

The Implementation of ELLLO Web-Based Application in Teaching Listening at MA Al-Ikhlas Ujung Bone

Muhammad Risman

muhammadrisman676@gmail.com

Universitas Negeri Makassar

Baso Jabu*

basojabu@unm.ac.id

Universitas Negeri Makassar

*corresponding author

Sahril Nur

sahrilfbsunm@unm.ac.id

Universitas Negeri Makassar

Abstract

This research aims to define the use of the ELLLO web-based application in teaching listening at MA Al-Ikhlas Ujung Bone. This study was a case study that would draw a description towards the phenomenon in the field. The participants were an English teacher and the students in XII grade of MA Al-Ikhlas Ujung Bone. The research 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. The teacher faced supports and hindrances on using ELLLO in teaching listening in the class. The supports show that the media is very helpful in teaching and practicing students' listening to improve students' listening skill. However, the hindrance of using the media shows that the students in the learning process need to be shadowed to anticipate students' irrelevant activity.

Keywords: *ELLLO Web-Based, Application, Listening, Student's Perception, Hindrance.*

INTRODUCTION

Using technology in teaching language is one of effective tools for learners. Learners can use technology to support the learning process so that can make better their skill the true use of technology in learning (Ahmadi, 2018). The technology as media will help to run the class and the activities. Media is not only as the main supporting tool for people to receive information and entertainment, that is television, radio, newspaper and internet, yet media are also very significant to help the learning process for the students in understanding or leaning a language especially English as a foreign language. There are many kinds of media which can be used by a teacher in English teaching learning. However, using media, teacher should be selective on choosing the media, especially in teaching English listening.

Snow (2007) stated listening is the language skill used most often and the channel through which students get much of their language input. Not only listening activity can be a native exposure for students, but listening also can be used for teacher in developing students' pronunciation, vocabulary, and the grammatical of the language they have heard. According to Harmer (2007), he stated listening is good for students' pronunciation too, while they hear and understand which is English being spoken based on how the words go together in sentences stated by a speaker. In producing listening context, grammar and spoken language are two significant variables in foreign language acquisition, so that the listeners know how they are used instead. In applying grammar for listening, the writer will use one of tools named English Language Listening Library Online (ELLLO) web-based application. It is a web-based application that provides English language listening activities with Grammar based lesson feature. While the students listen to the context, they can understand how grammar applied in listening practice as well. They learn and understand grammar, then evaluate themselves about how their understanding is, supports and hindrance in using ELLLO web-based application.

ELLLO is a website which provides free English language listening activities. The website, created by Todd Beuckens in 2014, an English teacher based in southern Japan, contains over 2,000 listening texts. One feature that distinguishes ELLLO from other native-speaker listening resources is that the former contains video or audio featuring speakers from not only the inner-circle countries where English is spoken as a primary language by a native speaker but also speakers from outer, former British colonies, and expanding circles. As a consequence, ELLLO provides a rich volume of authentic listening materials that enable students to experience the usage of English as a foreign language.

Using this web-based application, there are some researchers who have conducted a research related implementation ELLLO web-based application in teaching listening, they are:

The result of a study conducted by Milliner & Chaikul (2018) on the use of Elllo website in teaching extensive listening in EFL classroom showed that the use of Elllo website encouraged them to listen to other listening content. Students also reported that they could learn more about American culture, improve their listening and critical thinking. The students were asked to choose audio or video provided by Elllo website. After listening to an audio or video, students filled out a questionnaire by the teacher google form. (Milliner & Chaikul, 2018)

Al-Ikhsan (2021) conducted as research which is about students' perception on the use of ELLLO in listening class focused on students of the third semester of IAIN Batusangkar. His study is intended to describe the students of English department perceptions of ELLLO application used by the listening lecturer in listening class. And it analyzed the students' perceptions on the use of ELLLO in listening in terms of cognitive, affective and conative component.

Research conducted by Kiki (2021) the tittle is The Use of ELLLO Website in Teaching and Learning English. In her research, she tried to find out the use and benefits using ELLLO as media in learning English and whether this application will help to improve the students' skill in listening. The study concluded that the ELLLO website is a free website that can be used and accessed by anyone as long they have internet connection. This website is for self-study which can be used to practice or improve their listening skill and also can be used by teachers for teaching listening in the classroom either as media which provides material or assignment for the students.

This research focuses on analysis the implementing ELLLO web-based application in teaching English particularly in listening part. The analysis is to identify their thought about a new teaching media and their perceptions. In accordance with the explanation above, the research conducted a study in investigating the students' perceptions after having implemented this web-based application as media in listening class at MA Al-Ikhlas Ujung Bone.

METHOD

Research Design

In this study, a case study was used to conduct clarity by the researcher. Mentioned by Yin (2009) that the study case as method of research is used for attempting, describing and giving interpretation to objects based on reality and real phenomenon. It is also probably used to give justification to current exercise, give a review, and build development references theories. Regarding to the aim of the writing, the writer applied type of descriptive, it drew the phenomenon based on real of accordance. (Yin:2009)the writer drew and described the situation and real accordance in listening class. The teacher implemented ELLLO web-based application as the media in teaching to support the students practice the listening understanding.

Research Subject

choosing the participant in the school, the researcher used a purposive sampling technique in choosing them as the participant of this research. They become an object of the observation and interview. Creswell (2012) assumed that in purposive sampling the researcher intentionally chooses participants who will be good informants and have the ability to be reflective and thoughtful, to communicate effectively with the researcher, and to be comfortable with the researcher.

Research Instrument

The research instruments applied in this research are namely, first, classroom observation will be conducted to know what application having been used in teaching listening. It is used by the researcher to obtain the data by simply watching the participants while using the application in learning and teaching process taking place. According to Ary et al. (2010) observation is one of the basic methods of obtaining data for qualitative research design. It can represent a complete description of behavior in a particular setting. Second is interview guide, in order to gain more information related to the implementing ELLLO web-based application, the researcher classroom observation and interview. The research conducted a semi-structure interview with the students who are being observed as participants. Semi structure interview is the most interviews in qualitative research; thus, the interview guidance may contain branch of specific questions that the researcher eager to ask, and several open-ended questions that could be followed u (Ary et al. 2010).

Technique of Data Analysis

Analyzing the data, the researcher uses technique of data analysis based on Miles & Huberman, (2020) ways that consisting four steps: data collection, data condensation, data display, and conclusion drawing/verification.

FINDINGS

The researcher used the observation method to distribute the data results towards the teacher's implementation of ELLLO web-based Application in teaching listening at MA Al-Ikhlash Ujung Bone. According to Metz and Alberts (2014), There are three stages of implementation namely exploration, installation and implementation. Therefore, the researcher in this study defined the stages based on what he found from the research. Based on circumstance in the classroom, the writer got that the teacher implemented ELLLO web-based application in teaching listening, in order to depicts the result, the researcher divided into three implementation stages described in the session below.

a. Exploration/ Planning Stage

In this first stage, it is also called the planning stage, opening or prefix, because it is the data used during this stage is decision-making, does not require many activities, and it focused on the teacher readiness, but it can be said that mapping before learning activities is included in this stage.

The implementer namely the teacher got all the preparation, such as the explanation of the use of ELLLO web-based application, topics, useful media like technology, and prepared class purpose as a target to be reached. The teacher always delivers some topics to be talked over at each class of meeting and is prepared before the class gets started because the topics are the main of learning as the inputs and it is just adjusted into the listening material.

The material learned in ELLLO web-based application for six meetings is the material which are related to the material in the third grade, with a keynote that suits the content, the opening meeting as first with the keynote of the context topic "like and dislike", then the second meeting is simple past tense, where the selected keynote has got filtered regarding to the days life of young generation, continuing to the third to fourth class still discussed simple past, however it is around the use when discuss about activity on weekend and vacation. The fifth meeting is to let them measure their skill and their level.

The use of teacher technology to teach listening using ELLLO web-based application was not really district, for instance commonly utilizing a laptop or computer or mobile phone to give explanation about delivered material which has been provided, such as an LCD to show the screen of material, short videos and audio, and small or simple speakers or sound system so that learners could listen to audio whenever the audio or video are shown and played through a computer or laptop.

Extract 1

The teacher showed and explained about how to use ELLLO Web-Based application so that the students are able to understand during listening class.

The extracts above prove that the teacher clearly provides learning goals or objectives at almost every meeting, intending to provide an introduction and an overview to the students to make the class more focused on the listening topic.

b. Installation/preparation stage

The students are given an initial description, knowledge also competencies needed to support and sustain implementation during the installation stage. In this stage, the teacher is to be more conscious of preparation before the learning process, including mastering the aspects distributed to students. Therefore, as the organizer, the teacher must play a major role in learning activities.

In the first meeting all the installation stage are done by the teacher. The second meeting shows that the only aspects that not carried out is provided agenda or schedule of the topics. In the third meeting, the teacher connects the topic to the students, in the fourth meeting the only items that carried out are providing agenda or schedule of topics because the topic is the connection from the previous meeting. The fifth meeting installations are completed. And in the last meeting the teacher is completed two aspects those are connects the topic to students' context and emphasize the connection of content on learning outcomes because the same topic is repeated, then time-consuming remains stable. The thing needs to get ready at this step is providing events so the implementer gave quizzes or opinions about the topics to talked over in class, and it began starting a warming-up to inspire learners to imply the thought or perceptions and persuade if they have primary understanding towards previous insight such as extracts at the first meeting until the last one below.

Extract 2

The teacher explained about expression “like and dislike” before the video and the audio played by using a speaker.

Classroom Observation 1

From the extracts above, it is explained that the teacher commonly delivered opening elucidation about previous insight which is going along the worthwhile stimulation of participants' interest by delivering interesting accordance so that it builds up interaction and encourage learners to mind something deeply and critically, and by the elucidation, learners expressed their thoughts randomly by giving self-offering or to be pointed by the teacher. The next second stage is that an agenda provided to schedule and arrange of topics which were presented in class. The teacher offered clues of instructions about anything that they would do, estimated time that they required to finish one topic or accomplish a duty purposed at making well management of time to inspire learners to accomplish provided quiz box before running out the time, and the classroom activities is finished totally at time schedule. The teacher provided more advices on the scheduled agenda as extracted below.

Extract 3

The teacher mentioned that the students are going to watch and listen the video from 2 people discussing about like and dislike in 3 minutes while they look at the 5 questions based on the topic.

Classroom Observation 1

Related to the extracts shown above, it drew conclusion that when the teacher provided the scheduled of agenda, anyhow she delivered time-limit for the events to be presented. Still, the time mostly, having done the main activities of the subject, she clarified surely the agenda steps which would be accomplished. The next for step three is associating the topic to participants'

context. If the material is far outside the student's context, then there will be issue where learners got hesitated of the material absorbing. Accordingly, the teacher had got to prepare dependent content for the teacher associated the classroom material with the real phenomenon topics understood by learners or anything related to real-life. Also, it will help students in critical thinking. The following extracts show that the teacher relates to the topic with the students' context.

Extract 4

The teacher explained the video shown and listened is about expression like and dislike which is usually expressed on our daily activity. Here, the students need to understand the difference when they want or do not want something or do something.

Classroom Observation 1

It can be said that the extracts above show that in each different topic, the teacher provided an overview and explanation of an event that actually occurs in the real life each person that they love to do, and students can see and feel this which will be an interesting thing to practice when discussing the topic and to provoke their sensitivity to study specific topics. The last step from the installation stage is to emphasizes impact of content on student learning outcomes. At this stage, the teacher is expected to provide students with information about the learning outcomes after being given a specific topic. Without learning outcomes, they will not have much interest in learning. Some students learn because they want to get better and to see the things in real life related to the topic chosen, or at least get results because they have to be led to achieve a certain score, then emphasizing the connection will trigger students' attention like what the teacher does extract below.

Extract 5

After watching or listening the video while answering quiz provided, the students will be more aware more about the use expression of like and dislike on their daily and so on they can practice it.

Classroom Observation 1

The conclusion of the extracts above is that persuading learners' attentiveness the class, the implementer underlined the classroom outcomes impact after having listening part to provided content, she usually integrated the contents into the classroom results so that in order to have achievement to the main aims of participants in listening class which is not only to get score but also get many benefits such knowledge, experience and so on of variant contents. Furthermore, students will utilize the impact of knowledge and save it in long term memory.

c. The stage of Implementation

In the stage of implementation of ELLLO, it is the main of activities where the centre of most essential activities in the class are conducted during the step, by making self-interactions and enrollment amount teacher and learners, learners and learners, and also the teacher is needed to enroll the learners actively, arrest learners' interests and passion, build up learners encouragement, devote learners' individual attendance, allocate and utility of medium particularly in learning language and build up learning activeness accordance.

The teacher at the stage gave a good performance by carefully calculating the stages carried out in the core learning process or implementation stage. In the first meeting, there are six activities, in the second and the third meetings had the same number of activities contain seven activities, in the fourth meeting there are five activities, then in the fifth meeting the most activities are seven, and the last meeting has the fewest activities carried out, it is only four. The only column that is not filled in is engaged students in line of assessment for students' knowledge and skill acquisition, which means that the teacher never involves students in giving grades to each other. However, the difference in numbers in each activity is influenced by different topics at each meeting.

The beginning step is building the class by sharing and giving explanation of the materials to the participants, where at this step the teacher always provides explanations in every meeting. Because to start any learning material that will be given, this should not be forgotten as the first step to start a discussion, just like the teacher did in the extracts below.

Extract 6

The teacher explained about expression “like and dislike” before the video and the audio played by using a speaker.

Classroom Observation 1

From the extracts above the teacher some times gave short explanation before commencing the activity to convince so that explicitness regarding to the material is surely talked over. The formal aim for sure, is that information clearly from the knowledge being conveyed is received and understood by the students during the classroom activities. It is required owing to the fact that it influences directly on involvement of the classroom activity which belongs to teacher in class.

On providing examples step of the discussed topic or exercise in use of topic, the teacher just engaged it in the second and next meeting five. This is because clarification given by the teacher is quite complete, clear, and did not cause make confused for students starting the activity so that there is no need for giving examples, and then there are activities that do not require examples when giving instructions in listening activities. In the following extract below will show the examples.

Extract 7

The teacher gave some example expression “like and dislike” and asked the students click the feature *grammar* on ELLLO web-based application shown between the feature of script and quiz and they can the grammatical and examples of asking and answering about “like and dislike”.

Classroom Observation 1

From the above extracts it can be said that when a short explanation was given by the teacher, a helpful example to assist students' understanding the listening topic to practice is also provided by her, then it will provoke ideas and get them to listen and do quiz provided. The next steps are which help the participants to mind the daily illustrated applicable material, knowledge, or practice for the learners' context. They Learn and emphasize the involvement of all students to

understand the content of the material provided by the teacher by linking the learning material into the real-life context experienced by the students so that students can easily understand the content of the material provided on ELLLO web-based application. As a result, various kinds of thoughts and understandings would be realized. The following extract is a sample of what happened in the class.

Extract 8

The teacher displayed the video or the audio of the material while the students can listen the pronunciation and the accent which can make them better in practicing. After playing it many times, the students can practice whether both their listening and speaking skill.

Classroom Observation 1

The extracts above show the drawn applicability of the topic the students' context by the teacher, which will be triggered the curiosity and will affect to the thinking way and how students give response to the provided topic on ELLLO web-based application. Direct experience to the learning process is required to be oriented. So, activities are not only by watching, listening or keeping in mind but it is also students also got constructed knowledge for themselves. The students will figure out the subject easily by having demonstration one thing as an illustration that students can do imitation after having listening topic. The next step is providing chances for participants to exercise or rehearse skill of listening. In this step, the teacher never missed making the student to participate in rehearsing their listening skills. This step is the center of the stage in the full implementation, which makes it a means to increase their confidence, help them to develop the ideas which they already have, and of course, practice their listening skill better than before and to use it in a real-world context. The proven steps are in the description extract below.

Extract 9

The teacher gave opportunity to the students to watch and listen the video or the audio played while answering the question provided on the *quiz* feature about "like and dislike". After they answered the 5 questions, the teacher gave the chance to check out the answer by clicking box *show answer*. And then, the students saw the result of the answers done by them.

Classroom Observation 1

The extracts above indicate that active teacher give opportunities to students to rehearse or exercise the listening skill. Some different kinds of topics, the teacher needs to arrange activities which suits with the students' activities. It means that the class is categorized as an active class when it has interaction and occurs in the listening activities. The teacher can still overcome and surmount other deficiency notwithstanding the branch of capabilities. In sum, the students got triggered in this step of creativity implementation particularly to the perception; importantly, it will make the students to measure and expand the listening ability. In this next level of step, chances for students expressing personal perspectives are included. The teacher is indeed the center and one of the sources in the learning process, but a class can be said to be successful if the students can achieve the learning objectives. Furthermore, to achieve a goal, the teacher must provide opportunities for students to achieve these goals by making students active in the classroom, including opportunities for students to express personal perspectives. Students who

are active in class are those who actively participate in learning and give opinions when asked, as happened in class in the extracts below.

Extract 10

The students express if there are any of them or others who have used the expression of “like and dislike”

Classroom Observation 1

their thought. Students correct or incorrect opinions are not the main focus, however they have the intention of giving expression of thoughts and becoming more self-assured in speaking up with a personal perspective. It will increase the creativity of students in issuing ideas if it is always done.

This step is that the chances for participants to get interaction with one another in the class based on teaching contexts are included. She utilized it based on the types and the topics of delivered events. The interaction among students and students are also very supportive of their activeness in speaking, where self-confidence is higher than usual because feeling comfortable and not being afraid to make mistakes is the key. The following extracts below are the proof of the step of implementation.

Extract 11

The interaction happened when the students discussed the topic with others in the class and on the group.

Classroom Observation 1

The extracts above indicate that the students did interaction one another when there was a certain topic to discuss in a group or pair and when the opportunity is provided to the them to question friends about the presentations displayed on screen. However, the interaction did not always occur in every class due to the fact that all topic and activities cannot be created moment of interaction. Essentially, the class required interaction but it must be taken consideration with the theme of lessons so that they can make interaction to get more insight. otherwise, it can obtain optimal learning achievement. The next step is that specific discussion about indicators according to the topics is included. In the stage, participants are allowed to do discussion about the content requiring clearer clarification by the teacher. Still, rarely, this occurs during listening including the way to pronounce words and accent, where there is more or less reference and more exercise. Accordingly, it carried out the activity at the next second meeting when the contained vocabulary is chosen by the students in the topic that they did not catch before, which will then be discussed in a later discussion and prof in extract below.

Extract 12

after listening the audio, the students learned the pronunciation and the accent led by the teacher. The teacher mentioned the word or sentence, the students repeated.

Classroom Observation 1

technically or references are offered. To provide possibility of more individual learning, try to reducing teacher control so that they are not only glued to them. Providing opportunities for students to develop according to their abilities is the foundation at this step. Sources referred to learning resources that are not explicitly designed for learning purposes and whose existence can be found, applied, and utilized for learning purposes. What happens in the classroom will be described in the extracts below.

Extract 13

The teacher informs the students that if they can easily listen to topic activity and relate to their real-life activity and then discuss it in English with other friends about what they like and dislike.

Classroom Observation 1

The extracts above indicate that regarding to the information source of supporting contents the participants in improving the listening skill, encouraging the activities and learning objectives inputs, and generating inspiration and self-interest in studying are supported and provided by the teacher in the next second and fifth meeting. For sure, the internet has the most learning resource accessibility, where anything can be found, including authentic listening material and or another similar or different types of media. Moreover, this school is equipped with computer lab facilities and a library to access the internet. This makes it easier for them to find other sources to improve their speaking skills. In the final step of the implementing, is following-up activities that need participants to imply the knowledge are detailed. Having done the learning activities, the teacher delivered the activities instructions about they will be doing next. As a result, knowledge about the related material increases, and students can practice and upgrade their listening skills and apply more targeted learning outcomes. The teacher also gives a simple follow-up like the extracts below.

Extract 14

In order to understand more expression “like and dislike” the students need to download the E-book and another examples video so they can recognize the use of it.

Classroom Observation 1

Based on the extract above, continuing activities at the end of each lesson are provided as well by the teacher. To make better providing and a good understanding of the topics, she gave clues of directions to get another topic and practiced listening by themselves through the provided topics and levels on ELLLO web-based application that they can choose. In another meeting, the teacher gave assignments which is still in proportion to content that had been discussed with diverse ways and listening topic on this web-based application or another teaching media.

DISCUSSIONS

Based on the finding from research question was about the implementation of ELLLO in teaching listening. Albers & Pattaug (2017) stated that implementation includes the appliance of

a broader array of implementation ways to support the uptake of evidence in curriculum design and pedagogy; a stronger and more systematic coming up with the implementation activities in education. In data processing of finding implementation, the writer took reference to the statement theory by Metz & Albers (2014) and observation technique from Noonan & Gaumer (2013), where he joined a listening class to see and note the three stages of implementation carried out by the teacher.

Exploration/Planning Stage

The first stage is the exploration or planning stage, which is the stage where the teacher's preparation for teaching can be seen from the topic of listening, kinds of materials, and the use of technology namely ELLLO web-based application, etc. This is a measure of how ready the teacher is to start learning. It can be seen from the observation that in the process of teaching listening, the teacher prepares: first, provide the topic to be presented, while the main title, which is always presented, still refers to the curriculum because even though the teacher designs the material herself. Second, providing material, in this case, the teacher uses ELLLO web-based application in teaching listening, where the output of this listening is in an assessment aspect called skills. For choosing the topic of a material, the teacher always provides an updated theme under the needs of students and what is happening in their sphere of life. So, the teacher always considers students' needs to fulfil the goals of the teaching and learning process. Third, using technology as a medium to bring material to students and adequate technology, namely ELLLO web-based application, laptops, LCDs, speakers, and internet connection.

Installation or preparation stage

The second stage is the installation or preparation stage, where at this stage it can be seen from the finding that in teaching speaking using ELLLO web-based application, the teacher has good readiness even though in every meeting all aspects are not implemented, this often happens if the material is not completed at the next meeting or material which is repeated no longer requires a long explanation because it has been explained in the previous meeting. The first item in this stage is to provide activities including questions to the prior knowledge. The teacher in this stage always provides directions, including explaining the material to be presented, opening questions to trigger student knowledge, and providing material as a task. It is always done at the beginning of learning as icebreakers.

The second item is to provide an agenda as a schedule of topics to be presented. In listening class, it is very important to determine the time estimation to complete the learning, and all stages of activities can be carried out. Therefore, the teacher provided direction on what activities will be carried out and how much time students need to read, listen and do quiz or an assignment.

The third item connects the topic to students' context. When the teacher described the topic and carefully connected it with events experienced and felt by students in their daily lives, to provoke discussion ideas, this step is very helpful for teachers in making students think about ideas they listened. In choosing ideas to connect them, the teacher chooses daily, newest, interesting, and very easy topics for students to find in their daily lives. Furthermore, the last step emphasizes the impact of content on student learning outcomes. In this case, the teacher must accommodate students for long-term learning outcomes. Most of students have the main goal in learning to get a score to pass and measure their level understanding of a lesson.

The Implementation Stage

The most core stage and filled with many activities and interactions centered on transferring the knowledge between teacher and students, and students between students, is the implementation stage. In listening class, the teacher's first activity is to build class by explaining and sharing materials with the students. The teacher gave a brief explanation of the activities to be carried out and provides the type of material as a reference for the teaching and learning process.

The second step is providing examples of the content/practice in the use of ELLLO web-based application. What the teacher does at this step, it depends on the topic being taught. The teacher only gives examples if the material is complicated and requires a detailed explanation of what will be done at a meeting. If the activities are not completed, then the same activities and topics will be repeated and not require giving examples.

The third step illustrates the applicability of the material, knowledge, or practice to the students' context. The teacher often approached the students' context, which is always associated with the topic that will be brought at each meeting and made it easier for the teacher to draw students' attention and also makes it easier for the teacher to deliver practice.

The fourth step includes opportunities for students to practice or rehearse listening skills. This step is vital in the speaking subject where the teacher must provide opportunities for students to practice their skills. Without this activity, listening is no longer a skill expected as a result of learning products. The teacher always provides a forum and opportunities for students to interact and train students' listening skills.

The fifth step is to take in occasion for students to express their personal perspectives. In order to avoid the teachers as the only center in the teaching and learning process, the teacher took the initiative to help students think critically where they had to express their opinions to exchange ideas in after listening section. Knowing that students are free to express their opinions and train them to be more daring to express themselves and practice confidence.

The sixth step includes for students' chance to have interaction with one another relating to teaching material. Several meetings indicate the interaction between students and other students. In determining this activity, the teacher considers whether there is an opportunity if this interaction allows in certain topics.

The next step is to engage students in assessing their acquisition of knowledge and skills not found in a single meeting, and this activity requires good judgment skills where someone who will assess must know the ins and outs and aspects they will assess. From what happened in the field, the teacher did not include her students in the listening performance assessment because she was the one who judged the students' skills in listening.

The eighth step is to continue leaning activity by offering opportunities for continued learning through technical assistance or resources. In this case, the teacher advises students to find material appropriate to the given topic which is to encourage students to improve their skills. The final step of the stage is by detailing follow-up activities which require students for using their learning; this step is always fulfilled in every meeting, giving instructions on what students should do after the lesson is over and where they should find the appropriate material and topic.

The writer found that the teacher in MA Al-Ikhlas Ujung is moderately implementing on ELLLO web-based application in listening class. Implementing this supporting media or practicing listening by using this media require the English teacher contribution to make the

learning process running well and under control. Denying additional any unrelated activation needs to anticipate such as the students probably have misunderstanding or misleading and they tend to open other webs or social media. Looking at the situation that school is Islamic boarding school, the students may look for any chances do another thing.

CONCLUSION

Connected with the observation in the classroom for the question number one, the teacher is categorized as moderately implemented ELLLO Web-Based Application as a media in teaching listening. It was found that teacher has good preparation and implementation in teaching listening. By going through the initial considerations of types appropriate to the topic, lesson plans, and needs that are suitable for students, learning ideas are formed for practical and fun activities in the classroom when using ELLLO in teaching listening including material, audio, video and quiz as worksheet to practice to help her in teaching process.

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