



***GENIUS APPLICATION MOBILE LEARNING ON LISTENING SKILLS
AND ATTITUDES OF EFL ADULT LEARNERS***

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Abstract

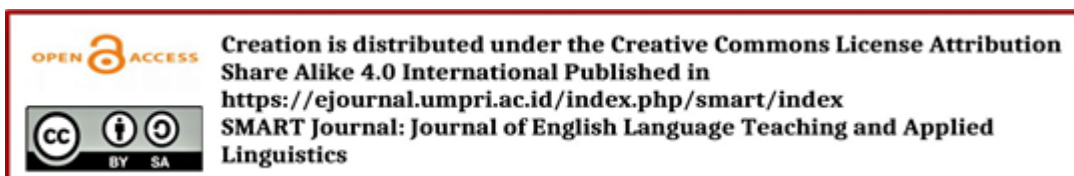
This study aimed to investigate the effect of using Genius Application mobile learning on listening skills and attitudes of EFL adult learners in the first semester of the English Department. The study is quasi-experimental consisted of two groups, an experimental group (n=20) and a control group (n=21). The research data included the results of two sets of listening tests and learners' responses on an attitude questionnaire. Data were collected through a survey and the results were analyzed by using SPSS 12.0. The results were found that it can enhance motivation, increase exposure, expand vocabulary repertoire, and provide easy access to any time and everywhere.

Keywords: *Mobile Learning, Listening Comprehension Skill, Attitudes, Language Exposure.*

INTRODUCTION

Mobile devices are the next generation of learning as they are extending into all areas of human life. Mobile learning is providing us with opportunities to change the existing learning methods and strategies and gives a more flexible approach to managing learning experiences on the move (KukulkaHulme & Traxler, 2005). Mobile learning technologies “help produce learning that is personally customized, socially constructed, and which extends beyond the classroom” (Holden & Sykes, 2011: 4). Several empirical studies assert that mobile learning is a useful and instructive tool for language learning, and it can encourage students to be more autonomous and independent in their learning process. Chen (2016:40) emphasized that “Mobile learning apps provide multiple channels and modalities for adult learners to practice language skills”.

Regarding language learning, researches in the literature have shown that listening comprehension is crucial for second language acquisition (Feyten, 1991; Richards, 2005).



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Listening ability is an essential factor that contributes significantly to the second language learning process. Richards (2005: 85) stated that “The development of good listening skills is seen not only as something valuable for its own sake but as something that supports the growth of other aspects of language use, such as speaking and reading”. However, many language learners and teachers consider listening as the most difficult skill to be taught (Aryana & Apsari, 2018: 18).

For the students of the English department, several studies assessed the students' listening comprehension skills. They found out that the students have difficulty in listening comprehension due to incompetent treatment of listening comprehension and insufficient exposure to listening outside the classroom. Moreover, learners are unable to follow listening materials in a stressful environment because of the cognitively demanding listening activities. Likewise, Al-Handhali (2009) claimed that content issues, lack of exposure, lack of encouragement. Therefore, the problem of this current study lies in the weak performance of many students in listening comprehension and their insufficiency of exposure to the English language outside classrooms.

Therefore, listening skills must be investigated further in the first semester of the English Department. New approaches in teaching are needed to be adopted, and modern technologies are required to be exploited and utilized. Al-Harris (2014: 34) recommended that a less-stressful environment is necessary for the classroom, and learners need more interactive listening activities. Al-Belushi (1999: 19) also recommended utilizing the latest technologies that are made available for language learning. He urged teachers to encourage students' autonomy and independence in their learning process and to give opportunities for individual students to listen to what interests them and to listen in their own time and place. Thus, a shift towards integrating educational technologies is required to give learners some opportunities to practice listening comprehension skills outside the classroom independently. Therefore, to improve the learners' listening skills, it is recommended to increase time exposure to the language by providing different listening materials for students to listen to in their free time

outside the classroom. Also, it's essential to utilize advanced technologies, online listening materials and to provide less stressful learning environments.

Concerning utilizing advanced technologies, several studies have reported the potential use of Genius Application mobile-based technology in enhancing language learning and accordingly have required EFL teachers to use mobile learning to perform language learning activities by Kim (2013: 51). Crompton and Burke (2018: 18) urged higher education teachers to use mobile technologies to increase learning opportunities outside classrooms. Mobile devices can allow language learners to access different learning materials everywhere, flexibly, and at any time. Also, they help to overcome many problems such as anxiety of language learning, inadequate language practices, and deficiency of language exposure. Furthermore, students can develop self-regulation and self-assessment through mobile devices (Zheng & Chen, 2018: 18). Besides, some mobile learning applications can provide opportunities for immediate feedback and language analysis. Genius Application mobile learning can establish an educational electronic learning platform that offers motivating educational experiences for instructors and students. It can also enhance the learners' self-regulated learning experiences and increase language exposure outside the classroom.

Therefore, the importance of promoting listening comprehension skills and the great opportunities that mobile learning can positively offer has led to the need to investigate this issue further in the first semester of the English Department in UMPRI. The primary purpose of this study, thus, is to explore the impact of mobile learning on improving listening comprehension skills and explore the pedagogical attitudes of students towards the integration of the mobile-learning in their classroom activities. The study addresses the following research questions: What is the effect of students' attitudes towards using Genius Application mobile devices in improving their listening comprehension skills? What challenges do students face in using mobile devices?

RESEARCH METHOD

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This section discusses the research methodology and the procedures of designing and applying the research instruments including the statistical analysis that was adopted in analyzing and interpreting the results of the instruments, including a description of the participants, the research design, data collection, and data analysis.

Participants

The participants of the study were from the first semester of English Department Universitas Muhammadiyah Pringsewu Lampung. They were about 41 students.

Research Design

This study is a quasi-experimental research design in which the researcher used a pre-test and a post-test to determine the effect of mobile learning on students' listening comprehension skills. The research followed this sort of design as there is no control of the random assignments of the subjects to the treatment group. Fraenkel, Wallen, and Hyun (2011: 36) affirmed that a quasi-experimental design is an experimental design in which the researcher cannot assign individual participants to groups randomly. Based on this, the researcher selected the experimental group and control group without randomization. The control group students received the English listening skill materials lessons following a conventional way of teaching. In contrast, the students in the experimental group worked with the same listening materials through mobile devices using the mobile genius application. After the experiment, the researcher compared the performance of both groups to gauge the effect of the mobile-based learning treatment on the experimental group.

Research Instruments

To gather data, the researcher has administered a comprehension listening skills test and an attitude questionnaire. A brief explanation of each comes below.

Listening Comprehension Test

The comprehension listening test was developed based on the objectives of the English language program course and aims to gauge the effectiveness of using genius application mobile-based learning materials on the learners' level of listening proficiency. The test was administered twice: as a pre-test before the intervention to determine the equivalence of the

participants. Also, it was used as a post-test for both groups at the end of the treatment to measure the effect of using genius application mobile learning on students' listening skills.

The Questionnaire

The questionnaire survey was developed to assess the learners' attitudes towards using genius application mobile learning for improving their listening skills. The researcher designed the questionnaire based on the relevant literature and previous studies (Kim, 2013: 62). The questionnaire consisted of two main sections. In the first section, there were 20 statements scored on a five-point Likert scale (1= strongly disagree; 2= disagree; 3= neutral; 4= agree; and 5= strongly agree). In this section, the participants indicate the level of their agreement and disagreement with the statements regarding their attitudes towards using genius application mobile devices in improving their English listening skills. There are four main dimensions in this section: perceived usefulness, motivation, self-management of learning, and intention to use. In section two of the questionnaire, there were open-ended questions, including what the participants liked most about using genius application mobile devices in learning English listening skills, the difficulties they faced, and other suggestions to improve the implementation of m-learning. The questionnaire later was the first semester of English department-tested on a sample of 41 students to check its reliability. Reliability analysis was calculated using Cronbach's reliability coefficient; the coefficient was ($\alpha = 0.893$) to the statements of the questionnaire. Thus, an alpha of 0.893 is an appropriate reliability coefficient as the statements of the survey reached the right level of internal consistency.

Procedures and Implementation

This study aimed to investigate the students' academic achievement in listening skills and their attitudes towards using m-learning. Therefore, the researcher divided participants of the research into two groups, a control group (used the conventional method) and an experimental group (followed by mobile-based learning). The researcher firstly administered the listening pre-test for both groups, which showed that there were no significant differences between the two groups before the experiment.

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The researcher conducted a tutorial for the experimental group to explain the plan of the study and to practice how to use the mobile application (Google Classroom). Also, the researcher explained the instruments to the participants, and consent forms were signed, too. The students in both groups were exposed to the same listening materials, exercises, and assignments for eight weeks. The control group followed the usual teaching method of paper and pencil, while the experimental groups used the Google Classroom App.

In the last phase of the study, the post-test was administered to both groups to determine the impact of the listening-oriented mobile learning materials on students' listening comprehension ability. Then, the students in the experimental group completed the attitude questionnaire and reflected on the use of the mobile learning strategy.

2.5 Data Analysis

The researcher used the SPSS program (version 25) to analyze the listening comprehension test scores and questionnaire data. Descriptive statistics, including means and standard deviations, were computed for both instruments. An independent sample t-test was conducted before and after the intervention to compare the scores of both groups. The researcher also carried out a paired sample t-test to see if the students in the experimental group made significant improvements in listening proficiency after using the mobile App. Finally, to investigate the students' attitudes towards the mobile learning strategy in learning English listening and the difficulties that they encountered, the participant's responses to the questionnaire were tabulated and interpreted.

FINDINGS AND DISCUSSION

The findings of the research that listening skills by using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners could improve students listening ability in terms of identifying through understanding and questioning practice. The further interpretation of the data analysis was given below:

Students Listening skills in terms of identifying through understanding and questioning practice by using Genius Application Mobile Learning on Listening Skills and Attitudes of

EFL Adult Learners. had different in pre-test and post-test. In the pre-test, the student's ability in Listening skills was less understandable about the theories and how to understand and practice to answer the question after applying the use of Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners. the students more understandable about identity through theories understanding and questioning practice it can be seen clearly in Table 1

Table 1: Students' Score of Identify the Theories Understanding and Questioning Practice

The Student's Score		Improvement
Pre-Test	Post-Test	%
55	75	36%

The table was shown that the improvement percentages of students in listening through theories understanding in terms of identifying theories understanding and questioning practice were 20% after using Amazing Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners. The mean score of the students in the pre-test was 55 and the post-test which be 75.

Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researchers have used a t-test (test of significance) for an independent sample test, which was a test to know the significant difference between the result of students mean scores in pretest and post-post-test researchers have used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of the subjects (51 students) then the value of t-table was 2.06 the t-test statistical, analysis for the independent sample was applied. The result of the data analysis t-test of the students listening test by using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners is in table 2.

Table 2: The Comparison of T-test and T-table Score

Variables	T-Test	T-Table	Description
Theories Understanding and Questioning Practice	10.8	2.06	Significances

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The table was shown that the value of the t-test was higher than the value of the t-table. The t-test value was greater than the t-table ($10.8 > 2.06$). The value of the t-test was greater than the t-table. The score in the variable of Theories Understanding and Questioning Practice was ($25.1 > 2.06$). It was said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. If the t-test value was higher than the t-table at the level of significance 0.05 and degree freedom (df) 25 ($N-1=25-1$), thus the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. On contrary, if the value was lower than the t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis was rejected and the null hypothesis was accepted.

The research findings indicated that the student's ability in listening skills through Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners showed the improvement of the students listening skills in the terms of phoneme words. The improvement showed the process in pre-test and post-test. The result of the students listening in the pretest was low, especially in finding the right answer in the test. Based on the problem above, the researchers gave the treatment by using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners., so that the students could show the improvement in post-test. In the pre-test, only gave the exercise to know their prior knowledge before using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners. In the beginning, their listening skill was less good. Almost all of them were confused and spent much time thinking about the questioning practices without an understanding of the theories of listening skills. They only listen, but they did not understand how to find out the right answer.

The researchers gave the treatment by using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners. As the result, students become active and enjoy listening activities. It would be easy to do the listening activity especially since every student had their own Smartphone and Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners. could be installed in their Smartphone so it can make

them easy to do practice every day. Most of their utterance was correct and no need to read for a long time to understand what they read.

CONCLUSION

The description of the data collection through listening test as explained to the previous finding section that the students' achievement after using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners. was significant. In using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners in listening activity, the researchers found that the mean score of post-test students' achievement is greater than pre-test. In table 1 showed that the score of finding out which the mean score of pre-tests was 55 and after using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners, the mean score of post-test was 75. Therefore, the researcher indicated that there was a significant improvement after treatment by using Genius Application Mobile Learning on Listening Skills and Attitudes of EFL Adult Learners.

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