Journal of Creative Practices in Language Learning and Teaching (CPLT)
Volume 9, Number 1, 2021

EFFECTIVENESS OF USING LISTENING MEDIA SOFTWARE (LMS) IN TEACHING LISTENING IN EFL IN INDONESIA

Pegiawan Basopi
pegiawanbasopi@gmail.com
Faculty of Teacher Training and Education
Ahmad Dahlan University, Indonesia

Roslina Abdul Aziz
leenaziz@uitm.edu.my
Akademi Pengajian Bahasa
Universiti Teknologi MARA Cawangan Pahang, Malaysia

Akmal
akmal@mpbi.uad.ac.id
Faculty of Teacher Training and Education
Ahmad Dahlan University, Indonesia

ABSTRACT

The study seeks (1) to examine the effectiveness of using Listening Media Software (LMS) in improving different listening skills tested in the National Examination Listening Test (NELT) among third-grade students from a private senior high school in Indonesia and (2) to determine the effectiveness of LMS in improving the students' overall listening comprehension. The study adopted a quasi-experimental design, involving 64 third-grade students of Madrasah Aliyah Muhammadiyah Al-Furqon Tasikmalaya, Indonesia, who were divided equally into a control group and an experimental group. Data were collected by means of a pre-test and a post-test. The results of the analysis indicate that the experimental group performed significantly better than the control group in different sections of the National Examination Listening Test (NELT). Paired sample *t*-test of the means of the pre-test and post-test scores of the experimental group, obtained a *p* value of α=0.000, thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The study concludes that the use of LMS was effective in improving students' overall listening comprehension of the third-grade students involved in this study.

Keywords: ESL, EFL, LMS, listening comprehension, listening media software, listening strategies.

INTRODUCTION

Listening is regarded as a vital skill in language acquisition as it provides input for the learners, without which learning cannot begin (Rost, 2002). It holds the key to language acquisition (Krashen, 1982). According to Krashen (1982), language acquisition can be facilitated by comprehension-before-production approach, which emphasises on the importance of providing adequate comprehensible input to language learners. Through listening, language learners process linguistic information, which is essential in producing language (Brown, 2001) and the mastery of listening comprehension is considered the first step towards fully acquiring a target language (Ziafar & Namaziandost, 2019).

Rost (1994) presented language professionals three important reasons for emphasizing listening: (i) spoken language presents learners with a platform for communication, since it is fundamental in communicating, (ii) authentic spoken language affords learner the challenge they need to comprehend language as it is being used by the native speaker, and (iii) listening exercises help draw learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (in Nunan 1999, p. 200). Gilakjani and Ahmadi (2011) added that from the total time spent communicating, 40-50% involves listening; talking 25-30%; reading 11-16%: and writing about 9%. Like the other three language skills, listening is crucial to learning, students who listen well will be able to follow directions, and complete activities, students cannot learn effectively if they cannot listen to and follow directions.

Despite its importance to the second language learners, to comprehend what is listened to is a difficult task. While listening, learners have to simultaneously understand the speaker's accent or pronunciation, his grammar, vocabulary and grasp his meanings and this proves a challenging feat to learners worldwide and EFL learners in Indonesia included. Numerous studies have highlighted the difficulties EFL learners in Indonesia experienced in listening (see Agustiana, 2019; Nurhidayah & Rinda, 2019; Saraswaty, 2018). Based on the personal observations of the first researcher, students from the third grade listening classes in Madrasah Aliyah Muhammadiyah Al-Furqon Tasikmalaya, Indonesia face difficulty in understanding inferential meaning of the spoken text, responding appropriately to conversation, and matching monologues to appropriate visuals. They were also struggling with the speed of the audio texts and found the listening materials uninteresting. The researchers also noted that less focus was given on the teaching of listening compared to other language skills (i.e. speaking, reading and writing). This is reflected in the teaching method employed in teaching listening, which involved mostly listening practice using previous National Examination Listening Test (NELT)[1] papers, leaving students feeling bored and unmotivated.

In the effort to improve learners' listening comprehension, the researchers utilised Listening Media Software (LMS); an interactive platform designed for development of listening materials (Robianto, 2013), to teach listening comprehension to EFL learners in this study. This is motivated by the empirical evidence of the effectiveness of multimedia tools and technology in

[1] NELT is the listening component of National Examination (NE), which is a national examination for elementary school, junior high school, and senior high school-grade in Indonesia. It aims to assess the achievement of students' competencies nationally in certain subjects in the science and technology subject groups (Notodiputro, 2012)

improving listening skills (e.g., Sejdiu, 2017; Ampa, 2015; Rahmat, 2018). The objectives of the study were (i) to determine the effectiveness of LMS in improving different listening skills tested in the NELT and (ii) to determine the students' overall listening comprehension. This paper reports the findings and discusses the effectiveness of using LMS in improving students' listening skills.

LITERATURE REVIEW

The Listening Process

In order to communicate adequately it is important for a listener to understand what a speaker says. Rost (2002) stressed that listening is accepting what is actually said by the speaker, which involves capturing what is said, getting the idea, disassembling the content, and accepting the transfer of pictures, thoughts, beliefs, attitudes, and emotions from the speaker. While, understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. The listening comprehension process is a combination of (roughly) four sub-processes: hearing, categorization of sounds, word recognition and comprehension (Ellis, 2000). Listening competence draws on both linguistic knowledge (lexical knowledge and knowledge of the rule system of the language) and non-linguistic knowledge (e.g. knowledge of the word) (Ellis, 2000). Figure.1 below recapitulates the different sub-processes of the listening comprehension process.

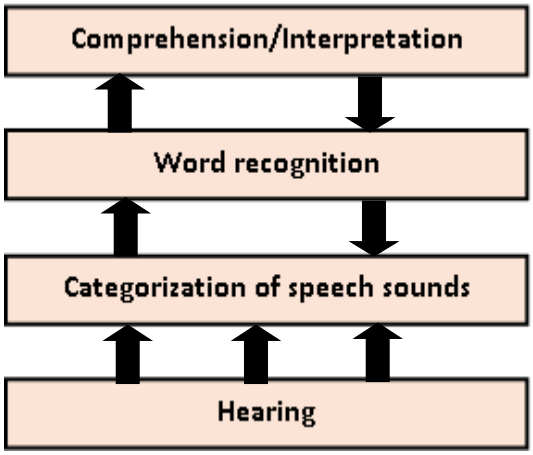

Figure 1. Listening comprehension process

Challenges in Listening

Listening comprehension in the ESL/EFL context is commonly associated with the challenges faced by the learners and this section reviews some of the challenges as reported and discussed in recent studies.

First on the list of challenges is speaker accent (see Arabani et al., 2019; Hamouda, 2013; Namaziandost et al., 2019; Zhiying, 2018). Studies exploring the effects of different accents on text comprehensibility (e.g. Arabani et al., 2019; Namaziandost et al., 2019; Zhiying, 2018) found accent familiarity to be an important determinant to listening comprehension. Zhiying (2018) in investigating the effects of British, Australian, and Indian accents on L2 listening comprehension found that comprehension was influenced by how familiar learners are with a speaker's accent. Namaziandost et al. (2019) in their investigation on the effects of native versus non-native accent on listening comprehension found that the accent of native speakers prohibited the proper understanding of the listening content, while Arabani et al. (2019), found that using non-native or teacher accent materials was more effective in enhancing learners' listening comprehension.

Speech rate is also a major impediment to listening comprehension (see Hamouda, 2013; Duong & Chau, 2018; Goh, 2000; Namaziandost et al., 2019). Namaziandost et al. (2019) for instance reported that learners struggle to comprehend texts delivered in a speed considered by the learners as fast. The problem is further heightened if there are no pauses to allow for information to be digested. Duong and Chau (2018) in their investigation of the listening comprehension problems faced by learners in Vietnam listed speech delivery rate as one of the major problems learners face when listening in English. Chang (2018), who examined how speech rate affects second language listening comprehension, stressed that listening comprehension tends to be improved by pauses.

Another challenge reported by previous studies concerns the lack of understanding of the vocabulary due to how words were pronounced. Hamouda (2013) reported that other than struggling to comprehend unfamiliar or new words, learners also face difficulties recognising familiar words in a stream of speech, which could be a result of the speaker speech rate and more importantly the manner in which the words are pronounced. Namaziandost et al. (2019) and Yaseen and Nimehchisalem (2016) for instance highlighted this problem in their investigation involving L2 learners in Iran.

The findings of these studies highlight the challenges related to the listening input that learners receive. According to these studies, speaker accent, speech rate and lack of understanding of vocabulary are considered as some of the most common and problematic aspects of L2 listening. Unfortunately, there is a myriad of other challenges like listening content, context and process, and many other internal and external factors that could equally contribute to the success and failure of L2 listening.

Listening Media Software (LMS)

This section provides a brief description of LMS as a guide for teachers who are interested in utilising the software in preparing their listening materials. The software was developed by Robianto (2013) and is free for download at http://www.robiteacher.net/.2016/06/listening-media.html?m=0. Figure 2 below displays the interface of the software with each point accordingly numbered. The description is sequenced according to the numbers.

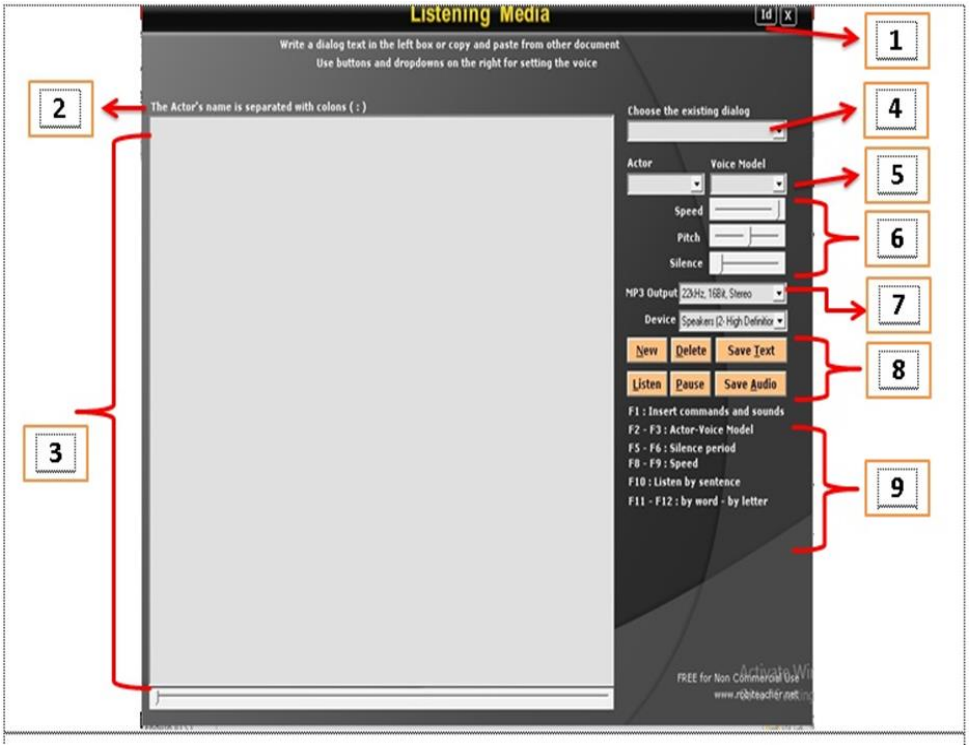

Figure 2. Listening Media Software interface

Point 1 shows the language selection for the interface. This application provides two language options: English and Indonesian. The term 'Id' stands for Indonesian and 'En' stands for English. Teachers can click this box to change the language option.

Point 2 displays the instruction "The actor's name is separated with the colon (:)", which indicates that a colon (:) is required between the actor's name and the text for example "David: go away". In this example, David becomes the speaker of the dialogue, and he says, "go away". If teachers do not separate the actor's name and the text with the colon, the actor's name will be a part of the text instead as in "David go away".

Point 3 displays the text box (or the blank box), where the teachers can type the text script on. Teachers have the option to either type the text directly on the text box or copy-paste from other places in the computer or laptop.

Point 4 is the search box. Here teachers can see a sentence, "Choose the existing dialogue". There are nine sample dialogues provided by the founder. Teachers can use these samples or create their own dialogues. Teachers can also store/save texts they prepared. Unfortunately, the application can only save nine files at a time, thus, existing files need to be deleted before adding new ones.

Point 5 consists of two columns: 'speaker' and 'voice-model'. In the 'speaker' column, the teacher is able to choose the speaker. The names are as stated in the blank box (Point 3). Teachers

can simply choose a name from the list and select the voice model for each speaker. There are seven voice models available in the application. They are three male voices; David, Eric, and Joe, and four female voices; Hazel, Jennifer, Kimberly and Zira. Teachers are free to choose and use the voices as they seem fit.

Point 6 is divided into three parts: 'speed', 'pitch' and 'silence'. The first column is 'speed'. Teachers can control the speed of the audio using the speed column. The speed ranges from 0 to -10; the lower the level, the slower the speed will be. The second column is the 'pitch'. The column is used to manage the pitch of the sound. The pitch ranges from -10 until 10. The bigger the number chosen the more clearly the sound produced. Teachers can use the 'silence' column to manage the silence time or pause between the first speaker to the next speaker. The higher silence number chosen the longer pause time produced.

Point 7 is the 'MP3 audio output'. The MP3 audio output consists of thirty-six choices of quality and capacity. The frequency capacity starts from 8 KHz, 8 Bit, mono until 48 KHz, 16 Bit, stereo. The next part, Point 8, consists of six buttons; 'new', 'delete', 'save text', 'listen', 'pause' and 'save audio'. The 'new' button is used to create a new text or dialogue. The 'delete' button can be used to delete a text. The teacher can save the new dialogue by clicking the 'save text' button. The next button is 'listen', where teachers can listen to a text or an audio stored in the application. To pause the audio, teachers can click the 'pause' button. The last 'save audio' button can be used to convert the text into an audio in mp3 format. This audio file can be saved on another platform on the computer.

Point 9 is the direction to control the audio produced by using the keyboard buttons (F1-F12) on the computer or laptop. Teachers can insert commands, such as: listen twice, end listening and silence, and sounds, such as train station, knock the door, bird and telephone rings, to the audio by pressing button F1 on the keyboard. To decide who the speakers are, teachers can press F2. One thing that the teacher should remember is to put colon (:) between the speaker's name and the text. In order to select the voice model for each speaker, teachers can press F3. F5 button is used to shorten the silence period of the audio between one sentence to the next. In order to lengthen the silence period, teachers can press F6. Pressing F8 is another way to control the speed of the audio. Pressing F8 once means to lower the speed a level, twice lower the speed two levels and so forth. F9 can be used to increase the speed of the audio. Teachers can manage the audio by playing it sentence by sentence by pressing button F10, or F11 to listen by word, or F12 to listen by letter.

METHODOLOGY

Research Design

The study adopted a quasi-experimental design with an experimental and a control group that were not randomly selected (Creswell, 2012). There were only two groups of third grade classes in the target school and they were naturally grouped into two classes. Since the study was conducted during normal school hours, the researcher was not permitted to reshuffle the classes for fear that would disrupt the lessons for other subjects and the teaching schedule of the teachers teaching both

groups. Therefore, the researcher had to proceed with the existing class arrangement. A pre-test and post-test were administered to both the control and experimental groups, but only the experimental group was given the LMS treatment. There were altogether six (6) interventions conducted before the post-test was administered.

Hypothesis

According to Creswell (2012), hypotheses are predictions formulated by a researcher about the anticipated relationships among variables. A hypothesis is divided into two categories: null (H0) and alternative hypotheses (H1). H0 reflects no effect between the outcome of an experimental and control group, while H1 would reflect the opposite result of the H0 (Hatch & Farhady, 1982). The hypotheses of this study are as follows:

> H_o=, the use of Listening Media Software (LMS) does not improve the students' listening skills.
> H_1= the use of Listening Media Software (LMS) improves the students' listening skills.

Sample

Purposive sampling was used for the study. The study involved two groups of third grade students from the Madrasah Aliyah Muhammadiyah Al-Furqon, Tasikmalaya (12 IPA-1 and 12 IPA-2). Each class consists of 32 students. 12 IPA-2 was assigned as the control group, while 12 IPA-1 was assigned as the experimental group. A pre-test and a post-test were administered to both groups. During the experimental process, the experimental group was given six (6) treatments.

Data Analysis

The data went through descriptive as well as inferential analyses. The descriptive statistics were applied to obtain the mean and the standard deviation of the test scores. In determining the statistical significance of the use of the LMS on the students' listening skills, a paired sample t-test was administered to pre-test and post-test scores of both groups. SPSS 23 was used to compute and analyse the test scores.

FINDINGS AND DISCUSSION

Pre-test Results

As of any classic experimental design study, both control and experimental groups were initially tested. The students were tested using the National Examination Listening Test Paper (NELT) 2016/2017. Table 1 below summarises the results:

Table 1
Pre-test results of control and experimental groups

	N	Mean	Median	Mode	Std. Deviation	Min	Max
Control Group	32	50.53	46.00	40	9.785	40	73
Experimental Group	32	53.47	53.00	60	13.078	33	86

Table 1 shows that both groups obtained almost similar mean scores for the pre-test; the experimental group obtained a mean score of 53.47, while the control group scored a mean of 50.53. The results indicate that students from both groups possessed almost similar level of listening comprehension prior to the treatment.

Effectiveness of LMS on Separate Listening Skills

The NELT consists of four parts. Each part tests different listening skills (refer to Appendix 1 for the blueprint of the Indonesia National Examination Listening Test-NELT). In determining the effectiveness of LMS in improving the different listening skills tested in the NELT, descriptive statistics were applied to the post-test scores for both groups and the results are summarised in Table 2 below:

Table 2
Post-test results according to parts

	Control Group					Experimental Group				
	N	Mean	Median	Mode	SD	N	Mean	Median	Mode	SD
Part 1	32	47.66	50.00	50	27.940	32	62.50	50.00	50	21.061
Part 2	32	48.63	33.00	33	30.474	32	77.84	83.00	100	25.050
Part 3	32	41.41	50.00	50	13.633	32	75.78	75.00	75	17.372
Part 4	32	47.66	50.00	50	21.402	32	73.44	75.00	75	21.940

As can be seen in Table 2 the mean scores obtained by the control group for each part are comparatively low. Part 1 recorded the mean of 47.66 followed by 48.63, 41.41, and 47.66 for part 2, 3 and 4 respectively. Based on the mean scores, students in the control group seem to face difficulties with all the listening skills tested in the NELT, namely in determining the general or implicit/implied information from interpersonal/transactional conversations, providing the correct

response from interpersonal/transactional conversations, and matching the appropriate picture based on information in the text, the general information (implicitly or explicitly) from monologues.

As for the experimental group, they appear to score comparatively high means for all the parts with 62.50, 77.84, 75.78 and 73.44 for part 1, 2, 3 and 4 respectively. Part 1 recorded the lowest mean indicating that the experimental group may face some difficulties in determining general or implicit/implied information from interpersonal/transactional conversations but appear to do well in the other sections of the test.

The post-test scores in Table 2 above clearly indicate that the experimental group has positively benefited from the use of LMS and has a better grasp of the different listening skills tested in each section of the NELT.

Effectiveness of LMS on Overall Listening Comprehension.

In establishing the impact of LMS on students' overall listening comprehension, a paired sample t-test was administered, and the results are summarised in Table 3 below:

Table 3
Results of paired sample t-test

		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 experimental group	18.375	14.153	2.5.2	23.478	13.272	7.344	31	.000
Pair 2	Pre-test-post-test control group	4.719	16.131	2.852	1.097	10.535	1.655	31	.108

As presented in Table 3, the control group recorded a p-value of α=0.108, which is higher than α=0.05 to be considered statistically significant. As expected, a significant p-value of α=0.00 was recorded for the experimental group, which clearly indicates a positive and significant effect of LMS on the students' overall listening comprehension. This result also means that the null

hypothesis of the study is rejected. The study concludes that LMS does help to improve the students' listening skills.

LMS provides a platform for teachers to address several problems that ESL/EFL students may face with listening especially in terms of the speed of the audio and the speaker's accent. Past studies (e.g., Arabani et al., 2019; Duong & Chau, 2018; Goh, 2000; Namaziandost et al., 2019; Zhiying, 2018) listed speaker speed and accent as two of the major determinants to listening comprehension. The special features available in the LMS application enable the teacher to customise the listening texts and activities designed for the interventions to suit the target group of students. The software provides options to control the speed of the text, as well as allows users to set the number of times a text can be repeated. The speed can be adjusted within the range of 0 to -10. Teachers can choose to adjust the speed level to suit the level of students' listening proficiency and the audio can be repeated as many times as required by using the keyword 'Listen=2' at the beginning line of the text and 'End' at the end of the line (Robianto, 2013). Options are also available for choosing the accent of the speaker/narrator as the application has voice models who are native speakers of English, as well as models speaking with an Indonesian accent.

Teachers can also use the LMS platform to expose students to and train them on a variety of text types (i.e., descriptive text, news item, exposition text, etc.) that are presented in various formats (i.e. conversation, talks, announcement, etc.). The training would enable students to be familiar with Part 3 of the NELT, which requires students to identify the key information in the descriptive texts and match the information to the correct visuals. A descriptive text has the social function of describing the characteristics of a thing, person or place (Larson, 1984). LMS enables a teacher to add descriptive texts in the 'big blank box' feature in the software. In this study the LMS platform was used to train the experimental group to comprehend descriptive texts and identify the key characteristics of the description.

CONCLUSION

Two major findings can be drawn from the study. The first concerns the effects of LMS on the different listening skills tested in the NELT. The study concludes that using LMS has improved the students' ability to answer the different parts of the test. Each part tests specific listening skills and the students' ability to score good marks for each part indicates that the use of LMS was to an extent effective in helping the students improve their performance in the specific listening skills tested in the NELT as attested by the experimental group's post-test scores.

The study also concludes that the use of LMS is effective in improving the students' overall listening comprehension based on the significance p value of α=0.000 recorded for the paired sample t-test of the pre- and post-test scores of the experimental group. The figure also means that the null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted. Therefore, the hypothesis that states, "The use of Listening Media Software (LMS) improves the students' listening skills." is accepted.

Several pedagogical implications can be drawn from the study. Firstly, language teachers

can use the findings of this study as a basis in deciding a suitable software to adopt in designing their listening materials. Obviously, there are other listening software or applications available in the World Wide Web (e.g., Buusu, Tandem, Ello.org etc.), but not many provide the platform for teachers to design their own materials to suit the levels of proficiency and requirements of their learners. LMS was designed to fulfil these needs, hence, most suitable for EFL/ESL teachers who are in search of a platform that allows for maximum freedom of text choices and listening activities.

Secondly, teachers can draw upon the findings of the study in developing their own listening software or application. The findings reveal specific listening skills that the control group students found most challenging; hence teachers can focus on these areas in order to address the students' difficulties. The information obtained on the features available of LMS from this study can also be useful to teachers in deciding the features to include or exclude in their own software or application. Despite its usefulness, LMS offers limited data saving capacity; teachers can only store a maximum of nine audio texts at a time. Any future design must address this issue and allow for more audio texts to be stored in the software platform or allow for audios to be imported and exported to other external media.

REFERENCES [APA styles]

Ampa, A. T. (2015). The implementation of interactive multimedia learning materials in teaching listening skills. *English Language Teaching, 8*(12), 56-62.

Agustiana, V. (2019). Listening anxiety among Indonesian EFL students. *Indonesian EFL Journal 5*(1),13-25. doi: 10.25134/ieflj.v5i1.1607.

Arabani, A. S., Fathi, J., & Somehsaraei, R. B. (2019). The effect of use of native-accent and non-native accent materials on the Iranian EFL Learners' Listening Comprehension: An EIL perspective. *International Journal of Research in English Education, 4*(3), 42-54.

Chang, A.C–S. (2018). *Speech rate in second language listening. The TESOL Encyclopedia of English Language Teaching*. Edison, NJ: John Wiley & Son.

Creswell, J. W. (2012). *Educational research: Planning conducting and evaluating quantitative and qualitative research.* Boston: Pearson Education, Inc.

Duong, T. M., & Chau, N. T. (2019). English listening comprehension problems perceived by English majors. In T. T. Dang (Eds.), *Proceedings of International Conference on Language Teaching and Learning Today 2019: Autonomy and Motivation for Language Learning in the Interconnected World* (pp. 209-222), Ho Chi Minh City: Vietnam National University-Ho Chi Minh City Press.

Ellis, R. (2000). *The study of second language acquisition*. Oxford: Oxford University Press.

Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research, 2*(5), 977–988. doi.: 10.4304/jltr.2.5.977-988

Goh, C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System, 28*(1), 55-75.

Hatch, E. M., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Cambridge: Newbury House Publisher.

Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic Research in Progressive Education and Development, 2*(2), 113-155.

Krashen, S. (1982). *Principles and practices in second language acquisition*. Oxford: Pergamon Press.

Larson, M. L. (1984). *Meaning-based translation: A guide to cross-language equivalence*. Lanham, MD:

University Press of America.

Namaziandost, E., Leila Neisi, L., Mahdavirad, F., & Nasri, M. (2019). The relationship between listening comprehension problems and strategy usage among advance EFL learners. *Cogent Psychology, 6*(1), 1691338. doi: 10.1080/23311908.2019.1691338.

Notodiputro, K. A. (2012). *Ujian Nasional: Sarana untuk membangun karakter bangsa*. Jakarta: Kementrian Pendidikan dan Kebudayaan.

Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle and Heinle Publishers.

Nurhidayah Sari & Rinda Fithriyana. (2019). Exploring EFL students' problems in listening comprehension. *Journal of English Education Society, 4*(1), 47-52. doi: 10.21070/jees.v4i1.1722.

Rahmat, A. Y. (2018). The effect of using educational multimedia in dictation on students' listening comprehension at MA Darul Hikmah Pekanbaru. *Journal of English for Academic, 5*(1), 1-19. https://doi.org/10.25299/jshmic.201

Rita Johan, & Johan Harlan. (2014). Education nowadays. *International Journal of Educational Science and Research, 4*(5), 51–56.

Robianto (2013). *Listening Media Sofware*. Retrieved on June 03, 2019. Retrieved from http://www.robiteacher.net/2016/06/listening-media.html

Rost, M. (1994). On-line summaries as representations of lecture understanding. In Flowerdew, J. (Ed). *Academic listening. Research perspectives* (pp. 93-127). Cambridge: CUP.

Rost, M. (2002). *Teaching and researching listening*. London: Longman

Salmiaty, T. (2016). Human capital competitiveness in Asean Economic Community (AEC): The role of regulation and supervision, Indonesia experiences. *IOSR Journal of Business and Management,18*(10), 1-7. Retrieved from http://www.iosrjournals.org

Saraswaty, D.R. (2018). Learners' difficulties and strategies in listening comprehension. *English Community Journal, 2*(1), 139–152. Retrieved from http://jurnal.um-palembang.ac.id/englishcommunity/index

Saukah, A., & Cahyono, A. E. (2015). National exam in Indonesia and its implications to the teaching and learning of English. *Jurnal Penelitian Dan Evaluasi Pendidikan, 19*(2), 243–255. doi:10.21831/pep.v19i2.5583.

Sejdiu, S. (2017). Are listening skills best enhanced through the use of multimedia technology. *Digital Education Review, 32*, 60-72.

Yaseen, S. R., & Nimehchisalem, V. (2016). Listening comprehension problems and strategies among Kurdish EFL learners. *The Iranian EFL Journal, 12*(4), 6–27.

Zhiying, W. (2018). The effect of accent on listening comprehension: Chinese L2 learners' perceptions and attitudes. *THAITESOL Journal, 31*(2), 47-71.

Ziafar, M., & Namaziandost, E. (2019). Linguistics, SLA and lexicon as the unit of language. *International Journal of Linguistics, Literature and Translation (IJLLT), 2*(5), 245–250.

About the Authors

Pegiawan Basopi holds an M.Ed from Ahmad Dahlan University Yogyakarta. He joined "Thesis Program" held by Ahmad Dahlan University and Universiti Teknologi MARA Pahang in 2019. His main research interest is in Teaching English as a Second Language and Literature.

Roslina Abdul Aziz (PhD) is a senior lecturer at the Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Pahang. She holds a PhD in Corpus Linguistics from Universiti Malaya. Her research interests include Corpus Linguistics, English for Specific Purposes and Teaching English as a Second Language.

Akmal is a Ph.D. holder in Education with a Master in Educational Training System Design and American Studies. He received prestigious scholarship from NEC Netherlands, MTCP Malaysia, Cultural Centre Russian Federation, and ICCR India. He obtained a research grand from Indonesian Higher education for Non-Conventional Learning Model. His main research interests are TEFL, CAI, CALL, and ESP. He served as visiting professor at Abhinav Colleage of Education,Pune, India in 2005. At the moment, he is the head of Master Degree in English Language Education program at Universitas Ahmad Dahlan, Yogyakarta,Indonesia.

APPENDIX 1

The blueprint of the Indonesia National Examination Listening Test

No	Part	Indicators	Number of the item
1.	**Part 1**	Students are able to determine general or implicit / implied information from interpersonal/transactional conversations	1,2,3,4
2.	**Part 2**	Students are able to determine the correct response from interpersonal/transactional conversations.	5,6,7
3.	**Part 3**	Students are able to determine the appropriate picture based on information in the text.	8,9.10, 11
4.	**Part 4**	Students are able to determine general information (implicitly nor explicitly) from the monologue.	12,13,14,15