages help guide learners through the process of understanding spoken texts while actively engaging with the content.

To effectively implement this framework in the classroom, teachers must apply suitable teaching techniques that align with each stage of the listening process. A teaching technique refers to the practical application of a teaching method at the procedural level within the classroom setting. In some cases, different teaching methods may share similar techniques, although each method typically possesses its own distinctive features. Teachers are often encouraged to combine multiple techniques during instruction to meet diverse learning needs. However, selecting appropriate techniques requires careful consideration of students' needs, the objectives of the material, and the overall classroom environment.[70] By thoughtfully integrating both digital resources like ELLLO and appropriate teaching techniques, educators can create a more engaging and effective listening learning experience.

1) Pre-Listening Stage: Activating Students' Prior Knowledge

The pre-listening stage aims to prepare students cognitively and linguistically before they engage with the listening material. Teachers can:

a) Introduce the topic and context of the listening passage.

b) Present key vocabulary and useful expressions.

[69] Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice*, *Cambridge University Press*, 2008.
[70] St. Hartina, "Teachers' Techniques in Teaching English to Young Learners," *Indonesian TESOL Journal* 1, no. 1 (2019): 78–88, https://doi.org/10.24256/itj.v1i1.538.

c) Ask predictive questions such as "What do you think the conversation is about?"

d) Show pictures or titles from the ELLLO website to generate interest and discussion.

According to Rost (2011), activating learners' schemata prior to listening helps them form meaningful expectations about the text, which facilitates better comprehension.[71] This stage also reduces students' anxiety and increases their confidence before tackling authentic listening materials.

2) While-Listening Stage: Processing Spoken Information

This stage involves direct engagement with the audio or video content. Learners focus on understanding both general meaning and specific details. During this phase, teachers may:

a) Assign listening tasks such as answering multiple-choice questions or filling in gaps.

b) Provide worksheets that require students to identify main ideas, supporting details, or sequence of events.

c) Encourage students to take notes on key points or unfamiliar words.

d) Replay the audio two or three times to allow deeper processing of the content.

ELLLO's diverse listening categories such as "Views," "Mixer," and "One Minute English" support this phase by offering materials suitable for all proficiency levels. Brown (2001) emphasizes that listening comprehension activities should

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[71] Michael Rost, *Teaching and Researching Listening*, *Proceedings of the National Academy of Sciences*, vol. 3, 2015.

gradually shift from global understanding to specific detail analysis.[72] Both of which are easily practiced through ELLLO's interactive features.

3)   Post-Listening Stage: Reflecting and Extending Learning

The post-listening stage aims to reinforce comprehension and encourage learners to relate the content to their own experiences or apply new language in meaningful contexts. Activities may include:

a)   Class discussions about the listening topic.

b)   Pronunciation practice using the transcript.

c)   Role-playing based on the audio script.

d)   Writing a summary or personal response to the content.

e)   Assigning students to explore another ELLLO audio/video at home and present their reflections.

Goh (2002) notes that reflection after listening is critical for developing learners' metacognitive awareness and helps solidify listening strategies.[73] This stage also enables integration with other skills such as speaking and writing.

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[72] H. Douglas Brown, "TEACHING BY PRINCIPLES : AN INTERACTIVE APPROACH TO LANGUAGE PEDAGOGY," 2007, 1–4.
[73] C.M.Goh, *Teaching Listening in the Language Classroom*.

C. Conceptual Framework

The conceptual framework of this research is presented below:

Chart 2. 1 Conceptual Framework

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┌─────────────────────────────────┐
│        Teaching Listening        │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          ELLLO website           │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│     The improvement student      │
│         listening skill          │
└─────────────────────────────────┘
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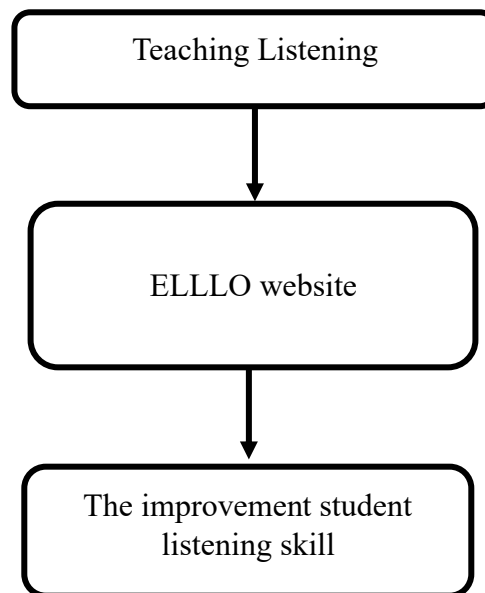
In teaching listening skills, the ELLLO website serves as an effective learning medium, offering a diverse range of audio and video materials featuring native English speakers with various accents, speaking speeds, and engaging topics. The integration of ELLLO into language instruction aims to enhance students' comprehension of spoken English through structured exercises, including conversations, interviews, and storytelling activities tailored to their proficiency levels.

This approach provides students with an interactive and contextualized listening experience, enabling them to develop essential skills such as identifying key information, recognizing important details, and understanding intonation and accents. By engaging with authentic listening materials, students are expected to

improve their overall comprehension, strengthen their ability to process spoken information, and enhance their listening proficiency in real-world communication contexts.

D. Hypothesis

The research hypothesis is formulated as follow:

1. H0: The use of the ELLLO Website does not effectively enhance students' listening skills.

2. H1: The use of the ELLLO Website is effective in enhacing students' listening skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a pre-experimental research design (one group pre-test and post-test) with a quantitative approach. According to Sugiyono, the pre-experimental design is a weak experimental research because, in this study, there are external variables that influence the formation of the dependent variable.[74]

This study aimed to assess the effectiveness of the ELLLO Website by measuring students' listening skills through pre-test and post-test evaluations to examine significant improvements. The research design is illustrated as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Note:

O_1 : Pre-test

X : Treatment

O_2: Post-test

B. Research Time and Location

This research was conducted from January 17th to February 7th, 2025. It followed the school calendar, schedule, and timetable for the English class. The

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[74] Wiraldi, "Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negri 8 Palopo," 2020.

location of this research was SMP Negeri 8 Palopo, on Jl.Agatis, Balandai, Kec. Bara, Kota Palopo, Sulawesi Selatan.

C. Research Variable

This research has two variables, the independent variable and the dependent variable.

1. The independent variable is ELLLO website.

2. The dependent variable is the listening skills of the eighth-grade students of SMP Negeri 8 Palopo.

D. Population and Sample

1. Population

The population refers to the entire group of individuals or elements that are the focus of a study. In this research, the population consists of all eighth-grade students at SMPN 8 Palopo. The school has seven eighth-grade classes: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, and VIII 7, with a total of 192 students.

2. Sample

The researcher used the purposive sampling technique. The researcher chose one class, namely Class VIII 3, consisting of 21 students from SMP Negeri 8 Palopo, as the research sample. Based on pre-observation, it was found that students in this class had the lowest listening skills compared to other classes. This was due to factors such as limited vocabulary mastery and a monotonous teaching method.

E. Procedure of Collecting Data

1. Giving Pre-test

Before the implementation of the treatment, a pretest was conducted to measure student' initial listening skills. The test included listening comprehension questions based on audio materials taken from the ELLLO website, which were selected to match the level of understanding of eighth graders. The questions consisted of multiple choice and fill-in-the-blank questions designed to assess students' ability to recognize key ideas, specific details, and important vocabulary in spoken English. The test was administered in the classroom, where students listened to audio recordings through speakers. They were given a certain amount of time to complete the test, and their answers were collected for analysis.

2. Giving Treatment

After the pretest, the researcher provided treatment to improve students' listening skills. This treatment was carried out over six meetings, using different audio themes. In this treatment, the researcher used two types of listening: intensive listening and selective listening. The researcher took several steps in teaching listening through audio conversations taken from the ELLLO Website, namely:

a. First Meeting

1) Opening

a) The researcher greets the students and asks how they are doing. Then, the researcher invites the student to pray according to their respective religions. After that, the researcher motivates them by offering encouraging words to inspire enthusiasm for learning.

b) The researcher checks the attendance of students before starting the study.

c) The researcher introduces the ELLLO Website and explains its features.

2) Main Activity

a) The researcher begins by presenting the learning objectives and materials.

b) The researcher assists students in accessing the ELLLO website.

c) The researcher delivers an explanation of the material from the ELLLO website focused on **"Telling Time".**

d) The researcher instructs the students to listen to the audio provided on the website.

e) While listening, students are asked to note any words they do not understand.

f) The researcher assists students in comprehending vocabulary and instructs them on accurate pronunciation.

g) Next, the researcher instructs the students to complete the quiz available on the website.

h) Worksheets are handed out, and students are told to carefully listen to the audio from the ELLLO site and complete the worksheets accordingly.

i) The researcher reviews the students' responses and gives constructive feedback.

3) Closing

a) The students were able to ask questions dealed to the material.

b) The researcher instructs the students to conclude the lesson.

c) The researcher closed the class with motivational words and greeting.

b. Second Meeting

1) Opening

a) The researcher greets the students and asks how they are doing. Then, the researcher invites the student to pray according to their respective religions. After that, the researcher motivates them by offering encouraging words to inspire enthusiasm for learning.

b) The researcher checks the attendance of students before starting the study.

2) Main activity

a) The researcher begins by presenting the learning objectives and materials.

b) The researcher assists students in accessing the ELLLO website.

c) The researcher delivers an explanation of the material from the ELLLO website focused on "**Like and Dislike**".

d) The researcher instructs the students to listen to the audio provided on the website.

e) While listening, students are asked to note any words they do not understand.

f) The researcher assists students in comprehending vocabulary and instructs them on accurate pronunciation.

g) Next, the researcher instructs the students to complete the quiz available on the website.

h) Worksheets are handed out, and students are told to carefully listen to the audio from the ELLLO site and complete the worksheets accordingly.

i) The researcher reviews the students' responses and gives constructive feedback.

3) Closing

a) The students were able to ask questions dealed to the material.

b) The researcher instructs the students to conclude the lesson.

c) The researcher will close the class with prayers and greetings.

c. Third Meeting

1) Opening:

a) The researcher greets the students and asks how they are doing. Then, the researcher invites the student to pray according to their respective religions. After that, the researcher motivates them by offering encouraging words to inspire enthusiasm for learning.

b) The researcher checks the attendance of students before starting the study.

c) The researcher warmed up the students with "Listen and Move" activity. In this activity, the researcher gives simple action commands (e.g., "Touch your nose," "Jump twice"), and students listen and perform the corresponding actions. The difficulty or speed of instructions gradually increases to enhance engagement.

2) Main activity

a) The researcher begins by presenting the learning objectives and materials.

b) The researcher assists students in accessing the ELLLO website.

c) The researcher delivers an explanation of the material from the ELLLO website focused on "**Days of the Week**".

d) The researcher instructs the students to listen to the audio provided on the website.

e) While listening, students are asked to note any words they do not understand.

f) The researcher assists students in comprehending vocabulary and instructs them on accurate pronunciation.

g) Next, the researcher instructs the students to complete the quiz available on the website.

h) Worksheets are handed out, and students are told to carefully listen to the audio from the ELLLO site and complete the worksheets accordingly.

i) The researcher reviews the students' responses and gives constructive feedback.

3) Closing

a) The students were able to ask questions dealed to the material.

b) The researcher instructs the students to conclude the lesson.

c) The researcher will close the class with prayers and greetings.

d. Fourth Meeting

1) Opening

a) The researcher greets the students and asks how they are doing. Then, the researcher invites the student to pray according to their respective religions. After that, the researcher motivates them by offering encouraging words to inspire enthusiasm for learning.

b) The researcher checks the attendance of students before starting the study.

c) The researcher warmed up the students with "Listen and clap" activity. In this activity, the researcher says a series of words or sentences, and students clap when they hear a specific target word (e.g., "Clap when you hear a month

name"). The difficulty gradually increases with longer sentences, helping students focus on key words and enhance their active listening skills.

2) Main activity

a) The researcher begins by presenting the learning objectives and materials.

b) The researcher assists students in accessing the ELLLO website.

c) The researcher delivers an explanation of the material from the ELLLO website focused on **"Months."**

d) The researcher instructs the students to listen to the audio provided on the website.

e) While listening, students are asked to note any words they do not understand.

f) The researcher assists students in comprehending vocabulary and instructs them on accurate pronunciation.

g) Next, the researcher instructs the students to complete the quiz available on the website.

h) Worksheets are handed out, and students are told to carefully listen to the audio from the ELLLO site and complete the worksheets accordingly.

i) The researcher reviews the students' responses and gives constructive feedback.

3) Closing

a) The students were able to ask questions dealed to the material.

b) The researcher instructs the students to conclude the lesson.

c) The researcher will close the class with prayers and greetings.

e. Fifth Meeting

1) Opening:

a) The researcher greets the students and asks how they are doing. Then, the researcher invites the student to pray according to their respective religions. After that, the researcher motivates them by offering encouraging words to inspire enthusiasm for learning.

b) The researcher checks the attendance of students before starting the study.

c) The researcher warmed up the students with "Freeze Dance" activity. In this activity, the researcher played a song, and students danced or moved around. When the music stopped, they had to freeze immediately. The last student to stop moving was out.

2) Main activity:

a) The researcher begins by presenting the learning objectives and materials.

b) The researcher assists students in accessing the ELLLO website.

c) The researcher delivers an explanation of the material from the ELLLO website focused on **"Adjectives."**

d) The researcher instructs the students to listen to the audio provided on the website.

e) While listening, students are asked to note any words they do not understand.

f) The researcher assists students in comprehending vocabulary and instructs them on accurate pronunciation.

g) Next, the researcher instructs the students to complete the quiz available on the website.

h) Worksheets are handed out, and students are told to carefully listen to the audio from the ELLLO site and complete the worksheets accordingly.

i) The researcher reviews the students' responses and gives constructive feedback.

3) Closing:

a) The students were able to ask questions dealed to the material.

b) The researcher instructs the students to conclude the lesson.

c) The researcher will close the class with prayers and greetings.

f.   Six Meeting

1) Opening:

a) The researcher greets the students and asks how they are doing. Then, the researcher invites the student to pray according to their respective religions. After that, the researcher motivates them by offering encouraging words to inspire enthusiasm for learning.

b) The researcher checks the attendance of students before starting the study.

2) Main activity:

a) The researcher begins by presenting the learning objectives and materials.

b) The researcher assists students in accessing the ELLLO website.

c) The researcher delivers an explanation of the material from the ELLLO website focused on **"Language and Nationalities."**

d) The researcher instructs the students to listen to the audio provided on the website.

e) While listening, students are asked to note any words they do not understand.

f) The researcher assists students in comprehending vocabulary and instructs them on accurate pronunciation.

g) Next, the researcher instructs the students to complete the quiz available on the website.

h) Worksheets are handed out, and students are told to carefully listen to the audio from the ELLLO site and complete the worksheets accordingly.

i) The researcher reviews the students' responses and gives constructive feedback.

3) Closing:

a) The students were able to ask questions dealed to the material.

b) The researcher instructs the students to conclude the lesson.

c) The researcher will close the class with prayers and greetings.

3. Giving Post-test

After completing the treatment session, a post-test was administered to assess students' improvement in listening skills. The test included listening exercises adapted from the ELLLO website, designed to evaluate students' ability to grasp key ideas, specific details, essential vocabulary, and overall comprehension of spoken English. The test format consisted of multiple-choice questions and fill-in-the-blank exercises. Each audio recording was played three times. The post-test was conducted in a controlled classroom environment to ensure that all students had an equal opportunity to focus on the listening material. The results were then compared with the pre-test scores to determine the effectiveness of using the ELLLO website in enhancing students' listening skills.

F. Research Instrument

The instrument used in this research was a listening test. This instrument was designed to measure the students' listening skills before and after the treatment using the ELLLO website as a learning medium. The listening test consisted of a pre-test and post-test. The pre-test was administered to determine the students' initial listening ability prior to the use of the ELLLO website, while the post-test was given after the treatment to evaluate the improvement in the students' listening skills. The test items were adapted from materials available on the ELLLO website. The format of the test included multiple-choice questions and fill-in-the-blank exercises, which were suitable for assessing different aspects of listening comprehension.

G. Research Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring Classification

$$\text{Score} = \frac{\text{Total Correct answer}}{\text{total test item}} \text{ x } 100$$

2. Classifying the Score Based on the Student's Answer[75]

Table 3. 1 The Classification of Student's Answer Score

Score Range	Correct Answer	Classification
86-100	18-20	Excellent
71-85	15-17	Good
56-70	12-14	Average
41-55	9-11	Fair
<40	0-8	Poor

3. Calculating the Mean Score of a Student's Answer

The percentage of students' scores on the listening test, for both pre-test and post-test, was calculated using SPSS.

4. Criteria of Hypothesis Acceptability.

If $t_1 \geq t_0$: the null hypothesis is accepted

If $t_0 \leq t_1$: the null hypothesis is rejected.

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[75] James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, https://doi.org/10.2307/415773.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The Result of Students Listening in the Pre-Test

In this section, the researcher presents the total scores of the students' performance in the pre-test, along with the mean, standard deviation, and percentage of their pre-test scores. These results are organized in tables and analyzed using SPSS 20.

Table 4. 1 Students' Listening Skill Scores in Pre-test

No	Sample	Students Correct Answer	Score of Test	Classification
1	S1	7	35	Poor
2	S2	3	15	Poor
3	S3	8	40	Poor
4	S4	10	50	Fair
5	S5	9	45	Fair
6	S6	8	40	Poor
7	S7	5	25	Poor
8	S8	5	25	Poor
9	S9	10	50	Fair
10	S10	14	70	Average
11	S11	4	20	Poor
12	S12	7	35	Poor
13	S13	9	45	Fair
14	S14	11	55	Fair
15	S15	4	20	Poor
16	S16	3	15	Poor
17	S17	7	35	Poor
18	S18	13	65	Average
19	S19	10	50	Fair
20	S20	3	15	Poor
21	S21	8	45	Fair

Table 4.1 presents the overall pre-test scores of the students. The results indicate that twelve students achieved poor grades, seven students received fair grades, and two students obtained average grades. The average student perfomance was calculated using SPSS 20, and the detailed results are provided in the descriptive table below.

Table 4. 2 Descriptive Statistics of Student's Pre-test Score

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	21	37.71	16.875	15	70
Valid N (listwise)	21				

Table 4.2 displays the descriptive statistics of the students' pre-test scores. The table reveals that the highest score achieved by a student was 70, while the lowest was 15. Additionally, it indicates that the mean pre-test score was 37.71, with a standard deviation of 16.875.

Table 4. 3 Percentage Distribution of Students' Score in Pre-Test

Classification	Score Range	Pre-test	
		Frequency	Percentage
Excellent	81-100	-	-
Good	61-80	-	-
Average	41-60	2	10%
Fair	21-40	7	33%
Poor	<20	12	57%
Total		21	100%

Table 4.3 illustrates students' listening levels prior to receiving treatment. Among all the students, 2 (10%) achieved an average score, 7 (33%) obtained a fair score, and 12 (57%) received a poor score.

2. The Result of Students Listening in the Post-Test

In this section, the researcher presents the total ability scores of students on the post-test, including the average value, standard deviation, and percentage of students' post-test scores. The data is compiled in tabular form and calculated using SPSS 20.

Table 4. 4 Students' Listening Scores on Post-test

No	Sample	Students Correct Answer	Score of Test	Classification
1	S1	11	55	Fair
2	S2	9	45	Fair
3	S3	14	70	Average
4	S4	14	70	Good
5	S5	13	65	Good
6	S6	14	70	Good
7	S7	9	45	Fair
8	S8	10	50	Fair
9	S9	18	90	Fair
10	S10	20	100	Excellent
11	S11	10	50	Average
12	S12	14	70	Fair
13	S13	15	75	Good
14	S14	17	85	Excellent
15	S15	9	45	Fair
16	S16	9	45	Fair
17	S17	12	60	Average
18	S18	18	90	Fair
19	S19	15	75	Excellent
20	S20	8	40	Fair
21	S21	16	80	Excellent

Table 4.4 presents the overall post-test scores of the students. The results indicate that ten students achieved a fair score, three students obtained an average score, four students received a good score, and four students attained an excellent score. The average student ability was calculated using SPSS 20, and the detailed results are provided in the descriptive table below.

Table 4. 5 Descriptive Statistic of Students Post-test score

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	21	65.62	17.005	40	100
Valid N (listwise)	21				

Table 4.5 displays the descriptive statistics of the students' post-test scores. It reveals that the highest score achieved by a student was 100, while the lowest was 40. Additionally, it indicates that the mean post-test score was 65.62, with a standard deviation of 17.005.

Table 4. 6 Percentage Distribution of Students Score in Post-test

Classification	Score Range	Pre-test	
		Frequency	Percentage
Excellent	81-100	4	19%
Good	61-80	4	19%
Average	41-60	3	14%
Fair	21-40	10	48%
Poor	<20	-	-
Total		21	100%

Based on the data presented in Table 4.6, it can be observed that four students achieved an "Excellent" rating within the score range of 81-100, representing 19% of the total. Additionally, four students attained "Good" scores within the 61-80 range, accounting for 19%. Furthermore, three students obtained "Average" scores within the 41-60 range, equating to 14%. Meanwhile, ten students received "fair" scores within the 21-40 range, accounting for 48%, and no students fell into the "Poor" category, which corresponds to a score range <20. These results indicate an improvement in students' listening skills after using the ELLLO Website. The

researcher calculated the mean scores for the pre-test and post-test using SPSS 20, and the results are presented in the descriptive statistics table below.

Table 4. 7 Descriptive Statistics of Student's Pret-test and Post-test

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	21	37.71	16.875	15	70
Post-test	21	65.62	17.005	40	100
Valid N (listwise)	21				

Table 4.7 presents the standard deviations for the pre-test, which is 16.875, and for the post-test, which is 17.005. Additionally, the mean score for the pre-test is 37.71, compared to the 65.62 for the post test. These result indicate that the post-test listening scores are significantly higher than the pre-test scores.

Table 4. 8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Pre-test**	37.71	21	16.875	3.831
	Post-test	65.62	21	17.005	3.065

The results of the statistical test on paired samples, presented in the table above, show that the number of students (N) is 21. In the pre-test, the standard deviation was recorded at 3.831, with an average value of 37.71. Meanwhile, in the post-test, the standard deviation was recorded at 3.065, with an average score of 65.62. The comparison between pre-test and post-test results shows an improvement in students' listening skills, as the average pre-test score of 37.71 was lower than the

average post-test score of 65.62. This descriptive data indicates that the use of the ELLLO website effectively enhances students' listening skills.

Furthermore, to determine the significance of the obtained results, the table below presents the correlation of paired samples derived from the statistical analysis of pre-test and post-test data using SPSS version 20. This analysis aims to establish whether a significant relationship exists between the pre-test and post-test data. The correlation results are presented in the following table:

Table 4. 9 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	21	0.953	0.000

In the paired samples table 4.9, the correlation between students' abilities before and after treatment is 0.953, as shown in the pre-test and post-test correlation results. This indicates that there is a significant relationship between students' listening abilities before and after the treatment, and the significant score indicates a p-value of 0.000, confirming statistical significance. Thus, it can be concluded that the increase in scores from pre-test to the post-test had a significant relationship, indicating that the interventions implemented during the study had a positive impact on enhancing students' listening skills.

Table 4. 10 Paired Samples Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-27.905	5.958	1.610	-30.236	-25.574	-23.484	20	.000

Based on the data in Table 4.10, the paired sample test produced a t-count (t0) value of 23.484 with a degree of freedom (df) of 20. According to Gray's theory, the t-table (tt) value for df =20 is 2.086. Therefore, it can be conclude that the t-count (t0) is higher than the t-table (tt).

If the significance (2-tailed) value is greater than 0.05, then the null hypothesis (H0) is accepted, indicating no effect between the independent and dependent variables. The table above shows a p-value of 0.000, which is smaller than 0.05 (0.000 < 0.05). This result indicates a significant influence between the independent and dependent variables.

Therefore, the statistical result in Table 4.10 confirm that the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected. These findings demonstrate that the ELLLO Website is an effective learning medium for enhancing the listening skills of eight-grade students at SMP Negeri 8 Palopo.

B. Discussion

This study examines the effectiveness of the ELLLO website in enhancing the listening skills of eighth-grade students at SMP Negeri 8 Palopo. The findings indicate that using the ELLLO website as a learning resource effectively enhances

students' listening abilities. The average pre-test score was 37.71, which increased to 65.62 after the treatment was given. This improvement demonstrates the positive impact of integrating online-based listening materials on students' comprehension skills. These results are consistent with Rost (2011), who states that exposure to authentic audio materials helps learners develop better skills in understanding spoken language.[76]

The study commenced with a pre-test to assess students' initial listening skills before implementing the learning intervention. This was followed by six sessions utilizing audio materials from the ELLLO website, each focusing on a different topic. Upon completing the sessions, the students took a post-test to evaluate their progress. A total of 21 students participated in the pre-test, treatment, and post-test, with all steps systematically documented to analyze their listening development.

During the treatment phase, students participated in six listening sessions featuring diverse audio content from the ELLLO website. These materials covered a range of topics, enabling students to develop their listening skills in various contexts. Unlike traditional listening exercises that rely primarily on textbook recordings, ELLLO offers real-life conversations, interviews, and monologues. These resources expose students to different speech patterns, intonations, and speech rates, which are essential for real-world communication. Underwood (1989) emphasize that listening comprehension improves when learners engage with diverse various spoken texts featuring natural pronunciation and intonation,[77]

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[76] Surayatika, "Using Website as a Tool for Practicing English Listening Skill."

[77] James Underwood, "Connecting Classrooms : An Exploration into the Motives Middle Eastern Teachers Have for Linking with British Schools Via the British Council".

further reinforcing the effectiveness of ELLLO in enhancing students' listening skills.

Additionally, the use of the ELLLO website aligns with the extensive listening approach, which emphasizes frequent exposure to comprehensible input. Extensive listening enables students to develop automaticity in processing spoken language, thereby reducing cognitive overload during listening tasks. This study supports previous research demonstrating that digital learning platforms facilitate language acquisition by providing meaningful and repeated exposure to authentic listening materials.

Furthermore, students' motivation and interest in listening activities appeared to increase due to the multimedia elements available on the ELLLO website. Previous studies, such as those by Gilakjani and Sabouri (2016), have shown that technology-based listening resources enhance learner engagement and encourage independent learning.[78] The findings of this study confirm that integrating online materials can make listening practice more dynamic and effective.

Although there was a general improvement, several students continued to face challenges, especially in comprehending rapid speech and unfamiliar words. This indicates the importance of incorporating supplementary strategies, such as listening to the material multiple times, jotting down key points, and engaging in

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[78] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "The Significance of Listening Comprehension in English Language Teaching" 6, no. 8 (2016).

vocabulary enrichment activities, to further support and strengthen their listening comprehension.note

The study suggests that the ELLLO website is an effective tool for improving students' listening skills. The increase in post-test scores indicates that digital platforms offering authentic listening materials can enhance overall language comprehension and proficiency. However, to maximize learning outcomes, teachers should incorporate supplementary support strategies to address individual listening challenges. Future research could explore the long-term impact of using the ELLLO website and assess its effectiveness at different proficiency levels.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher found that the use of the ELLLO website effectively enhanced the listening skills of eighth-grade students at SMP Negeri 8 Palopo. This is supported by the statistical data showing a t-count (t_0) of 23.484 with a degree of freedom (df) of 20. The t-table value at df = 20 is 2.086. Since the t-count is greater than the t-table value (23.484 > 2.086) and the significance value is 0.00 (0.00 < 0.05), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. These results confirm that the ELLLO website is an effective learning medium for enhancing students' listening skills.

The statistical analysis also revealed that prior to the intervention, most students were categorized as "Poor" or "Fair" in listening proficiency. However, after the intervention, no students remained in the "Poor" category, and most were categorized as "Fair," "Good," or "Excellent." Additionally, correlation analysis indicated a positive relationship between pre-test and post-test scores, reinforcing the positive impact of the ELLLO website on students' listening development.

Beyond the score improvements, students also showed increased interest and engagement in listening activities. This was attributed to the authentic materials provided by the ELLLO website, which featured diverse real-life conversations, various intonations, and a more natural speech pace compared to conventional textbook recordings.

B. Suggestion

Advice is given to those directly involved in the study. These recommendations are based on the research findings, such as:

1. For the English Teacher

The use of the ELLLO website is highly recommended in teaching listening skills, as it has been proven to enhance students' listening abilities. Teachers are encouraged to utilize digital media such as ELLLO by integrating this platform into classroom instruction. ELLLO offers a variety of authentic materials, including audio recordings, videos, transcripts, and interactive quizzes, all of which enrich the learning experience and make lessons more engaging and interactive for students.

In addition to classroom activities, teachers can also encourage students to engage in independent listening practice at home by selecting audio materials from ELLLO that are relevant to the lesson topics. Through this approach, students can improve their listening skills autonomously while reinforcing their understanding of the material covered in class.

By utilizing ELLLO in a structured and optimal manner, listening instruction is expected to become more effective, enjoyable, and aligned with the needs of students in today's digital era.

2. For the Students

Students are strongly encouraged to engage actively in classroom discussions and learning activities, listen attentively during the teacher's explanations, and demonstrate respect for their peers' opinions and contributions. To further support

their language development, it is recommended that students make regular use of audio materials available on the ELLLO website as a supplementary learning resource. By employing effective listening strategies such as taking notes on unfamiliar vocabulary, replaying audio recordings to reinforce understanding, and practicing with classmates students can significantly improve their listening comprehension and overall language proficiency.

3.   For the Further Researcher

This study focused on the use of the ELLLO website to improve listening skills among eighth-grade students at SMP Negeri 8 Palopo. To enhance future research on this topic, several suggestions are proposed. First, future researchers are encouraged to expand the focus to other language skills, such as speaking, reading, and writing, considering that the ELLLO platform also provides transcripts and speaking activities that support integrated language learning. Second, it is recommended to adopt more robust research designs, such as quasi-experimental or true-experimental methods, involving control and experimental groups to strengthen the validity of findings. Third, future studies may be applied in different educational levels or contexts, including senior high schools, universities, Islamic boarding schools, inclusive education settings, or fully online learning environments, to examine the broader applicability of ELLLO. Fourth, researchers should also analyze both supporting and inhibiting factors that may affect the implementation of ELLLO, such as internet accessibility, students' digital literacy, and motivation. Lastly, the use of diverse evaluation instruments such as interviews, questionnaires, classroom observations, and student reflections is recommended to

provide a more comprehensive understanding of ELLLO's impact on the learning process.

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APPENDICES

APPENDIX I

RESEARCH PERMITS

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODALDAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptspplp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN
NOMOR : 500.16.7.2/2024.1222/IP/DPMPTSP

DASAR HUKUM :
1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: **PUTRI AULIA**
Jenis Kelamin	: P
Alamat	: Jl. Bitti, Kec. Bara Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 2002020015

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF THE LEARN AMERICAN ENGLISH ONLINE WEBSITE IN ENHANCING LISTENING SKILLS FOR EIGHTH GRADE STUDENTS OF SMP NEGERI 8 PALOPO

Lokasi Penelitian	: SMP Negeri 8 Palopo
Lamanya Penelitian	: 12 Desember 2024 s.d. 12 Maret 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :
1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan- ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 12 Desember 2024

Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:
1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instasi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

SURAT KETERANGAN PENELITIAN
Nomor: 400.3.5/ 016 /SMPN8

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	: PUTRI AULIA
Tempat / Tgl Lahir	: Palopo, 17 Agustus 2002
NIM	: 2002020015
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
Program Studi	: Pendidikan Bahas Inggris
Alamat	: Jl. Bitti

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 12 Desember 2024 sd 11 Februari 2025, untuk kepentingan penulisan Tesis dengan judul *"THE EFFECTIVENESS OF THE LEARN ELLLO WEBSITE IN ENHANCING LISTENING SKILLS FOR EIGHT GRADE STUDENTS OF SMP NEGERI 8 PALOPO"*.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 11 Februari 2025
Kepala Sekolah,

BAHRUL SATRIA, S.Pd.,M.M
NIP. 19670616 199503 1 007

INSTRUMENT OF PRE-TEST AND POST-TEST

1. **Instrument of Pre-test**

Pre-Test

Name :

Class :

A. **Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.**

1. What does the woman do first in the morning?

   a. Eats breakfast

   b. Takes a shower

   c. Gets dressed

   d. Wakes up

2. What time does the woman get up in the morning?

   a. 5 a.m.

   b. 6 a.m.

   c. 7 a.m.

   d. 8 a.m.

3. What sport does women play?

   a. Soccer

   b. Tennis

   c. Baketball

   d. Volleyball

4. What subject does the woman teach?

   a. English

   b. Science

   c. Math

   d. History

5. What does she read?

   a. Ride bikes

   b. History

c. Stories

d. Plays

B. Fill in the conversations with the words provided.

➢ Conversation 3

do / read / nice / What / break / history / eat / park

Man   : (6)_____ do you do at lunch?

Woman: I (7)_____ with my friends. And you?

Man   : I eat in the (8) _____.

Woman: That's (9)_____.

Man   : Yeah, I like to (10)_____ on my lunch (11)_____.

Woman: Ooh! What (12)_____ you read?

Man   : I read about (13)_____.

Woman: Interesting!

➢ Conversation 4

fun / library / play / sports / park / at / love

Man   : What do you do on the weekend?

Woman : I play sports (14)_____ the (15)_____. How about you?

Man   : I study at the (16)_____.

Woman : Oh, right! You (17)_____ books.

Man   : Yeah, so what (18)_____ do you play?

Woman : I (19)_____ soccer with my friends.

Man   : Sounds (20)_____!

Woman: It is!

2. Instrument of Post-test

Post-Test

Name :

Class :

A. Choose the best answer: Select the later (a,b,c,or d) that corresponds to the best answer.

3. Where is Beth From?

a. Los Angeles

b. New York

c. Boston

d. Indonesia

4. Who was born and raised in the small town?

a. Mr.Wong

b. Tony

c. Beth

d. Mrs. Gracia

5. Who is Beth Spanish teacher?

a. Tony

b. His dad

c. Mr. Wong

d. Mrs. Gracia

6. Who is Beth English teacher?

a. Paula

b. Mr.Wong

c. Mrs. Gracia

d. Tonyy

7. What does Tony say about New York?

a. It's a quiet city

b. It's the big city

c. It's not interesting

d.   It's a small town

B.   Fill in the conversations with the words provided.

➢   **Conversation 3**

| good / is / lucky / Costa / favorite / easy / am / Antonio |

Man : What is your (6) _____ class?

Woman : Spanish. I love it. My Spanish is not very (7) _____, though. I

      (8)_____ just a beginner.

Man   : Well, Spanish is my first language. My name is Tony, short for

    (9)_____.

Woman : Really! That (10)_____ so cool.

Man   : Yeah, my dad is from Mexico, and my mom is from (11)_____ Rica.

Woman : Wow! You are so(12)_____.

Man   : Yeah, Spanish is (13) _____ for me, so I can help you if you like.

Woman : I'd like that! Thank you!

➢   **Conversation 4**

| good / is / lucky / Costa / favorite / easy / am / Antonio |

Woman : Tony, (14)_____ is the computer lab?

Man   : It's just (15) _____ the hall.

Woman : My Spanish class is (16) _____ tomorrow.

Man   : Oh, (17)_____ is the class?

Woman : It's at 6, after school.

Man   : Why isn't the class (18)_____?

Woman : It is, but I'm still new in town, so I don't have internet at home

(19)_____.

Man   : Oh, I see. Well, (20) _____ luck with the class.

Woman : Thanks. I'm excited for it. I think online classes are fun!

Man   : I think so, too.

$$\frac{7 \text{ Benar}}{20} \times 100 = \boxed{35}$$

Pre-Test

Name : ~~Haj~~ Faad ~~Alege~~

Class : VIII.2

A. **Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.**

1. What does the woman do first in the morning?
   - a. Eats breakfast
   - ✗ Takes a shower
   - c. Gets dressed
   - d. Wakes up

2. What time does the woman get up in the morning?
   - a. 5 a.m.
   - ✗ 6 a.m.
   - c. 7 a.m.
   - d. 8 a.m.

3. What sport does women play?
   - ✗ Soccer
   - b. Tennis
   - c. Baketball
   - d. Volleyball

4. What subject does the woman teach?
   - a. English
   - b. Science
   - ✗ Math
   - d. History

5. What does she read?
   - ✗ Ride bikes
   - b. History
   - c. Stories
   - d. Plays

B. **Fill in the conversations with the words provided.**

➤ **Conversation 3**

do / read / nice / What / break / history / eat / park

Man : (6) _what_ do you do at lunch?

Woman: I (7) _nice_ with my friends. And you?

Man : I eat in the (8) _____.

Woman: That's (9) _eat_.

Man : Yeah, I like to (10) _park_ on my lunch (11) _read_.

Woman: Ooh! What (12) _do_ you read?

Man : I read about (13) _break_.

Woman: Interesting!

➤ **Conversation 4**

fun / library / play / sports / park / at / love

Man : What do you do on the weekend?

Woman : I play sports (14) _park_ the (15) _at_. How about you?

Man : I study at the (16) _sport_

Woman : Oh, right! You (17) _love_ books.

Man : Yeah, so what (18) _park_ do you play?

Woman : I (19) _sport_ soccer with my friends.

Man : Sounds (20) _fun_!

Woman: It is!

Pre-Test

$\frac{3 \text{ Benar}}{20} \times 100$

$\left(\frac{}{15}\right)$

Name : Aurora puri

Class : VIII.3

A. **Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.**

1. What does the woman do first in the morning?
   - X. Eats breakfast
   - b. Takes a shower
   - c. Gets dressed
   - d. Wakes up

2. What time does the woman get up in the morning?
   - a. 5 a.m.
   - b. 6 a.m.
   - c. 7 a.m.
   - d. 8 a.m.

3. What sport does women play?
   - a. Soccer
   - b. Tennis
   - c. Baketball
   - d. Volleyball

4. What subject does the woman teach?
   - a. English
   - b. Science
   - c. Math
   - d. History

5. What does she read?
   - a. Ride bikes
   - b. History
   - c. Stories
   - d. Plays

B. Fill in the conversations with the words provided.

  ➢ Conversation 3

do / read / nice / What / break / history / eat / park

Man   : (6) ~~break~~ What do you do at lunch?

Woman: I (7) ~~nice~~ with my friends. And you?

Man   : I eat in the (8) ~~park~~ do

Woman: That's (9) ~~to~~ eat.

Man   : Yeah, I like to (10) ~~read~~ history on my lunch (11) ~~eat~~ do

Woman: Ooh! What (12) ~~nice~~ break you read?

Man   : I read about (13) ~~what~~ park

Woman: Interesting!

  ➢ Conversation 4

fun / library / play / sports / park / at / love

Man   : What do you do on the weekend?

Woman: I play sports (14) ~~library~~ ~~the~~ (15) ~~park~~ at. How about you?

Man   : I study at the (16) ~~park~~ ~~history~~ library

Woman: Oh, right! You (17) fun books.

Man   : Yeah, so what (18) ~~library~~ fun do you play?

Woman: I (19) love soccer with my friends.

Man   : Sounds (20) ~~love~~ sports

Woman: It is!

Pre-Test

$\dfrac{4}{20} \times 100$ Benar

$= \boxed{20}$

Name : Ismayanti

Class : VIII. 3

A. **Choose the Best Answer:** Select the letter (a, b, c, or d) that corresponds to the best answer.

1. What does the woman do first in the morning?
   a. Eats breakfast
   ✗ Takes a shower
   c. Gets dressed
   d. Wakes up

2. What time does the woman get up in the morning?
   a. 5 a.m.
   ✗ 6 a.m.
   c. 7 a.m.
   d. 8 a.m.

3. What sport does women play?
   a. Soccer
   b. Tennis
   ✗ Baketball
   d. Volleyball

4. What subject does the woman teach?
   a. English
   b. Science
   ✗ Math
   d. History

5. What does she read?
   ✗ Ride bikes
   b. History
   c. Stories
   d. Plays

B. Fill in the conversations with the words provided.

➤ Conversation 3

do / read / nice / What / break / history / eat / park

Man : (6) what do you do at lunch?

Woman: I (7) nice with my friends. And you?

Man : I eat in the (8) do .

Woman: That's (9) eat .

Man : Yeah, I like to (10) history on my lunch (11) do .

Woman: Ooh! What (12) break you read?

Man : I read about (13) Park .

Woman: Interesting!

➤ Conversation 4

fun / library / play / sports / park / at / love

Man : What do you do on the weekend?

Woman : I play sports (14) library [sport] the (15) at . How about you?

Man : I study at the (16) library

Woman : Oh, right! You (17) Park books.

Man : Yeah, so what (18) Fun do you play?

Woman : I (19) love soccer with my friends.

Man : Sounds (20) so [sports]

Woman: It is!

$\dfrac{8}{20}$ Benar
$\times 100$
$\left(40\right)$

Pre-Test

Name : FATHYR, Daniel
Class : VIII-3

A. **Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.**

1. What does the woman do first in the morning?
   a. Eats breakfast
   b. Takes a shower
   c. Gets dressed
   d. Wakes up

2. What time does the woman get up in the morning?
   a. 5 a.m.
   b. 6 a.m.
   c. 7 a.m.
   d. 8 a.m.

3. What sport does women play?
   a. Soccer
   b. Tennis
   c. Baketball
   d. Volleyball

4. What subject does the woman teach?
   a. English
   b. Science
   c. Math
   d. History

5. What does she read?
   a. Ride bikes
   b. History
   c. Stories
   d. Plays

B. Fill in the conversations with the words provided.

> Conversation 3

| do / read / nice / What / break / history / eat / park |

Man : (6) What do you do at lunch?

Woman: I (7) Park with my friends. And you?

Man : I eat in the (8) history

Woman: That's (9)_____.

Man : Yeah, I like to (10)_____ on my lunch (11)_____.

Woman: Ooh! What (12)_____ you read?

Man : I read about (13)_____.

Woman: Interesting!

> Conversation 4

| fun / library / play / sports / park / at / love |

Man : What do you do on the weekend?

Woman : I play sports (14)_____ the (15)_____. How about you?

Man : I study at the (16) library

Woman : Oh, right! You (17) love books.

Man : Yeah, so what (18)_____ do you play?

Woman : I (19) Play soccer with my friends.

Man : Sounds (20)_____!

Woman: It is!

Benar Semua

(100)

Name : CINKA AYUNDA D.

Class : VIII.3

A. **Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.**

1. Where is Beth from?
   a. Los Angeles
   X New York
   c. Boston
   d. Indonesia

2. Who was born and raised in the small town?
   a. Mr.Wong
   X Tony
   c. Beth
   d. Mrs.Garcia

3. Who is Beth's Spanish Teacher
   a. Tony
   b. His dad
   c. Mr.wong
   X Mrs.Gracia

4. Who is Beth's English Teacher?
   a. Paula
   X Mr.Wong
   c. Mrs. Garcia
   d. Tony

5. What does Tony say about New York?
   a. It's a quiet city
   X It's the Big city

c. It's not interesting

d. It's a small town

B. **Fill in the conversations with the words provided.**

   ➢ **Conversation 3**

   | good / is / lucky / Costa / favorite / easy / am / Antonio |

   Man : What is your (6) favorit class? ✓

   Woman : Spanish. I love it. My Spanish is not very (7) good ✓, though. I (8) om ✓ just a beginner.

   Man : Well, Spanish is my first language. My name is Tony, short for (9) ~~Entonyo~~ Antonio ✓

   Woman : Really! That (10) is so cool. ✓

   Man : Yeah, my dad is from Mexico, and my mom is from (11) Costa Rica. ✓

   Woman : Wow! You are so(12) ~~lukky~~ Lucky. ✓

   Man : Yeah, Spanish is (13) Easy ✓ for me, so I can help you if you like.

   Woman : I'd like that! Thank you!

   ➢ **Conversation 4**

   | when / yet / where / there / down / online / good |

   Woman : Tony, (14) where ✓ is the computer lab?

   Man : It's just (15) ~~them~~ down the hall.

   Woman : My Spanish class is (16) there ✓ tomorrow.

   Man : Oh, (17) wherr is the class?

   Woman : It's at 6, after school.

   Man : Why isn't the class (18) online ? ✓

Woman : It is, but I'm still new in town, so I don't have internet at home (19) __yet__.

Man : Oh, I see. Well, (20) __good__ luck with the class.

Woman : Thanks. I'm excited for it. I think online classes are fun!

Man : I think so, too.

$$\frac{9}{20} \times 100$$

(45)

Post-Test

Name : RIVLIAN

Class : VIII.3

A. Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.

1. Where is Beth from?
   a. Los Angeles
   ✗ New York
   c. Boston
   d. Indonesia

2. Who was born and raised in the small town?
   a. Mr.Wong
   ✗ Tony
   c. Beth
   d. Mrs.Garcia

3. Who is Beth's Spanish Teacher
   a. Tony
   b. His dad
   c. Mr.wong
   ✗ Mrs.Gracia

4. Who is Beth's English Teacher?
   a. Paula
   ✗ Mr.Wong
   c. Mrs. Garcia
   d. Tony

5. What does Tony say about New York?
   ✗ It's a quiet city
   b. It's the Big city

c. It's not interesting

d. It's a small town

B. **Fill in the conversations with the words provided.**

➢ **Conversation 3**

| good / is / lucky / Costa / favorite / easy / am / Antonio |

Man   : What is your (6) Favorit class?

Woman : Spanish. I love it. My Spanish is not very (7) __is__ , though. I (8)_____ just a beginner.

Man   : Well, Spanish is my first language. My name is Tony, short for (9) _____

Woman : Really! That (10) _____ so cool.

Man   : Yeah, my dad is from Mexico, and my mom is from (11) Costa Rica.

Woman : Wow! You are so (12) _____.

Man   : Yeah, Spanish is (13) _____ for me, so I can help you if you like.

Woman : I'd like that! Thank you!

➢ **Conversatio. 4**

| when / yet / where / there / down / online / good |

Woman : Tony, (14) where is the computer lab?

Man   : It's just (15) _____ the hall.

Woman : My Spanish class is (16) _____ tomorrow.

Man   : Oh, (17) _____ is the class?

Woman : It's at 6, after school.

Man   : Why isn't the class (18) Online ?

Woman : It is, but I'm still new in town, so I don't have internet at home (19) _____.

Man   : Oh, I see. Well, (20)_____ luck with the class.

Woman : Thanks. I'm excited for it. I think online classes are fun!

Man   : I think so, too.

$\frac{8}{20} \times 100$

(40)

Post-Test

Name : Faad arrochman

Class : 8.3

A. **Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.**

1. Where is Beth from?
   a. Los Angeles
   ~~b.~~ New York
   c. Boston
   d. Indonesia

2. Who was born and raised in the small town?
   a. Mr.Wong
   ~~b.~~ Tony
   c. Beth
   d. Mrs.Garcia

3. Who is Beth's Spanish Teacher
   a. Tony
   b. His dad
   c. Mr.wong
   ~~d.~~ Mrs.Gracia

4. Who is Beth's English Teacher?
   a. Paula
   ~~b.~~ Mr.Wong
   c. Mrs. Garcia
   ~~d.~~ Tony

5. What does Tony say about New York?
   ~~a.~~ It's a quiet city
   b. It's the Big city

c. It's not interesting

d. It's a small town

B. Fill in the conversations with the words provided.

> **Conversation 3**

good / is / lucky / Costa / favorite / easy / am / Antonio

Man   : What is your (6) ~~fav~~ _favorite_ class?

Woman : Spanish. I love it. My Spanish is not very (7) _good_ though. I (8) _am_ just a beginner.

Man   : Well, Spanish is my first language. My name is Tony, short for (9) _Antonio_.

Woman : Really! That (10) _is_ so cool.

Man   : Yeah, my dad is from Mexico, and my mom is from (11) _Costa_ Rica.

Woman : Wow! You are so (12) _lucky_

Man   : Yeah, Spanish is (13) _easy_ for me, so I can help you if you like.

Woman : I'd like that! Thank you!

> **Conversation 4**

when / yet / where / there / down / online / good

Woman : Tony, (14) _where_ is the computer lab?

Man   : It's just (15) _down_ the hall.

Woman : My Spanish class is (16) _good_ tomorrow.

Man   : Oh, (17) _online_ is the class?

Woman : It's at 6, after school.

Man   : Why isn't the class (18) _when_ ?

$$\frac{12 \text{ Benar}}{20} \times 100$$

$= 60$

Post-Test

Name : Fachri adriansyah

Class : VIII.3

A. Choose the Best Answer: Select the letter (a, b, c, or d) that corresponds to the best answer.

1. Where is Beth from?
   a. Los Angeles
   ✗ New York
   c. Boston
   d. Indonesia

2. Who was born and raised in the small town?
   ✗ Mr.Wong
   b. Tony
   c. Beth
   d. Mrs.Garcia

3. Who is Beth's Spanish Teacher
   a. Tony
   b. His dad
   c. Mr.wong
   ✗ Mrs.Gracia

4. Who is Beth's English Teacher?
   a. Paula
   b. Mr.Wong
   c. Mrs. Garcia
   ✗ Tony

5. What does Tony say about New York?
   ✗ It's a quiet city
   b. It's the Big city

c. It's not interesting

d. It's a small town

B. **Fill in the conversations with the words provided.**

➢ **Conversation 3**

| good / is / lucky / Costa / favorite / easy / am / Antonio |

Man : What is your (6) _favorite_ class?

Woman : Spanish. I love it. My Spanish is not very (7) _good_ though. I (8) _am_ just a beginner.

Man : Well, Spanish is my first language. My name is Tony, short for (9) _antonio_

Woman : Really! That (10) _is_ so cool.

Man : Yeah, my dad is from Mexico, and my mom is from (11) _Costa_ Rica.

Woman : Wow! You are so (12) _lucky_

Man : Yeah, Spanish is (13) _easy_ for me, so I can help you if you like.

Woman : I'd like that! Thank you!

➢ **Conversation 4**

| when / yet / where / there / down / online / good |

Woman : Tony, (14) _where_ is the computer lab?

Man : It's just (15) _down_ the hall.

Woman : My Spanish class is (16) _good_ tomorrow.

Man : Oh, (17) _online_ is the class?

Woman : It's at 6, after school.

Man : Why isn't the class (18) _when_ ?

APPENDIX III

INSTRUMENT VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

    Nama   : Dewi Furwana, S.Pd.I., M.Pd.
    Jabatan/Pekerjaan : Dosen
    Instansi Asal   : Intitut Agama Islam Negeri Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:
dari mahasiswa:
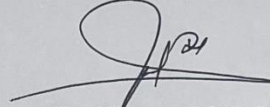
    Nama   : Putri Aulia
    Program Studi   : Pendidikan Bahasa Inggris
    NIM   : 2002020015

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Setelah revisi ke 3 kalinya Instrumen ini sudah layak untuk digunakan untuk penelitian

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

    Palopo,
    Validator,

    Dewi Furwana, S.Pd.I., M.Pd.
    NIP. 19870831 201503 2 006

*coret yang tidak perlu

LESSON PLAN

First Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Second-Grade Students/Junior High School
TOPIC	Telling Time
OBJECTIVES	Students are expected to recognize and understand vocabulary related to time through audio media from ELLLO Website. Students are able to identify expressions used to name time in English.
VOCABULARIES	O'clock, half, quarter, minute, time, evening, morning, afternoon, hour, am, pm.
MATERIALS	Worksheet, marker, whiteboard, website, LCD, speaker, laptop, handphone.
TIME	2 x 40 minutes
POTENSIAL PROBLEM	noisy (try to get students' attention with attention grab) mixed ability (not using full english in the classroom) lack of vocabulary (code mixing, codes witching, gesture) large class (controlling, and speak louder)

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings	T-SS	
• Assalamualaikum Wr. Wb		
• Good Morning, class! How are you today ?		
Praying		
• T : Firstly, before we start our class. who wants to lead the pray?	T-SS	5 Minutes
Attention grab		
• T : are you ready?????		
• S : ay ay capten!!!!	T-SS	
Lead in		
• Ask students lighter questions such as (what time do you wake up in the morning?)	T-SS	5 minutes
• Ask them if they know how to tell the time in English.		
• Introducing ELLLO Website as a learning medium.		
Presentation	T-SS	30 minutes
• Presenting the materials about "Telling Time"		

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
• The researcher assists students in accessing the ELLLO website.	T-SS	25 minutes

• The researcher instructs the students to listen to the audio provided on the website. • Next, the researcher instructs the students to complete the quiz available on the website.		

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
• Share the worksheet to the student • Then explain what they are going to do with that worksheet. That they should fill the conversation with the words provided, by listening to the audio. • Giving time limitations in doing their worksheet. • After that check all the answers and don't forget to give an explanation, why the answers is correct.	T-SS	15 minutes

Worksheet

Lesson 15 – Telling Time
Fill in the conversations with the words provided.

Conversation 1 - It / When / finish / starts / long / o'clock / What / is
Man: _____ time _____ the meeting?
Woman: It _____ at 6 _____.
Man: _____ is it over?
Woman: _____ is over at 7:30.
Man: Wow! So _____!
Woman: Well, it might _____ by 7:15.

Conversation 2 - Me / late / last / finish / 8:30 / know / first / My
Man: When is your _____ class?
Woman: It is at _____.
Man: _____ too! When is your _____ class?
Woman: _____ last class is at 3:45.
Man: When does it _____?
Woman: At 5:15.
Man: Wow, so _____!
Woman: I _____.

Conversation 3 - half / seven / 10:30 / got / What / means / thanks / understand
Man: Excuse me. _____ time is it?
Woman: It is _____ past ten.
Man: I'm sorry, I don't _____.
Woman: It is _____.
Man: Oh, _____. Half past ten _____ 10:30.
Woman: Yes, it does.
Man: So half past _____ means 7:30.
Woman: Yes, you _____ it.

Conversation 4 - to / There / next / when / Don't / can / 9:30 / quarter
Man: When is the _____ bus?
Woman: It is at _____ past eight.
Man: 8:15! That's too early. I want to get a coffee. And _____ is the next one?
Woman: The next bus is at quarter _____ nine.
Man: 8:45. OK, I _____ take that one.
Woman: _____ is also one at 9:15.
Man: Hmm. 9:15 is too late. I have a class at _____.
Woman: _____ miss it then!

Listen Online

https://elllo.org/book/A1/A1-15-Telling-Time.html

Second Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Second-Grade Students/Junior High School
TOPIC	Expressing Likes and Dislikes
OBJECTIVES	Students are expected to identify differences in likes and dislikes through audio recordings from ELLLO.
VOCABULARIES	Like, love, hate, enjoy, prefer, food, vegetable, pizza, fruit, eat, drink.
MATERIALS	Worksheet, marker, whiteboard, website, LCD, speaker, laptop.
TIME	2 x 40 minutes
POTENSIAL PROBLEM	noisy (try to get students' attention with attention grab) mixed ability (not using full english in the classroom) lack of vocabulary (code mixing, codes witching, gesture) large class (controlling, and speak louder)

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamualaikum Wr. Wb • Good Morning, class! How are you today ? Praying	T-SS	

• T : Firstly, before we start our class. who wants to lead the pray?	T-SS	5 Minutes
Attention grab		
• T : are you ready?????	T-SS	
• S : ay ay capten!!!!		
Checking attendance		
Lead in	T-SS	5 minutes
• Ask students lighter questions such as (what drinks do you like?		
Presentation		
• Presenting the materials about "Likes and dislikes"	T-SS	30 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
• The researcher assists students in accessing the ELLLO website. • The researcher instructs the students to listen to the audio provided on the website. • Next, the researcher instructs the students to complete the quiz available on the website.	T-SS	25 minutes

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
• Share the worksheet to the student	T-SS	15 minutes

• Then explain what they are going to do with that worksheet. That they should fill the conversation with the words provided, by listening to the audio. • Giving time limitations in doing their worksheet. • After that check all the answers and don't forget to give an explanation, why the answers is correct.		

Worksheet

Lesson 3 - Likes and Dislikes
Fill in the conversations with the words provided.

Conversation 1 - you / those / not / too / What / do / and / cream
Man: So what foods _____ you like?
Woman: I like ice _____, and pizza, and apples.
Man: Oh, I like _____ foods _____.
Woman: _____ foods do _____ like?
Man: I like fish, vegetables, _____ bananas.
Woman: Together?
Man: No, _____ together!

Conversation 2 – too / drinks / cold / What / like / hot / juice / I
Man: What _____ do you like?
Woman: I like tea, and _____ like _____.
Man: Hot tea or _____ tea?
Woman: Both. _____ about you?
Man: I like coffee and _____ chocolate.
Woman: Ooh, I _____ both, _____!

Conversation 3 - What / flavor / too / pie / really / do / like / ice
Man: What desserts _____ you like?
Woman: I _____ like ice cream.
Man: Ooh! What _____ do you like?
Woman: I like strawberry. I _____ vanilla, _____.
Man: Nice! I like cake and I like _____!
Woman: _____ kind of pie?
Man: I really like apple pie with _____ cream!
Woman: Yum!

Conversation 4 - eat / too / I / cookies / And / fruits / you / watermelon
Man: What snacks do _____ like?
Woman: _____ like to eat fruit.
Man: Oh yeah, what _____ do you like?
Woman: I like apples and oranges. _____ you?
Man: I like strawberries and _____!
Woman: Do you like to _____ cookies?
Man: Of course! I love chocolate chip _____!
Woman: Me, _____!

Listen Online

Third Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Second-Grade Students/Junior High School
TOPIC	Days of the week
OBJECTIVES	Through ELLLO audio recordings, students are expected to identify the days of the week and understand related information about activities done on those days.
VOCABULARIES	Monday, Tuesday, Thursday, Friday, Saturday Schedule, work, Study, Sunday, Morning, Weekend.
MATERIALS	Worksheet, marker, whiteboard, website, LCD, speaker, laptop.
TIME	2 x 40 minutes
POTENSIAL PROBLEM	noisy (try to get students' attention with attention grab) mixed ability (not using full english in the classroom) lack of vocabulary (code mixing, codes witching, gesture) large class (controlling, and speak louder)

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamualaikum Wr. Wb • Good Morning, class! How are you today ?	T-SS	

Praying • T : Firstly, before we start our class. who wants to lead the pray?	T-SS	5 Minutes
Attention grab • T : are you ready????? • S : ay ay capten!!!!	T-SS	
Checking attendance Warm up "Listen and Move" • The researcher gives simple action commands (e.g., "Touch your nose," "Jump twice") • Students listen and perform the corresponding actions • The researcher gives instructions gradually from slow to fast to increase engagement.	T-SS	5 minutes
Presentation • Presenting the materials about "Days of the week"	T-SS	30 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
• The researcher assists students in accessing the ELLLO website. • The researcher instructs the students to listen to the audio provided on the website. • Next, the researcher instructs the students to complete the quiz available on the website.	T-SS	25 minutes

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
• Share the worksheet to the student • Then explain what they are going to do with that worksheet. That they should fill the conversation with the words provided, by listening to the audio. • Giving time limitations in doing their worksheet. • After that check all the answers and don't forget to give an explanation, why the answers is correct.	T-SS	15 minutes

Worksheet

Lesson 8 – Days of the Week
Fill in the conversations with the words provided.

Conversation 1 - sometimes / days / about / weekend / garden / Tuesday / Saturday / nice
Man: What _____ do you work?
Woman: I work Monday, _____, Thursday, and Friday. I don't work Wednesday.
Man: Wow, that is a _____ schedule.
Woman: Yeah, but I _____ work on Saturday. What _____ you?
Man: I work Monday to Friday. I never work on _____ or Sunday.
Woman: What do you do on the _____?
Man: I work in my _____.

Conversation 2 - on / never / night / study / When / Saturday / fun / only
Man: When do you _____ on the weekend?
Woman: I study on _____ morning.
Man: Really, I _____ study on Saturday.
Woman: _____ do you study?
Man: I _____ study on Sunday _____.
Woman: Oh, I never study _____ Sunday. Sunday is my _____ day.

Conversation 3 - busy / What / every / days / history / on / When / class
Man: What _____ do you have English class?
Woman: I have class _____ Monday and Thursday.
Man: _____ do you have Math _____?
Woman: I have Math class _____ day.
Man: _____ about history class?
Woman: I have _____ class on Wednesday.
Man: Wow, you have a _____ schedule.
Woman: I know!

Conversation 4 - then / Saturday / See / weekends / can / park / play / Nice
Woman: When do you _____ soccer?
Man: I play on Tuesday and Friday nights.
Woman: _____, I only play on the _____.
Man: Really, _____ I play with you?
Woman: Yes, we play on _____ and Sunday at the _____ at ten.
Man: Great! _____ you this weekend!
Woman: See you _____!

Listen Online

Fourth Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Second-Grade Students/Junior High School
TOPIC	Months
OBJECTIVES	Students are expected to identify the names of the months from an audio recording from ELLLO.
VOCABULARIES	March, April, June, December September, October, May, August, February.
MATERIALS	Worksheet, marker, whiteboard, website, LCD, speaker, laptop.
TIME	2 x 40 minutes
POTENSIAL PROBLEM	noisy (try to get students' attention with attention grab) mixed ability (not using full english in the classroom) lack of vocabulary (code mixing, codes witching, gesture) large class (controlling, and speak louder)

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamualaikum Wr. Wb • Good Morning, class! How are you today ? Praying	T-SS	

• T : Firstly, before we start our class. who wants to lead the pray?	T-SS	5 Minutes
Attention grab • T : are you ready????? • S : ay ay capten!!!!	T-SS	
Checking attendance Warm up "Listen and Clap" • The researcher says a series of words or sentences, and students clap when they hear a specific target word (e.g., "Clap when you hear a month name"). • The difficulty gradually increases with longer sentences, helping students focus on keywords and enhance their active listening skills.	T-SS	5 minutes
Presentation • Presenting the materials about "Months"	T-SS	30 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
• The researcher assists students in accessing the ELLLO website. • The researcher instructs the students to listen to the audio provided on the website. • Next, the researcher instructs the students to complete the quiz available on the website.	T-SS	25 minutes

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
- Share the worksheet to the student - Then explain what they are going to do with that worksheet. That they should fill the conversation with the words provided, by listening to the audio. - Giving time limitations in doing their worksheet. - After that check all the answers and don't forget to give an explanation, why the answers is correct.	T-SS	15 minutes

Worshsheet

Lesson 13 – Months
Fill in the conversations with the words provided.

Conversation 1 - in / that / November / May / When / October / cool / Zealand
Woman: _____ is fall in America?
Man: It is in September, _____, _____ and December.
Woman: Oh, _____ is spring in New _____.
Man: When is fall _____ New Zealand?
Woman: It is in March, April, _____ and June!
Man: Oh, _____!

Conversation 2 - January / September / come / when / then / July / in / go
Woman: So _____ is summer in America?
Man: It is in June, _____, August and _____.
Woman: June to September is winter _____ New Zealand.
Man: So when is summer?
Woman: Summer is December, _____, February and March.
Man: I want to _____ to New Zealand _____.
Woman: Please _____!

Conversation 3 - month / school / do / reason / is / favorite / have / birthday
Woman: What is your _____ month?
Man: My favorite _____ is July.
Woman: Why _____ you like July?
Man: Because the weather is hot, and it is my _____!
Woman: Nice! My favorite month _____ February.
Man: Why? Do you _____ a birthday in February?
Woman: No, but I have no _____!
Man: Good _____!

Conversation 4 - very / wet / cool / Both / What / country / It / cold
Woman: In your _____, what month is hot?
Man: July is _____ hot.
Woman: _____ month is cold?
Man: January is very _____.
Woman: What month gets lots of rain?
Man: March. _____ is very _____ in March.
Woman: What month is cool?
Man: _____ April and October have _____ weather.

Listen Online

Fifth Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Second-Grade Students/Junior High School
TOPIC	Adjectives
OBJECTIVES	Studentts are expected to identify adjectives from audio conversations in ELLLO.
VOCABULARIES	Easy, nice, small, fun, hot, interesting, hard cold, sweet, large, cheap, fast, slow, new, expensive, perfect.
MATERIALS	Worksheet, marker, whiteboard, website, LCD, speaker, laptop.
TIME	2 x 40 minutes
POTENSIAL PROBLEM	noisy (try to get students' attention with attention grab) mixed ability (not using full english in the classroom) lack of vocabulary (code mixing, codes witching, gesture) large class (controlling, and speak louder)

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamualaikum Wr. Wb • Good Morning, class! How are you today ? Praying	T-SS	

• T : Firstly, before we start our class. who wants to lead the pray?	T-SS	5 Minutes
Attention grab		
• T : are you ready?????	T-SS	
• S : ay ay capten!!!!		
Checking attendance		
Warm up "Freeze Dance"	T-SS	5 minutes
• The researcher played a song, and students danced or moved around.		
• When the music stopped, they had to freeze immediately.		
• The last student to stop moving was out.		
Presentation	T-SS	30 minutes
• Presenting the materials about "Months"		

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
• The researcher assists students in accessing the ELLLO website. • The researcher instructs the students to listen to the audio provided on the website. • Next, the researcher instructs the students to complete the quiz available on the website.	T-SS	25 minutes

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
• Share the worksheet to the student • Then explain what they are going to do with that worksheet. That they should fill the conversation with the words provided, by listening to the audio. • Giving time limitations in doing their worksheet. • After that check all the answers and don't forget to give an explanation, why the answers is correct.	T-SS	15 minutes

Worksheet

Lesson 7 – Adjectives
Fill in the conversations with the words provided.

Conversation 1 - what / How / but / hate / like / Who / English / interesting
Man: _____ are your classes?
Woman: Good. I really _____ my English class.
Man: That's good. My _____ class is fun, too.
Woman: How is your Math class?
Man: It's easy, _____ the room is small and hot.
Woman: _____ is the teacher?
Man: Mrs. Jones. She is really nice and her classes are _____.
Woman: And _____ about your Science class?
Man: It's really hard. I _____ it!

Conversation 2 - know / old / lot / beautiful / slow / speed / new / expensive
Man: What a _____ day!
Woman: Yes, the weather is perfect.
Man: How is the wifi _____?
Woman: It's fast, but my computer is _____.
Man: My computer is slow, too. It's very _____. I want a _____ one.
Woman: Me, too, but new computers are so _____.
Man: I _____. They cost a _____.

Conversation 3 - not / have / size / expensive / help / want / sweet / cold
Woman: Hello, can I _____ you?
Man: Yes, can I _____ a cafe mocha?
Woman: OK, hot or _____?
Man: Iced mocha, please. Is it _____?
Woman: Yes, a little. Do you still _____ it?
Man: Yes, I do.
Woman: What _____ do you want?
Man: Large, please.
Woman: OK, that will be 6.50.
Man: Wow! That's _____.
Woman: Yeah, it's _____ cheap.

Conversation 4 on Next Page

Listen Online

Six Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Second-Grade Students/Junior High School
TOPIC	Language and Nationalities
OBJECTIVES	Students are expected to identify languages and nationalities from audio conversations in ELLLO.
VOCABULARIES	English, Spanish, Mexican, spain, Japanese, Korean.
MATERIALS	Worksheet, marker, whiteboard, website, LCD, speaker, laptop.
TIME	2 x 40 minutes
POTENSIAL PROBLEM	noisy (try to get students' attention with attention grab) mixed ability (not using full english in the classroom) lack of vocabulary (code mixing, codes witching, gesture) large class (controlling, and speak louder)

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamualaikum Wr. Wb • Good Morning, class! How are you today ? Praying	T-SS	

• T : Firstly, before we start our class. who wants to lead the pray?	T-SS	5 Minutes
Attention grab		
• T : are you ready?????	T-SS	
• S : ay ay capten!!!!		
Checking attendance		
Presentation	T-SS	35 minutes
• Presenting the materials about "Months"		

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
• The researcher assists students in accessing the ELLLO website. • The researcher instructs the students to listen to the audio provided on the website. • Next, the researcher instructs the students to complete the quiz available on the website.	T-SS	25 minutes

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
• Share the worksheet to the student • Then explain what they are going to do with that worksheet. That they should fill the conversation with the words provided, by listening to the audio.	T-SS	15 minutes

• Giving time limitations in doing their worksheet. • After that check all the answers and don't forget to give an explanation, why the answers is correct.		

Worksheet

Lesson 18 - Languages and Nationalities
Fill in the conversations with the words provided.

Conversation 1 - speak / movies / languages / Spanish / cool / from / TV / like
Man: What _____ do you speak?
Woman: I _____ English and I study Spanish.
Man: That's _____. Do you have friends _____ Spain?
Woman: No, but I _____ Mexican _____ shows.
Man: Me too. I love _____s in Spanish.
Woman: Yeah. _____ is so cool!

Conversation 2 - them / speak / love / food / they / well / Japan / friends
Man: Do you like Japanese _____?
Woman: Yes, I _____ Japanese food. I lived in _____ before.
Man: Oh, do you _____ Japanese?
Woman: Some. I have Japanese _____. I practice with _____.
Man: Do _____ speak English?
Woman: Yes, they speak English very _____.

Conversation 3 - Korean / also / food / you / music / I / like / Pop
Man: What foods do you _____?
Woman: _____ like French food and Thai _____.
Man: Me too. I _____ love Chinese food.
Woman: Do _____ like Korean food?
Man: Yes, and I also love K-_____.
Woman: What is K-Pop?
Man: K-Pop is _____ pop _____.

Conversation 4 - What / go / League / football / team / play / watch / favorite
Man: Do you like _____?
Woman: Yes, I love football. I _____ German football, Italian football, Spanish football.
Man: Me too, I want to _____ to England to watch my _____.
Woman: _____ is your team?
Man: Chelsea. They _____ in the English Premier _____.
Woman: Oh! My _____ team is AC Milan. They play in Italy.

Listen Online

https://elllo.org/book/A1/A1-18-Nationalities.html

APPENDIX V

DOCUMENTATION

Pre-test

The researcher is explaining the instructions for completing the pre-test to assess students' initial listening skills before the treatment using the ELLLO we

The Researcher Gave a Pre-Test to the Students

Treatment

Students participating in the treatment session using the ELLLO website to improve their listening skills through audio-based learning activities.

Post-Test

The Researcher Gave a Post-Test to the Students

Students are working individually during the post-test session to demonstrate their understanding of English listening materials

BIOGRAPHY

Putri Aulia was born on August 17th, 2002, in Palopo. She is the fourth child of Usman and Nusnia. She began her education at SD Negeri 09 Mattekko in 2008 and graduated in 2014. She continued her studies at SMP Negeri 8 Palopo, graduating in 2017. After completing her junior high school education, she continued her studies at Madrasah Aliyah Negeri Palopo and graduated in 2020. In the same year, she enrolled at the State Islamic University of Palopo, majoring in English Language Education Study Program, Education and Teacher Training Faculty, and completed her undergraduate degree in 2025. For her undergraduate thesis, she wrote a research entitled "*The Effectiveness of the ELLLO Website in Enhancing Listening Skill for the Eighth Grade Students of SMP Negeri 8 Palopo*."