

ENHANCING VOCATIONAL STUDENTS' LISTENING SKILLS THROUGH ELLLO AS AN ONLINE LANGUAGE LEARNING RESOURCE

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Abstract

This study aims to examine the effect of using ELLLO as a language learning resource on improving vocational students' listening skill. The research employed a quasi-experimental design involving two groups; an experimental class and a control class. The participants were eleventh grade students of a vocational high school. The experimental group was taught using ELLLO, while the control group received conventional instruction. The data were collected through pre-test and post-test instruments to measure students' listening skill. The results showed that the mean score of the experimental group increased significantly compared to the control group. Statistical analysis using an independent sample t-test revealed that the significance value was lower than 0.05, indicating a significant difference between both groups. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. It can be concluded that the use of ELLLO has a significant positive effect on students' listening skill. This study suggests that integrating interactive website or digital media into classroom instruction can enhance students' engagement and learning outcomes.

Keywords: English Listening Lesson Library Online (ELLLO); Vocational Students' Listening Skill; Effect; Improvement;

1 INTRODUCTION

In the modern era of globalization, English has become the dominant language in various sectors, such as business, tourism, maritime industries, information technology, and international communication. As the world becomes increasingly interconnected, English proficiency has become a necessary skill for job seekers, particularly those graduating from vocational high schools. Higher education must be able to create students who can communicate in English since it is the last step from the school's standpoint to entering the workforce (Andayani, 2022).

The four language abilities that we need to become proficient in are speaking, listening, reading, and writing. One of the hardest but most important skills to learn is listening, especially in situations when English is not the primary language. It requires the ability to interpret spoken language in real time, understand different accents, identify key information, and understand spoken language in different situations (Alzamil, 2021). According to Shariyevna & Atxamova (2020), Since listening skills are essential for maintaining successful communication, they are vital in both everyday life and academix settings. Because it gives the student input, listening is equally essential in language classrooms. When learning a foreign language, students will spend half of their time listening. Gilmore (2007) stated that listening instruction should expose learners to authentic, job-related spoken language, as real workplace communication is fast, unscripted, and context-dependent. This is especially relevant for vocational students, who must follow instructions, understand job-related conversations, and engage effectively in professional contexts.

However, traditional English language instruction in many vocational schools tends to focus more on grammar and reading comprehension, with limited emphasis on real-life listening practice. As a result, the mastery of listening skills among vocational students remains low, becoming a significant barrier to effective communication and employment readiness.

Many English learners face difficulties with listening comprehension due to the fast pace of native speakers, unfamiliar vocabulary, varied pronunciation patterns, and insufficient exposure to authentic materials (Gilakjani & Sabouri, 2016). These challenges are particularly pronounced among vocational students, who often have fewer hours dedicated to English and limited access to real-life listening experiences. As a result, their ability to process spoken language efficiently and comprehend meaning in

natural communication settings tends to be lower. This indicates the need for instructional materials that provide authentic, and consistent listening practice to improve students' overall listening comprehension.

Traditional classroom practices in teaching listening often rely on outdated recordings, scripted conversations, and passive activities. These methods may not reflect real-world communication and can lead to boredom, demotivation, and superficial learning. In contrast, authentic materials such as interviews, casual conversations, and multimedia content offer more realistic input and can better engage learners by showing how English is used in actual contexts. Gilmore (2007) found that authentic materials expose learners to natural speech features and help them become more aware of how English is used in real contexts. As a result, finding effective listening resources is essential to improve students' listening proficiency.

One promising tool that addresses these challenges is ELLLO (English Listening Lesson Library Online). ELLLO is a free digital platform that provides a wide range of listening materials. ELLLO offers audio and video lessons featuring speakers from diverse English-speaking backgrounds, making it a valuable resource for students to practice understanding diverse accents and speech patterns. Additionally, the platform provides interactive transcripts, vocabulary explanations, and comprehension exercises that can help learners develop better listening strategies.

The use of ELLLO as a learning resource is supported by several learning theories. The Authentic Listening Theory (Gilmore, 2007) emphasized that learners develop stronger listening competence when they engage with real-world spoken texts rather than scripted or simplified audio. ELLLO contains authentic audio materials featuring speakers from varied language and cultural backgrounds, therefore this platform is highly recommended for vocational high school students. When students listen to authentic conversations, they learn to process natural patterns of speech and improve their ability to understand real communication.

Furthermore, Mayer's Cognitive Theory of Multimedia Learning (2005) provides a strong theoretical foundation. According to this theory, learners understand and retain information better when it is presented through both verbal (spoken or written words) and visual (images or video) channels. ELLLO applies this theory by combining spoken dialogues with video or images and written transcripts, helping students to process the material more easily. This input can increase learners' comprehension and make listening activities more effective.

Despite the availability of such tools, there is still limited research that specifically focused on how platforms like ELLLO influence vocational students' listening skills. Vocational high school students are expected to enter the workforce shortly after graduation, therefore, it is very important to provide tools that can serve as a bridge for them to master the skills required for communication in the workplace.

In the context of students in SMKN 1 Adiwerna, some students do not have sufficient exposure to real-world English. Students often experience difficulty in understanding English conversation because they are not familiar with different accents and possess limited vocabulary knowledge. Another problem is the limited amount of listening practice provided in the classroom, as listening activities are often given less emphasis compared to grammar and reading instruction. Many students and teachers have limited knowledge of language-learning resources that offer authentic and real world listening input. This lack of listening input can lead to poor listening performance, as students are not fully prepared to understand and respond to real life spoken communication.

Introducing an easily accessible and flexible online platform such as ELLLO can enhance the learning environment by providing consistent, high-quality listening materials that students can access anytime and anywhere. Therefore, this study aims to examine the effect of ELLLO as a language learning resource to improve the students' listening skill in SMKN 1 Adiwerna. The results of this research are expected to provide evidence of the effectiveness of multimedia tools in language learning and to offer useful guidance for teachers and curriculum designers in vocational education.

2 METHODOLOGY

Quantitative method was used in this study. Based on Creswell (2018), quantitative research is a technique for evaluating objective theories by examining the relationship between variables. Research tools can be used to measure these factors, allowing for the statistical analysis of numerical data. Experimental research type was used in this study to examine the effect of ELLLO as a language learning

resource on students' listening skills. Two-group experimental design was used to examine the effect of ELLLO as a language learning resource on improving vocational students' listening skills. In this design, the participants are divided into two groups: The experimental group which receives both the pre-test and the intervention (treatment), followed by a post-test. The control which undergoes the pre-test and post-test without receiving the intervention.

The population of this study included second grade students of SMK N 1 Adiwerna in the academic year 2025/2026. It consists of students divided into 6 majors. Each major divided again into one until four classes. There are 860 students in the second grade of SMK N 1 Adiwerna. In this study, the researcher took samples from XI TKJ-1 and XI TKJ-3. Class XI TKJ-1 is the experimental group and XI TKJ-3 is the control group. Each group consists of 36 students. Researcher choose random sampling to collect data in order to obtain unbiased and representative results that accurately reflect the characteristics of the larger population. In this study, the use of ELLLO website is the independent variable. The effect of ELLLO for students' listening skill is the dependant variable as it expected to change based on the study habits of the students.

In this study, treatment was given six times. On the first meeting of the treatment, the researcher explained about the purpose of the research and introduced ELLLO website as a learning resource for the treatment sessions to practice their listening skills. The researcher introduced the students to the aspects of listening that are usually tested in listening exams and showed them how to use ELLLO as a tool to practice their listening skills. In this study, the materials were adjusted to the syllabus for the current semester. The topics chosen were modal verbs, conditional sentences, and passive voice. The researcher prepared worksheets that were suitable for listening aspects mentioned earlier. The audio recordings and materials were taken from the ELLLO website.

During the treatment, the students actively participated by answering questions, working in groups, and discussing with their classmates. The researcher gave feedback and explanations when needed to help the students understand the material clearly. These activities were designed to improve students' listening skills, especially in understanding daily conversation which use conditional sentences, passive voice, and modal verbs in the conversation to increase their motivation and participation in class.

3 RESULTS

The study was conducted with the 11th grade students from SMK Negeri 1 Adiwerna. Initially, students took a pre-test during the first meeting. Over the next six session, different instructional methods were applied. The experimental group used ELLLO to learn listening, whereas the control group relied on traditional methods. In the last session, a post-test was administered to evaluate the effect of ELLLO on the students' listening skill.

3.1 Data Analysis

Data analysis was conducted to analyse the information gathered from the experimental and control groups' pre-test and post-test after the research was completed. The purpose of the analysis was to compare the listening skills of eleventh-grade students at SMK Negeri 1 Adiwerna who were taught using ELLLO with those who taught using traditional techniques.

3.1.1 Descriptive Statistic

The descriptive analysis is used to summarize and outline the key attributes of a dataset, offering insights into its fundamental characteristics, including central tendencies, variability, and distribution patterns.

Table 1. Descriptive Statistic Result

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	36	50	92	70.06	10.631
Post-test Experimental	36	56	94	75.50	10.641

Pre-test Control	36	52	90	68.39	8.852
Post-test Control	36	54	92	70.78	9.087
Valid N (listwise)	36				

Overall, according to the descriptive statistics, both group experienced improvement in listening skill. Nevertheless, the experimental group showed a higher increase in mean score compared to the control group, suggesting that the use of ELLLO was more effective on improving students' listening skill.

3.1.2 Normality Test

The Saphiro-Wilk test was used to check for normality due to the sample size being under 50. The significance values (Sig.) for the pre-test and post-test results of the two groups are all greater than 0.05, with values of 0.402, 0.237, 0.186, and 0.224. Therefore, based on the results of the Shapiro-Wilk normality test, the pre-test data of both the experimental and control groups meet the assumption of normality. This finding provides a strong basis for performing subsequent statistical analyses and supports the credibility of the conclusions drawn from the study.

Table 2. Normality Test Result

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-Test Experimental	.121	36	.200*	.969	36	.402
	Post-Test Experimental	.110	36	.200*	.961	36	.237
	Pre-Test Control	.150	36	.039*	.958	36	.186
	Post-Test Control	.113	36	.200*	.961	36	.224

3.1.3 Homogeneity Test

Once it was determined that the data were normally distributed, a homogeneity of variance test was performed to ascertain whether the variances of the experimental and control groups were equal. According to the homogeneity test's decision criterion, the data are considered to have homogeneous variances if the significance value is higher than 0.05. Based on the results of Levene's Test, the significance value based on the mean is 0.953, which is higher than 0.05.

In addition, the significance values based on the median (0.820), the median with adjusted degrees of freedom (0.820), and the trimmed mean (0.951) are also greater than 0.05. These findings show that the experimental and control groups' variances are homogeneous. As a result, the data satisfy the homogeneity of variance assumption and are suitable for additional parametric statistical analysis to evaluate the research hypothesis, especially the independent samples t-test.

Table 3. Homogeneity Test Result

Test of Homogeneity of Variance				
		Levene Statistic	df1	Sig.
Score	Based on Mean	.953	1	.332

Based on Median	.820	1	70	.368
Based on Median and with adjusted df	.820	1	68.535	.368
Based on trimmed mean	.951	1	70	.333

3.1.4 T-test

After conducting the normality and homogeneity tests, the results indicate that the data met the required assumptions, as they were normally distributed and homogeneous. A paired sample t-test was applied to determine the effect of using ELLLO on students' listening skill improvement by comparing the pre-test and post-test scores within each group. In addition, an independent samples t-test was employed to examine whether there was a significant difference in listening skill between the experimental and control groups. The detailed results of the analysis are presented in the table below:

Table 4. Paired Sample T-test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Experimental								
	Post-Experimental	-5.444	5.588	.931	-7.335	-3.554	-5.846	35	.000
Pair 2	Pre-Control								
	Post-Control	-2.389	.934	.156	-2.705	-2.073	-15.340	35	.000

Based on the results of the paired sample t-test, the significance values (Sig. (2-tailed)) for both the experimental and control groups are 0.000, which are lower than the significance level of 0.05. According to the decision rule of hypothesis testing, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected when the significance value is less than 0.05. This result indicates that the treatment given to the students had a statistically significant effect on their listening skill in both the experimental and control groups.

Table 5. Independent Sample T-test

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score	Equal Variances assumed	.953	.332	2.025	70	.047	4.722	2.332	.071	9.374
	Equal Variances			2.02	68.326	.047	4.722	2.332	.069	9.376

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The independent sample t-test results, as shown in the table above, indicate that the significance value (Sig. (2-tailed)) is 0.047, which is less than significance level 0.05. In other words, there is a noticeable difference in the two groups' performance when compared at the conclusion of the treatment. Therefore, the results support the alternative hypothesis (H1), which states that there is a significant difference in listening skill between students who were taught using ELLLO and those who were taught using conventional methods. These results also suggest that this learning media can be useful and effective strategy for teaching listening. In addition, this study contributes to the development of teaching practices and provides practical support for the use of interactive digital media in English language learning.

4 CONCLUSIONS

The significant improvement on the listening skill among students in the experimental group can be attributed to the characteristics ELLLO. It offers interactive learning activities that promote active student engagement during the learning process. Such engagement enables students to practice listening repeatedly in an enjoyable learning environment, which helps strengthen their understanding of some topics provided on ELLLO. The content provided in ELLLO covers 5 essential aspects of listening, which further supports skill development.

Based on these findings, it can be concluded that ELLLO not only improves students' listening skills but also enhances the overall learning process. Students become more motivated, active, and confident in understanding spoken English. Therefore, the use of ELLLO is strongly recommended as an alternative teaching medium for listening practice.

Finally, based on the results of this study, the null hypothesis (H0), which states that the use of ELLLO has no significant effect on students' listening skills, is rejected. In contrast, the alternative hypothesis (H1) is accepted. This means that the use of ELLLO has a significant and positive effect on improving students' listening skills.

The results of this study are supported by earlier research by Kalsum et al. (2024), who discovered that students' listening abilities significantly improved after using the ELLLO Podcast Application, as shown by the t-test significance values of 0.033 and 0.032. The underlying notion that exposure to real-world listening materials enhances language comprehension is supported by this research. The students gained advantages from the engaging and diverse material of the ELLLO, as evidenced by the improvement in the pre-test and post-test results.

Moreover, Indriani et al. (2024) found that the students' were motivated to learn English using ELLLO. It's not only provided audio recording but also a grammar spot menu and quiz inside it. It appears that it was good to bridge the students' and teachers' needs at SMKN 3 Tenggara. It allows students to practice their listening skill in meaningful and interactive way, which leads to better learning outcomes. Therefore, the implementation of ELLLO can be recommended as an alternative teaching strategy to improve students' listening skill.

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