The Effectiveness of Learning Listening Using e-Belajar Kota Banda Aceh

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Abstract

Language is a basic tool of human communication, and listening is one of the four important language skills that allow a person to receive, comprehend, and react to a certain piece of information accordingly. Various multimedia applications have been created to improve students' English listening skill, such as eBelajar Kota Banda Aceh. However, little is known about the perceptions of students regarding the effectiveness of eBelajar in improving students' listening skill and the obstacle they face when using this application. Thus, this research attempted to investigate these issues. Seventy-six students were involved as research participants, consisting of 33 female students and 43 male students, selected through a random sampling technique. The data were collected using questionnaires and analyzed using the percentage formula. The results showed that the students perceive eBelajar Kota Banda Aceh as an effective platform to learn English listening skill, but it occasionally presents a challenge for the students when using it, which is its high dependency on the internet connection and speed.

Keywords: *Ebelajar, Learning English, Listening Skill, Kota Banda Aceh*

1. Introduction

Language is used every day for human activities. Without language, humans may have difficulty expressing feelings, conveying wishes, or giving advice to opinions. The higher the level of language proficiency, the better one's communication skill will be. According to Santosa (2014), language is a communication tool that is arranged in the form of units, such as words, groups of words, clauses, and sentences that are expressed orally or in writing.

In this era, English is currently one of the compulsory subjects to be studied, especially at the junior high, senior high school, and college levels. At the junior high school level, English is a subject tested nationally which requires students to master it well. The goal of English learning is to prepare the Indonesian young generation to be able to compete globally. According to Kasihani (2001:43), English is the first foreign language considered important for the purpose of accessing information, absorbing, and developing science, technology, art culture, and fostering relations with other nations.

According to Chodijah (2000:21), learning English skill is highly necessary, either starting from an early age and adult since English is a *lingua franca* that connect people all around the world. In English learning, there are four language skills (listening, speaking, reading, and writing). Of the four skills, listening is considered one of the keys to communication because it is the first step that allows a person to receive input, process it, and respond it (Nation & Newton, 2020). It is the early stage of language development in a person's first language, and language production highly depends on listening. If a listener does not possess good listening skill, there tends to be a misunderstanding that occurs between the speaker and the listener.

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Many teachers encounter problems related to teaching English listening skill. Students were reported to feel bored and not interested because of the monotonous method used by the teachers (Dewi et al., 2019). Moreover, the materials and learning media used do not accommodate the needs and interests of the students. Hence, good materials and media are highly needed.

In today's digital era and the industrial revolution 4.0, using media technology to learn a foreign language is not a novel concept. According to Lase (2019), this era was marked by increased connectivity, interaction, and development of digital systems, artificial intelligence, and virtual. As a result, technology-based learning media or e-learning tools have been developed to facilitate learning.

According to Eliot et al. (2000), e-learning is a type of learning where learning materials are delivered through electronic media such as the internet, intranet, satellite, TV, and CD-ROM. This opinion is supported by Jenkins & Hanson (2003) that e-learning is a learning process that is facilitated and supported through the use of information and communication technology. Experts who support the notion of e-learning believe that it can deliver a series of solutions to improve knowledge and skills. Rosenberg (2001) said that e-learning involves technology as a learning tool, which is relevant to the needs of the current era.

One of the e-learning tools that has been developed is *eBelajar Kota Banda Aceh*. This platform has been widely used in schools in Banda Aceh, including SMPN 7 Banda Aceh. It is a digital platform that has become a distance learning medium encouraging the collaboration of teachers, parents, and students to be empowered to learn English. This app offers access to audio or videos sent by the teacher. However, little is known about the students' perceptions of its effectiveness in learning listening. Thus, the following are the research questions that the authors attempted to address:

1. *How do the students of SMPN 7 Banda Aceh perceive the use of eBelajar Kota Banda Aceh in learning English listening skill?*
2. *What are the students' obstacles in using eBelajar Kota Banda Aceh in learning English listening skill?*

2. Method

The current research used the descriptive quantitative design to find out the effectiveness as well as obstacles in using *eBelajar Kota Banda Aceh* in learning English listening skill. The population was all students of SMP Negeri 7 Banda Aceh, totaling 687 students. They consisted of 367 male students and 320 female students. A purposive sampling was applied to select the samples, and a total of 76 students in the eighth and ninth grades who had completed a listening course employing *eBelajar Kota Banda Aceh* were involved as research participants.

To collect the data, the authors distributed questionnaires containing 30 statements to find out the students' perceptions on the effectiveness of *eBelajar Kota Banda Aceh* for learning English listening skill and the issues that they encountered when using it. The questionnaire was divided into two parts. The first part had 15 statements regarding the effectiveness of using *eBelajar Kota Banda Aceh* in learning English listening skill, whereas the second part contained 15 statements concerning the challenges they faced when using *eBelajar Kota Banda Aceh* platform in learning English listening skill. This questionnaire is a closed questionnaire (Yes or No). According to Komalasari & Karsih (2011), a closed questionnaire is a type of questionnaire that does not give the respondents the freedom to answer based on their opinions and wishes.

For the data analysis, the percentage formula developed by Sugiyono (2011) was employed, as follows:

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$$P = \frac{n}{N} \text{ x } 100\%$$

Descriptions:
      P   = The percentage of the number of respondents
      n   = The number of respondents' answers
      N   = The number of respondents
      100 = Constant value

3. Results and Discussions
3.1. The Student Responses to the Effectiveness of Using *eBelajar Kota Banda Aceh* in Learning English Listening

      The results of the data analysis on the students' perception about the effectiveness of *eBelajar Kota Banda Aceh* in learning listening skill are presented in the following table.

Table 1. The Students' Perceptions about the Effectiveness of Using *eBelajar Kota Banda Aceh* in Learning English Listening

No.	Statements	Students' Responses	
		Yes	No
1	*eBelajar Kota Banda Aceh* is an effective English learning listening media.	69 (91%)	7 (9%)
2	I become more enthusiastic about learning English listening with *eBelajar Kota Banda Aceh*.	51 (67%)	25 (33%)
3	*eBelajar Kota Banda Aceh* makes it easier for me to learn English listening.	56 (74%)	20 (26%)
4	*eBelajar Kota Banda Aceh* provides complete English learning listening materials.	62 (82%)	14 (18%)
5	*eBelajar Kota Banda Aceh* makes it easier for me to understand spoken English.	47 (62%)	29 (38%)
6	I like learning English listening using *eBelajar Kota Banda Aceh*.	50 (66%)	26 (34%)
7	*eBelajar Kota Banda Aceh* helped me in understanding English listening as needed.	27 (36%)	24 (32%)
8	I can learn English listening using *eBelajar Kota Banda Aceh* without a teacher or tutor.	42 (55%)	34 (45%)
9	*eBelajar Kota Banda Aceh* provides English listening practice questions according to the required level.	66 (87%)	10 (13%)
10	*eBelajar Kota Banda Aceh* makes it easy for me to control my progress in learning English listening.	46 (61%)	46 (61%)
11	*eBelajar Kota Banda Aceh* makes it easier for me to submit English listening homework.	43 (57%)	43 (57%)
12	*eBelajar Kota Banda Aceh* provides up-to-date English learning materials.	60 (79%)	16 (21%)

13	I can choose English listening material according to my level through *eBelajar Kota Banda Aceh*.	49 (64%)	27 (36%)
14	*eBelajar Kota Banda Aceh* is a learning medium that I often access to learn English listening.	40 (53%)	36 (47%)
15	I will recommend *eBelajar Kota Banda Aceh* to friends who want to improve their English listening skill.	44 (58%)	32 (42%)
	TOTAL	**68%**	**32%**

Table 1 shows that most students at SMP Negeri 7 Banda Aceh perceived that *eBelajar Kota Banda Aceh* is effective in learning English listening skill. However, some students did not share the same opinion.

Interestingly, for statement number 4, 82% of students agreed that *eBelajar Kota Banda Aceh* provides complete English learning listening materials. Regarding statement number 9, 87% of students felt that *eBelajar Kota Banda Aceh* provides English listening practice questions according to the required level, and for statements number 12, 79% of students believed that *eBelajar Kota Banda Aceh* provides the latest language learning materials.

However, there is a relatively high number of negative responses in 4 items, namely for statements number 8, 11, 14, and 15. Forty-five percent of students felt that they cannot operate *eBelajar Kota Banda Aceh* without the help of a teacher or tutor; 43% said that it is not practical to submit English listening homework through this platform; 47% of students said that it is not a popular medium for learning English listening, while 42% of them did not recommend this platform to be used to improve English listening skill.

3.2. The Students' Obstacles to Learning Listening Skill Using *eBelajar Kota B. Aceh*

The following table describes the students' obstacles in learning English Listening using *eBelajar Kota Banda Aceh*.

Table 2. The Students' Obstacles of Learning Listening Using *eBelajar Kota Banda Aceh*

No.	Positive Statements	Students' Responses	
		Yes	No
1	*eBelajar Kota Banda Aceh* can be accessed wherever you are.	62 (82%)	14 (18%)
2	*eBelajar Kota Banda Aceh* requires a very large quota.	30 (39%)	46 (61%)
3	*eBelajar Kota Banda Aceh eBelajar Kota Banda Aceh* is an easily accessible platform.	58 (76%)	18 (24%)
4	*eBelajar* provides very good audio quality.	62 (82%)	14 (18%)
5	*eBelajar* can only be opened via a computer device.	14 (18%)	62 (82%)
6	*eBelajar Kota Banda Aceh* is difficult to access via smartphone.	20 (26%)	20 (26%)
7	*eBelajar Kota Banda Aceh* provides a manual/guide to help users operate it.	45 (59%)	31 (41%)
8	The operation of *eBelajar Kota Banda Aceh* is smooth.	44	32

		(58%)	(42%)
9	The quality of the volume on audio and video available in *eBelajar Kota Banda Aceh* is very clear.	61 (80%)	15 (20%)
	Negative Statements		
10	*eBelajar Kota Banda Aceh* takes a lot of effort to operate.	49 (64%)	27 (36%)
11	*eBelajar Kota Banda Aceh* still has many obstacles in terms of access to the material.	51 (67%)	25 (33%)
12	*eBelajar Kota Banda Aceh* requires a fast network speed to be able to access it.	66 (87%)	10 (13%)
13	*eBelajar Kota Banda Aceh* still has a shortage of available services.	46 (61%)	46 (61%)
14	*eBelajar Kota Banda Aceh* can only be opened with the internet network.	67 (88%)	9 (12%)
15	*eBelajar Kota Banda Aceh* often has errors while being used.	49 (64%)	27 (36%)
	Total	**46%**	**54%**

Table 2 shows statements in the second part of the questionnaire used to identify the obstacles to learning listening English using *eBelajar Kota Banda Aceh*. It is clear that statements numbers 1 to 9 were positive, while statements numbers 10 to 15 were negative. There were three interesting findings in the table. In statement number 1, 82% of students admitted that *eBelajar Kota Banda Aceh* is accessible anywhere. In statement number 4, 82% of them agreed that *eBelajar Kota Banda Aceh* provides excellent audio quality. Lastly, 80% of students concurred that *eBelajar Kota Banda Aceh* has audio and videos with very clear volume quality.

There were two statements with negative responses in relatively high percentages. The first was statement number 7 where 87% of students said that *eBelajar Kota Banda Aceh* requires a high-speed internet connection to access it. The second one was statement number 11 where 88% of students said that it is impossible to access *eBelajar Kota Banda Aceh* without an internet connection. The latter is in accordance with the statement of Utami and Cahyono (2020) that technical constraints can affect signals in the online learning process.
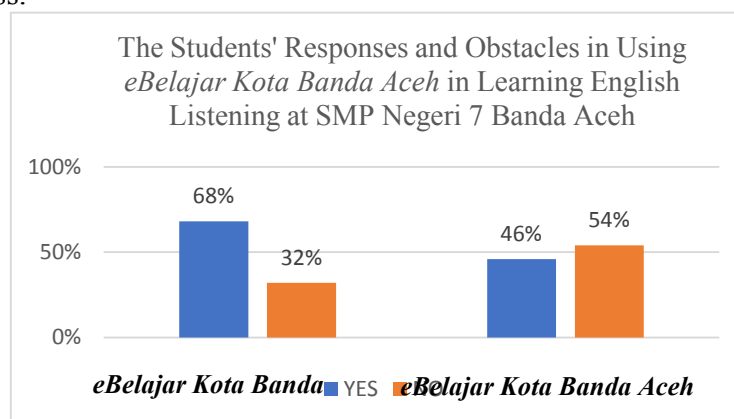

Figure 1. The Effectiveness of Learning Listening through *eBelajar Kota Banda Aceh*

Figure 1 shows that 68% of students considered *eBelajar Kota Banda Aceh*

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effective. This finding is similar to the finding of Sari (2021) who investigated the effectiveness of an e-learning medium called Moodle. Sari discovered that the majority of students found Moodle effective and relevant as a medium in improving students' listening skills with a product rating level of 93.55%. In the current study, only 32% of students deemed that *eBelajar Kota Banda Aceh* is not useful. In terms of the obstacle, 46% of students did not have significant issues when using the platform while the rest admitted that they encountered problems when using the app.

4. Conclusions

Based on the findings, it can be concluded that most students at SMPN 7 Banda Aceh considered *eBelajar Kota Banda Aceh* effective in learning listening due to its practicality, easy accessibility, excellent audio and video quality, accommodation to learners' needs and proficiency levels, and the availability of the latest and complete listening modules. However, problems still exist for the students when utilizing this app because its access highly depends on the availability and speed of the internet. Further research is recommended to include more participants from other schools for more accurate generalization.

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