

---

## **The use of E-Learning Materials to Increase Students Listening Comprehension III Ability**

**Atni Prawati**

English Study Program, FKIP, Universitas Riau,  
Pekanbaru, 28293, Indonesia  
Email: atni.prawati@lecturer.unri.ac.id

### **1. Introduction**

The use of e-learning materials is crucial to vary the materials, to increase students motivation and interest in learning, so as to increase students learning ability. In the English Study Program, the materials for Listening Comprehension 1 and Listening Comprehension 2 subjects are mostly taken from Listening textbooks with the same form of tasks/exercises. The lack of the material and the tasks variation seems to make the students feel bored. Thus, e-learning materials are considered to become an alternative material to be used since electronic learning basis likely to have some benefits in teaching and learning, especially in the teaching of Listening Comprehension 3 subject. In addition, the University support such as providing internet facilities enable us as the lectures to develop the learning materials using e-learning materials.

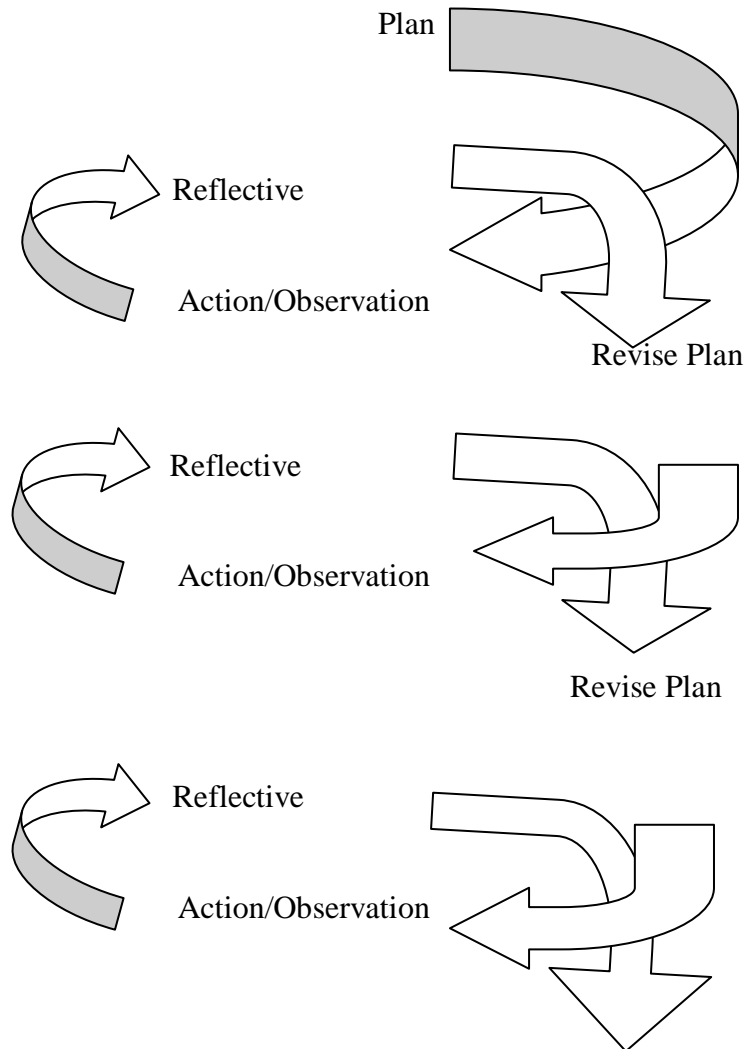
E-learning or using internet technology is a series solution to increase the students' knowledge and skills (Rosenberg 2002). Then, e-learning materials which provided texts with graphics, animation, simulation, audio, video, make these materials more interesting (Purbo 2002). Furthermore, listening materials taken from authentic sources are more motivated since they reveal native real contexts and sounds (Goh 2002). So that, the writer is interested to do a research to overcome the students' problems, especially to increase the students' ability on Listening Comprehension I subject using e-learning materials.

Therefore, the aims of this research is to increase the students' Listening Comprehension 3 ability in English Study Program, FKIP, Riau University using e-learning materials.

### **2. Methodology**

The research is a classroom action research. The research procedure consists of 4 phases or steps, namely: 1. Planning, 2. Acting, 3. Observing, and 4. Reflecting

The research design can be described as follows



( Kemmis and Taggart 1988)

The subject of this research is the third semester students who has taken Listening Comprehension 1 and 2 subjects in 2017/2018 Academic year which consists of 39 students.

The research has been conducted in 2 cycles with 4 meetings each. The data were collected using observation sheet to measure the students' activities during the treatment and Listening test to measure the students' Listening Comprehension ability. Before e-learning materials were applied, a pre-test was conducted while post-test was administered after the treatment (at the end of each cycle). The data were analyzed.....

### **3. Result and Discussion**

#### **3.1 The Result of Pre-Test**

After administering the Pre-test of Listening Comprehension 3, it is found that the result of the pre-test is 53,5. It means that the students' average ability level is 53,5.

#### **3.2 The Result of the Research in Cycle 1**

From the result of observation, it is found that the students activities is 50,4%. Then, the result of post-test is 64,39. It means that the students average ability level is 64,39.

##### **3.2.1 Reflection**

Based on the result of observation, it can be said that the students' activities was still low. It seemed that only half number of the students did the activities of using e-learning materials. The result of post-test 64,3 is also considered low. So, from the result of cycle 1, the students' score for both observation and post-test were not yet satisfied. From these results of analysis, the question arise: Why using e-learning materials in Listening Comprehension III still could not increase the students ability?

As the result of reflection, there are some changes done in cycle 2, namely: still follow the procedures in cycle 1, but more intense guidance for students are needed to make them more active.

#### **3.3 The Result of the Research in Cycle 2**

From the result of observation, it is found that the students activities is 73,3%. Then, the result of post-test is 88,6. It means that the students average ability level is 88,6.

##### **3.2.1 Reflection**

Based on the result of observation, it can be said that the students' activities was in good level. It seemed that most of the students did the activities of using e-learning materials. The result of post-test 88,6 was considered very good. So, from the result of cycle 2, the students' score for both observation and post-test were satisfied.

As the result of reflection in cycle 2 was that there was no need to continue to the next cycle.

#### **3.4 Discussion**

The result of this study done in 2 cycles could answer the research question. In other words, the students Listening Comprehension III ability have significantly increased after e-learning materials used. It can be seen from the result of observation and the result of post-test in the 2 cycles as the followings:

Table 4. 1The Result of Observation in Cycle 1 and 2

No.	Students' Activities	The Result of Observation (%)	
		Cycle 1	Cycle 2
1.	Doing Pre- Listening	25,6	30,5
2.	Doing Whilst- Listening	15,3	22,4
3.	Doing Post- Listening	10,5	35,7
	Average score :	50,4	88,6

Then, from the following table, it can be seen the increase of the score from Pre-test to Post-Test Cycle 1, and Post-Test Cycle 2, where the average score of Cycle 2 was 73,3 bigger than the standard of criterion 70.

Table 4.2 The Result of Post-Test 1 and Post-Test 2

Pre-Test	Post-Test 1	Post-Test 2
$\Sigma$ 1498	$\Sigma$ 1800	$\Sigma$ 2053
Average: 53,50	Average: 64,3	Average: 73,3

#### 4. Conclusion

The result of the research done in two cycles has answered the question of this research. In other words, it can be said that the use of e-learning materials can increase the students Listening Comprehension 3 ability. It can be seen from the result of observation which was increase from 50,4 in cycle 1 to 88,6 in cycle 2. Then, the result of post-test 2 73,3 was bigger than the result of post-test 1 64.3 and pre-test 53,50 and bigger than standard of criterion 70. To sum up, it can be concluded that e-learning materials can be used to increase the students ability in Listening Comprehension 3 subject.

#### Acknowledgement

In this opportunity, I would like to express my deep sense of gratitude to all those people without whom this paper could have never been completed. First and foremost I would like to thank God for my life in wellness.

I would also like to thanks FKIP, Riau University for the research financial support, practical knowledge, guidance and kind supervision.

I would like to extend my gratitude to my beloved family for their inexhaustible source of encouragement and moral support, without which I would have never been able to give in my best.

Their valuable support, guidance and kind supervision have bringing this paper completed.

## References

- Anderson, A., & Lynch, T., 1988, *Listening*, Oxford: Oxford University Press.
- Departemen Pendidikan Nasional, 2005, *Pedoman Penyusunan Usulan dan Laporan Penelitian Tindakan Kelas (Classroom Action Research)*, Jakarta: Dirjen Dikti.
- Goh, Christine C.M., 2002, *Teaching Listening in the Language Classroom*, Singapore: SEAMEO Regional Language Centre.
- Helgesen, M., 2003, *Listening*, In D. Nunan (Ed.), *Practical English Language Teaching*, New York: McGraw-Hill.
- Hornby, AS., 1987, *Advanced Learners Dictionary*, Oxford: University Press.
- Kamarga., 2002, <http://www.asep-hs.web.ugm.ac.id>
- Kemmis, S., and McTaggart, Robin., 1988, *The Action Research Planner*, Victoria: Deakin University Press.
- Kumar, C.Jaya., 2002, <http://www.asep-hs.web.ugm.ac.id>
- Lester, J. D., 1993, *Writing Research Papers: A Complete Guide*, (7<sup>th</sup> ed.), USA: HarperCollins College Publishers.
- Marheon., 1971, *Developing Listening Comprehension*, California: University of California.
- Nunan, D., (Ed.), 2007, *Practical English Language Teaching: Listening*, New York: McGraw-Hill.
- Pimsleur, 1977, *The Psychology of Second Language Learning*, Cambridge: Cambridge University Press.
- Purbo, Onno.W., 2001, <http://www.asep-hs.web.ugm.ac.id>
- Richards, J.C. & R. Schmidt., 2002, *Longman Dictionary of Language Teaching and Applied Linguistics*. In D. Nunan (Ed.) *Practical English Language Teaching: Listening*, New York: McGraw-Hill.
- Rost, M., 2002, *Teaching and Researching Listening*, In D. Nunan (Ed.) *Practical English Language Teaching: Listening*, New York: McGraw-Hill.
- Rubin, J., 1994, A review of second language listening comprehension research, *Modern Language Journal*, 78 (2), 199-221.
- Setiyadi, B. Ag., 2006, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kualitatif dan Kuantitatif*, Yogyakarta: Penerbit Graha Ilmu.
- Underwood, M., 1989, *Teaching Listening*, London: Longman.
- Wikipedia Indonesia, [http://en.wikipedia.org/wiki/Electronic\\_learning](http://en.wikipedia.org/wiki/Electronic_learning).