

# The Effectiveness of Implementation English Listening Lesson Library Online (ELLLO) Application to Improve Students' Listening Skill at MA Mathalibul Huda Mlonggo

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## Abstract

This study investigated the effectiveness of implementation English Listening Lesson Library Online (ELLLO) application in improving students' listening skill at MA Mathalibul Huda Mlonggo. The study applied a one-group-pre-test and post-test experimental design, using population students grade XI at Mathalibul Huda Mlonggo. It used purposive sampling with 30 students from class XI IPS 5 participated as the research sample. Students' listening abilities were assessed before and after the implementation of ELLLO application used worksheets containing multiple-choice questions. The results clearly showed that students got better at listening after using the ELLLO application with their scores improving from before to after the test. The data analysis backed this up, proving that the application really made a difference. It can be seen in statistical analysis that  $t$ -obtained (2.298) was higher than  $t$ -critical (2.045) and significant (0.029) was lower than ( $\alpha < 0.05$ ). The finding demonstrated that the integration of technology-based resources such as ELLLO application can improve listening proficiency and provide more engaging English learning experiences. The study suggests that ELLLO application is one of effectiveness digital tools for supporting English listening and recommends in using this application to face the challenges in English education and to optimize students' language learning outcomes particularly in listening skill.

**Keywords:** digital tools, ELLLO application, english education, listening skill

## 1. INTRODUCTION

Listening skill is one of four English skills along with speaking, reading, writing, and listening that learners need to practice when learning in language. This skill is not less important to be taught in each education level. Likewise in creating effective

communication is needed to have good listening skill to figure out the opposite's message, establishing a strong relationship, and preventing misunderstanding. Regarding that listening skill has a big role in learning activity because it is the main language comprehension and communication. Moreover, listening skill is one of the most crucial skill that should be learnt by foreign learners. It is in line with Latupono & Nikijuluw (2022) that communication won't work well without listening skills, because these skills are essential for the speaker and listener to understand each other and interact effectively. Listening becomes especially important in foreign language classrooms, as it provides crucial information that supports learning and helps improve speaking abilities

As expressed by Gultom et al. (2023) that listening skill is a method to receive language that need information and relate to thinking process. Besides, listening skill helps students to get the context and intonation which is crucial for speaking well. Listening skill is able to facilitate new vocabularies mastery that was found in daily conversation. Meanwhile Karimova M et al. (2020) stated that communication needs more listening activities in general and give some suggestion significantly for second language acquisition. As a supported by Brown (2006) as referenced in Kalsum et al. (2024) that as the key components in language in real time, thereby producing deeper understanding and more meaningful interaction.

However, teaching of listening ability in school frequently face some challenges, whether it is experienced by students or teachers who give effective learning process. As for the main challenge, it is limited time. This limitation is line with statement in research by Karademir & Gorgoz (2019) that interviewed English teachers declared one of challenges in conducting listening activities include time constraint. It is frequently caused listening material in curriculum take short duration, so the teachers find difficulty to manage time for giving effective and efficient learning activities. In another, due to the packed curriculum, they focus too much on skill other listening, such as speaking skill, writing skill, and reading skill.

Then the underlying reason for limitation in technology usage to support learning activities for improving students' listening skill. There are still many teachers' face limitations to use technology and digital resource to improve listening proficiency in a modern and effective way. It is supported by Tesfaye & Hailom (2025) stated that lack of familiarity with digital resources that cause underutilization of potentially powerful aids in the classroom. This challenge was also stated by Gonulal (2022) that there are some common challenges in teaching listening skills, such as students having limited time to practice listening, feeling bored with unengaging materials, and lacking motivation. To address these issues, the ELLLO application is suggested as a useful technological tool. It offers easy access to interesting and interactive listening materials through smartphones or laptops, making listening practice more enjoyable and effective. This example highlights how technology can help overcome traditional obstacles in teaching and support students in improving their listening proficiency in a modern, practical way.

Additionally, accent variations and dialects in English become a challenge in itself for language learners. The students frequently find difficulty to understand conversation in different accent that make them confused and frustrated. This statement is similar with Hamouda (2013) as referenced by (Maslikah et al., 2023) stated that one of complexities in listening skill is accent among pronunciation, speed, and vocabulary which have made

some challenges to EFL teachers to teachers for facilitating their students to face those challenges.

Based on the different challenges described and after researcher conducted an interview, it can be concluded that one of the main issues at MA Mathalibul Huda Mlonggo was the teachers' limited use of technology and digital recourses, students did not have enough opportunities to practice their listening skills because teachers were unaware of and did not understand how to use technology as a learning tool. This limitation inhibited students' ability to develop their listening skills to the greatest extent possible by limiting amount and variety of listening practice they could engage in. Additionally, the situation was made worse by limited access to relevant digital learning resources and suitable technology devices, which made learning less dynamic and interesting for students. As a result, students' potential to become proficient listeners was not fully fulfilled. To make the most of digital tools and give students a more fun and effective way to improve their listening skills, the school needs to enhance teacher preparation programs and encourage the integration of technology into the classroom.

One of solution is integration of technology based resources, English Listening Lesson Library Online (ELLLO) application. This application offers some features, such as audio lists, videos, conversation text-transcription, various exercises, and grade levels which become an interactive media to enhance students' listening skill. As stated by Gökçe (2022) that it is not like conventional education, digital platform in English learning process helps students to be focus toward needs of learning itself. It is also supported by Jabu et al. (2024) that ELLLO website offers a wide range of learning tools including videos, audio recordings, different levels of difficulty, and quizzes. Using this web-based application in teaching helps students practice and improve their listening skills effectively. The platform is backed by a large library containing over 2,000 listening texts, providing plenty of materials to support learners at various stages. Thus, the students require a media that can be used to meet learning demands and media to further enhance their listening skill anytime and anywhere.

By utilizing ELLLO application, the teacher can provide an access students with variety of listening materials that show different accents and dialects, thereby students tackle the challenged of understanding various ways people speak. Hadi et al., (2021) stated that on the ELLLO application, students can easily select listening materials by choosing their preferred level, topic, and the speaker's country using the menu options on the left side of the screen. This personalized approach helps them improve their listening skills by focusing on content that matches their interests and comprehension level, making listening practice more engaging and effective. Another statement is Students have the chance to listen to everyday conversations with people from different countries around the world. Exploring English Listening Lesson Library Online (ELLLO) application as recourse of alternative technology based at MA Mathalibul Huda Mlonggo presents significant research opportunity.

By addressing challenges of listening skill in learning process, this research aimed to provide valuable experience into effectiveness of ELLLO application in improving students' listening skill. Moreover, the findings of this study can be a helpful guide for teachers as they incorporate technology into English language teaching activities in the classroom, thereby creating more engaging and effective learning environment.

## 2. LITERATURE REVIEW

When it comes to learning English, especially improving listening skills, using digital tools and interactive resources has become really important (Ahmed Soliman & Aladini, 2025). Studies have found that traditional listening lessons often struggle with problems like not exposing students to different accents enough, having boring materials, and not giving students enough chances to practice a lot. That's why digital platforms that provide a wide variety of easy-to-access listening materials are needed to help overcome these challenges Fitria (2021).

One popular platform that stands out is the ELLLO application. It provides learners with a rich variety of authentic listening materials through audio and video recordings featuring speakers from all over the world, showcasing different accents and dialects Ikhsan (2021). Using this app, students get to practice listening to real-life, everyday conversations in interesting and meaningful settings, which helps them get ready for actual communication outside the classroom. Additionally, ELLLO includes helpful interactive tools like transcripts, quizzes, and vocabulary exercises that make learning more engaging and encourage active participation. This mix of features not only broadens learners' listening exposure but also keeps them motivated and supports consistent practice on their own time (Ramdhon & Saragih, 2022).

The research conducted by (Cruz, 2023), (Azzahra, 2022), and (Kalsum et al., 2024) the goal was to help students boost their listening skills while learning English as a foreign language. Recognizing that listening often receives less emphasize than other language skills and lack of motivation. The study utilized the interactive platform ELLLO, which provides diverse audio content, level grades, and immediate feedback. Grounded in Communicative Language Teaching (CLT), the research used quantitative, quasi-experimental design involving two classes as samples, they were an experimental class and a control class. It was found that significant gains in listening comprehension and increased student motivation, supporting the effectiveness of technology based resources such as ELLLO application in improving listening proficiency among English learners. The results demonstrated that the use of ELLLO led to significant improvements in students' listening skills. Post-test results indicated measurable gains inn listening comprehension. And students reported increased motivation and engagement.

The study conducted by (Hadi et al., 2021) addressed the challenge of teaching listening skills Indonesian EFL contexts, which listening is often difficult to master due to its complexity and limited engaging teaching medias. This study focused on exploring how using the ELLLO application could help students improve their listening skills, and how this tool impacted their progress in becoming better listeners. The population consisted of EFL students and the study was based on theories highlighting listening as an active and complex skill and the benefits of integrating technology in language learning. Employing a pre-experimental quantitative design. The researchers gathered information by giving students a test before and after using the ELLLO application to see how it affected their listening skills. This implementation involved incorporating ELLLO's authentic audio materials and interactive exercises into classroom lessons using multimedia tools. The study concluded that ELLLO application effectively enhances listening skills and student motivation, suggesting that teachers should utilize such digital resources to improve the quality and engagement of listening instruction.

The study by (Indriani et al., 2024) The study looked into how a vocational high school teacher at SKMN 3 Tenggara used the English Listening Lesson Library Online (ELLLO) app as a tool to support teaching English listening skills. The teacher was inspired by the growing significance of listening skills and demand for real, interesting online materials for language learning. Theories of listening as an active, complicated process (Bacon, 1989; Brown, 2004), the use of media to improve language acquisition, and the incorporation of technology into the classroom observations were used to gather data for a qualitative case study. The data was interpreted using thematic analysis, which concentrated on the teacher's views, student responses, and the usage of ELLLO application elements such News Center, Mixer, Idioms, Grammar, and One Minute English. The implication of the study suggests that ELLLO application effectively bridges the needs of teachers and students by providing comprehensive listening materials and supporting language development, but further improvements and the integration of additional media are recommended for even more effective English instruction in vocational settings.

The next research by (Ningsih et al., 2022) The study explored how effective using Listening Logs through WhatsApp is compared to using ELLLO materials for improving students' listening skills. in improving first-year students' listening comprehension as PGSD Islamic Riau University during online learning. Using a quantitative comparative design with pre-test and post-test on two student groups, the findings showed both methods significantly improved listening skills, but the WhatsApp Listening Logs group achieved higher scores. The study suggests that reflective listening activities through accessible platforms such as WhatsApp can work better at boosting listening comprehension in online learning settings.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The study followed a simple experimental approach, testing one group's listening skills pre-test and post-test to investigate effectiveness of implementation ELLLO application toward students' listening skill at MA Mathalibul Huda Mlonggo. The researcher collected data used instrument consisted of pre-test and post-test worksheets. Regarding procedure of this study was started by giving a worksheets as pre-test to measure students' listening skill in surface. Afterward, students were given treatment in the form of using ELLLO application which was implemented a certain period with specific listening activities to improve their ability. Then, the last worksheets as post-test was given to students for measuring their listening skill after giving treatment. To understand what happened, we compared the scores from the pre-test and post-test, researcher used special statistical tools, specifically a paired t-test with SPSS, to figure out if the changes we saw were real and meaningful, or just by chance.

#### **3.2. Participants of the Study**

The study's population was students at MA Mathalibul Huda Mlonggo and sample was consisted of 30 students in grade XI IPS 5. This research used purposive sampling because this class has great enthusiasm in learning process.



### 3.3. Instruments

These pre-test and post-test worksheets created to measure students' listening abilities both before and after the ELLLO application treatment served as the research tool. The worksheets included 30 to 35 multiple-choice questions designed to evaluate different aspects of the students' listening skills. To determine beginning listening abilities, students filled out a post-test worksheet to determine how significantly their listening skills had improved after the treatment. Because class XI IPS 5 at MA Mathalibul Huda Mlonggo is regarded as one of the great classes. The students I this class were specifically chosen to use this instrument. This study aimed to discover if using the ELLLO app really helped students improve their listening skills by carefully analyzing the results from tests taken before and after using the application.

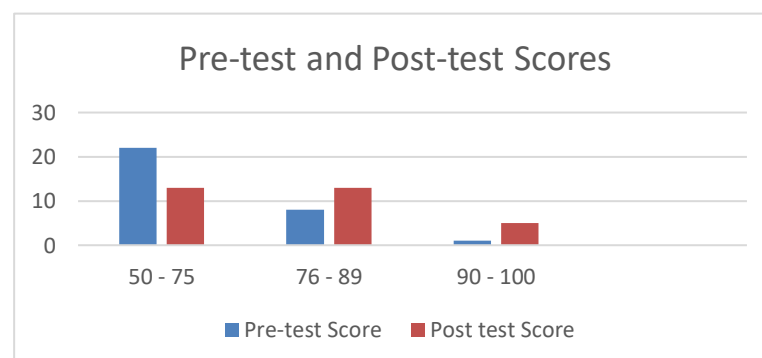
### 3.4. Data Analysis Techniques

In this study, pre-test and post-test scores were analyzed to acquire the data to determine effectiveness of using ELLLO application on their listening skill. After gathering the results of these tests, the data was checked for normality to make sure it complied with requirements for parametric analysis, to determine if there was a significant difference between the pre-test and post-test scores, a paired t-test was performed using SPSS software. The test results showed a significant improvement in students' listening ability through ELLLO application. This findings showed a significance difference, it concluded that this research used ELLLO application had positive affect in improving students' listening skill.

## 4. RESULTS

Based on the tests which were conducted by researcher to find improvement of students' listening skill using ELLLO application, there was significant improvement that can be seen from pre-test and post-test scores. The data of these tests as following:

**Table 1:** Pre-test and post-test score



As illustrated in table above that 22 students achieved score between 50 to 75, 8 students achieved score between 76 to 89, and one student achieved score 90. On this pre-test got at average score 72.7. While on post-test, 13 students achieved between 50 to 75, 13 students achieved score between 76 to 89, and five students achieved score 90 to 100. On this post-test got at average score 76.56. it can concluded that improvement in students' listening test scores were available.

It was shown amount of students that got score 50 to 75 decreased and range score between 76 to 89 and 90 to 100 as well.

## 5. DISCUSSION

Researcher obtained the data by conducting several tests, pre-test and post-test to students grade XI IPS 5 to find out effectiveness of using ELLLO application to improve students' listening ability. The researcher interpreted result that has been calculated, there was significant improvement toward students' listening scores after they used ELLLO application in several meetings. The results of this study are in agreements with previous findings which showed positive impact that utilizing ELLLO application was able to improve students listening skill. It was proved that their mean scores in post-test showed an improvements obviously. Afterward, statistical analysis was used to analyze the data, such as t-test and paired samples test using SPSS application as following:

**Table 2:** Paired sample statistic

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest listening skill	72.7000	30	8.47369	1.54708
	posttest listening skill	76.5667	30	10.62425	1.93971

The table above revealed descriptive statistic of pre-test and post-test scores. 30 students was as sample of this study who are presented to N with mean of pre-test was 72.7 and post-test was 76.56. Standard deviation showed heterogenic error mean demonstrated 1.54 before utilizing ELLLO application and 1.93 after utilizing ELLLO application.

This study focused on using the ELLLO application to help students improve their listening skills. It involved analyzing their progress by comparing test results before and after using the app, applying statistical methods to confirm the effectiveness of this approach. In the first session, researcher conducted pre-test to examine students' listening skill in surface without any treatment. The next session, researcher conducted treatment by utilizing ELLLO application in several meetings. For the last session, researcher conducted post-test to discern their last scores.

As shown the table above, there was a clear difference between the scores before and after the study. The average pre-test score was 72.7, ranging from 54 to 90, while the average post-test score increased to 76.56, with scores between 55 and 99. Overall, the mean pre-test score was about 73, compared to a mean post-test score of 77, showing obvious improvement in students' listening abilities. It is concluded that pre-test and post-test score were increased. Furthermore, based on the statistical estimate above, it was evident that there was a significant difference in average score from the consequence of teaching listening skills using the ELLLO application and without using ELLLO application.

**Table 3: Paired sample test**

		Paired Samples Test			95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	pretest listening skill - posttest listening skill	-3.86667	9.21668	1.68273	-7.30823

		Paired Samples Test			
		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	t	df	Sig. (2-tailed)
Pair 1	pretest listening skill - posttest listening skill	-.42510	-2.298	29	.029

It revealed that there was score enhancement after conducting treatment by using ELLLO application to students grade XI IPS 5. It was illustrated in the table above, which revealed a significant different. The average score was 7.30 and upper interval was 0.42, result of t-test was 2.29, degree of freedom (df) was 29, and significant was 0.029 (that  $\alpha < 0.05$ ). It means that the difference was significant and it also proved that  $H_0$  was rejected and  $H_1$  was accepted. It showed that ELLLO application has positive impact to improve students' listening skill.

Based on the paired samples t-test, the average pre-test score was 72.7, while the post-test average rose to 76.56, showing an increase of about 3.87 points. This means that students performed better on the post-test compared to the pre-test. In addition, t-obtained was 2.298 with degree of freedom (df) was 29 which was calculated as the sample (N) minus one, and level of significance was 0.029 that lower than ( $\alpha = 0.05$ ). It can be determined that t-critical was 2.045. The alternative hypothesis ( $H_1$ ) was supported, meaning there was a real effect, while the null hypothesis ( $H_0$ ) was rejected. Students' listening skills scores before and after using the ELLLO application differed significantly. Statistical analysis showed that t-obtained 2.298 was much higher than t-critical 2.045 with significance 0.29 which is below  $\alpha < 0.05$ . In other words,  $H_1$  was approved and  $H_0$  was refused. Thus, the ELLLO application can help the students become better listeners significantly at MA Mathalibul Huda Mlonggo.

## 6. CONCLUSION

The average score of pre-test was 72.7, while post-test score was 76.5. It suggests that the pre-test and post-test variances were different. Furthermore, statistical analysis revealed an obvious difference between the average pre-test score before using ELLLO application and average of post-test score after using ELLLO

This study indicated that using ELLLO application is more effective to train students' listening skill than using conventional method. After the students used ELLLO application, their score in listening skill improved significantly. It was different while they only using audio. Additionally, using ELLLO application for improving listening skill which



is recommended for the teachers to apply this application in English learning especially in listening skill. It also aims to encourage students to participate active and enjoy themselves during the learning process.

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