

**THE LISTENING APPLICATION TO PRACTICE ENGLISH AT
ENGLISH EDUCATION STUDY PROGRAM OF IAIN MANADO**

THESIS

Submitted as Partial Requirement for
Degree of Education (S.Pd) in Teaching English)



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**ENGLISH EDUCATION STUDY PROGRAM
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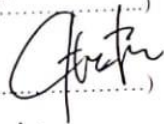





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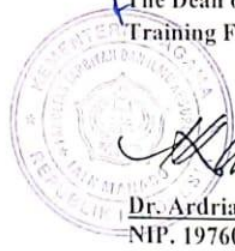

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ABSTRACT

Wahyuni Mokoginta, (2023), *The Listening Application to Practice English At English Education Study Program Of IAIN Manado*, Skripsi dari Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui aplikasi yang digunakan siswa dalam meningkatkan kemampuan menyimak di pembelajaran menyimak. Penelitian ini menggunakan metode penelitian kualitatif untuk menganalisis data. Partisipan penelitian ini yaitu mahasiswa Tadris Bahasa Inggris di IAIN Manado. Untuk mengumpulkan data peneliti menggunakan questioner. Data analisis dengan 3 komponen utama penelitian kualitatif dari Miles dan Huberman, yaitu reduksi data, penyajian data dan penarikan kesimpulan/verifikasi. Selanjutnya data hasil wawancara yang diperoleh, diseleksi kemudian dikategorikan oleh peneliti. Selanjutnya hasil data ditampilkan dalam bentuk tabel dan ditarik kesimpulan. Hasil penelitian ini menunjukkan bahwa mahasiswa mengembangkan kemampuan menyimak melalui aplikasi. Aplikasi yang digunakan yaitu YouTube, Spotify dan TikTok. Aplikasi tersebut sangat membantu mereka dalam meningkatkan dan melatih kemampuan berbicara bahasa Inggris, mempelajari kosa kata baru dan melatih kemampuan menyimak. Lebih lanjut mahasiswa juga mendapatkan motivasi untuk belajar kesalahan atau kekurangan mereka dalam pembelajaran menyimak.

Keyword : Listening, Application, Practice English

ABSTRAK

Wahyuni Mokoginta, (2023), *The Listening Application to Practice English*, A thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.

This study aims to discover the applications used by students in improving their listening skills. This study applied qualitative research methods to analyze data. The participants in this study were English Tadris students at IAIN Manado. To collect data, researchers use a questionnaire. Data analyzed with 3 main components of qualitative research from Miles and Huberman, those are data reduction, data presentation, and conclusion/verification. The interview data was selected and then categorized by the researcher. The obtained data were displayed in tabular form and then conclusions are drawn. The results show students develop their listening skills through applications. The applications used by the students are YouTube, Spotify, and TikTok. These applications are very helpful for them in improving and practicing their English-speaking skills, learning new vocabulary, and practicing listening skills. Students also get motivation to learn about their mistakes or deficiencies in listening.

Keywords: *Listening, Application, Practice English*



CHAPTER I

INTRODUCTION

A. Background of the study

Listening is one of the English skills that must be mastered. According to Ekrem Solak and a friend, 2015, the future EFL teacher's perspective on the problem of understanding Turkish language. They said: "Listening, known as a 'Cinderella skill', was neglected by her older sister in language learning, whereas listening comprehension is a highly complex problem-solving activity that can be broken down into a number of distinct factors such as process, Listener, Input, Duties, impact and context. This means that listening is a skill, and complex issues arise when we hear a song on the radio, audio, or when someone or a native speaker is speaking, because we can hear well when we walk, or we can't hear what they are saying. The other aspect of listening is also a rather difficult skill, since English is a foreign language. This meant that people were not familiar with English, because the people had little knowledge of English."¹

Listening plays a significant role in the acquisition of the English language. The development of listening has stolen the attention of many English teachers in many countries. Generally, listening is considered as the simple process of receiving a spoken language and also listening is considered to be the easiest skill to be mastered because it only requires a short amount of time rather than the other skills which are speaking, writing and reading. Listening process in mother tongue (language) is one of the factors that support this perception because listening process in mother tongues looks easy and brief. As the matter of fact, this perception is completely not true, as stated by Ghasem Boland and Nafissi "a complex

¹ Abdullah, Amalia Qistina. 2013. *Not Just Wanna Have Fun : Teaching Listening Skills with Songs*. English Language Department, Academy of Language Studies, Universiti Teknologi MARA, Malaysia

cognitive process needs a lot of efforts particularly in the second and foreign language learning processes.

Hearing and listening are not the same thing. Hearing is a sound that automatically received by ears, even if the receiver does not want to hear it. In the process of communication, listening refers to the ability to understand or accept the speaker's message. Students have a variety of issues with their listening skills, which are caused by a variety causes. Students, for example, they do not employ listening skill in their daily lives because they only learn it at school. Uninteresting learning methods are another element that may have an impact on students' listening skills. It is important to provide an interesting learning atmosphere in order to increase students' interest in learning process. The teacher's ability to motivate students determines the success of the class so that the students may easily comprehend the lesson. The use of smartphone applications can help students improve their listening skills.

According to researcher's interviews with the students frequently struggle with their listening skills. Students believe that learning English is hard for them, they are rarely listen to native speakers. Because they are rarely offered listening practice, the majority of students struggle with listening skill. Due to a lack of media, listening exercises are rarely successful. More efforts are required to assist students in enjoying their studies so that they can improve their listening skills.

The researcher has interested in the students' listening skill because of the problem above. As a result, the researcher tried to look out an answer with applying technology in teaching English through Memorise Application. Based on the reason stated above, the researcher was

conducted research titled “The Listening Application To Practise English in of IAIN Manado at English Education Study Program”.²

B. Research Questions

Based on the explanation above, the problem statement is formulated as follows:

1. “What are the application that student mostly use in listening practice at English education study program?”
2. “ What are the advantages and disadvantages of using listening application?”

C. Limitation of the Study

This study focuses on listening application that students’ mostly use, on their listening practice and comprehension in students’ assignment in Listening class. This study only focuses on listening application of the students in English Education Study Program at IAIN Manado.

D. Objective of Study

Based on the problem statement above, the objective of this research was to find out the application that mostly student use in English education study program of IAIN Manado.

E. Significance of the Research

The benefits of this study are divided into two, namely theoretical and practically:

1. Theoretical

The results of this study were expected to identify the application and determine the most application that student use. This study gave

² Jin-Sung, Kim. dkk. 2015. *The Effects of Improving English Listening Skills of High School Students with a Lower Level through Pop Song Humminglish Pronunciation (PSHP) Practice*. Kongju National University.

the real description of the listening application to practice English in IAIN Manado at English education study program.

2. Practically

Benefits for lecture

It expected that this study will be useful in reduce the students mistakes in using application. The benefits for lecture are to practise students in listening because this research can find out how far the student use application in listening in English Education Study Program of IAIN Manado.

F. Scope of the research

This research focused on The online Listening Application to Practice at English Education Study Program of IAIN Manado.

CHAPTER II

LITERATURE REVIEW

A. The concept of listening

1. Definition of listening

Yusuf Yulianto also is comparing two scientific perceptions in his research, they are River. In that paper, if listening is a creative skill which means that we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance³. He also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs to integrate the skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. However, during the process of learning those language skills are not integrated properly because some difficulties that be found. Underwood explains one of those difficulties in listening that directly related to the students themselves is based on the fact that students have created learning habits in the sense that they have been encouraged to comprehend everything by listening properly to teachers who may talk slowly and clearly, so when they fail to comprehend every word while listening, they stop listening and lose the thread, which seems to be the reason for them to be panic and worried before and during the listening process.

Listening skill is regarded as the most important outcome of early language teaching and songs are regarded as one of the best ways for practicing and developing the listening skills of especially young learners. Therefore, any syllabus designed⁴ for teaching foreign

³ Yusuf Yulianto, River. *Increasing Listening Skills Through Definision Of Listening* (2017). P.17

⁴ Kuswoyo, Heri. 2013. *The Effectiveness of Song Technique in Teaching Paper Based TOEFL (PBT)'S Listening Comprehension Section*. Higher School of Foreign Language Teknokrat. Lampung, Indonesia.

languages to young learners specifically focuses on the listening skill in general and contains songs as effective listening materials. The purpose of this theoretical study is to present a theoretical structure by reviewing the relevant literature in relation to the importance of the listening skill for young foreign language learners and to discuss the importance, advantages, and teaching procedures of songs as listening activities. Research shows that the necessary time is not being devoted to listening comprehension activities in the teaching of modern foreign languages in Turkey and students are unable to reach the targets about listening comprehension mentioned in the curriculum.

2. Elements of Listening.

According to Shockingawful, 2017 : 1 in Wisra : 2018 : 10, said that there are four elements of listening, namely ⁵:

a. Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define in two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.

b. General Understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listener can imagine to catch the general meaning of something they hear.

c. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch information.

⁵ In Wisra. *Improving Students Listening Comprehension Using Cloze Dictation Technique* (2018). Of University Muhammadiyah Makassar. P. 10

d. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It involves understanding the text and vocabulary to get the correct answer. From the elements above, the researcher choose the third point to measure students' ability in listening.

3. Types of Listening

listening skills are not easily mastered. There are many types of listening to know before someone wants to learn skills according to Michael rost (2011). Those are:

- a. A. intensive; Focus on phonology, syntax and lexis. The student carefully observes what is being said.
- b. Selective; Focus on the main idea, before it's set. The student seeks to collect key information and to use information in a meaningful way.
- c. Interactive; Focus on being active as learners. One who learns to interact orally with another to find information or negotiate solutions.
- d. Extensive; Focus on listening constantly, managing large amounts of listening input. Learners listen with longer extracts and do meaningful content tasks.
- e. Responsive, focused on the learners' response to the input. Learners seek opportunities to respond and convey to them or their own opinions and ideas.
- f. Autonomous listening; Focus on learners' management toward progress, navigating "help" choices. The disciple selects his own extracts and tasks, monitors his own progress; Decide for yourself
- g. patterns of interaction with others.

4. The Listening Application

Media application is a part of instructional technology which helps teaching activities gain the purpose of teaching. Media application is a combination of words and pictures; sounds and feelings; audios and visuals which can make students more attracted to take part in learning activities. It can also provide speech or other sounds, pictures or diagrams, animated pictures or diagrams, video clips, printed words, and photographs. Accordingly, media application becomes a pivotal tool to help teachers transfer knowledge and information to the learners in the learners in the teaching learning process.

ICT is a potentially powerful tool for extending formal and non-formal educational opportunities to previously underserved populations - dispersed and rural populations, groups traditionally excluded from education for cultural or social reasons , such as ethnic minorities, girls, etc. Disabled and senior citizens, and anyone else who is unable to enroll due to cost or time constraints.

anytime, anywhere. A defining feature of information and communication technologies is their ability to transcend time and space. ICT makes possible asynchronous learning, or learning characterized by a time gap between when instruction is taught and when learners receive the lesson. For example, online course materials can be accessed 24 hours a day, 7 days a week. ICT-based education delivery, such as educational programming over radio or television, also removes the need for all learners and trainers to be in one physical location. In addition, certain types of information and communication technologies, such as B. Teleconferencing technology allow multiple geographically dispersed learners to receive instruction at the same time (i.e. synchronous learning).

Access distance learning resources. Teachers and learners no longer rely solely on printed books and other physical media materials, which

are kept (in limited quantities) in libraries to meet their educational needs. Thanks to the Internet and the World Wide Web, a wealth of learning material in virtually every subject area and in a variety of media can now be accessed anywhere, anytime, and by an unlimited number of people. This is especially important for many schools in developing countries, and even some in developed countries with limited and antiquated library resources. ICT also facilitates access to resources, mentors, experts, researchers, professionals, business leaders and peers around the world.

- ICT helps prepare individuals for the workplace.

One of the most commonly cited reasons for using information communication technologies in the classroom has been to better prepare the current generation of students for a workplace where information communication technologies, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use information communication technologies effectively and efficiently, is thus seen as representing a competitive edge in an increasingly globalizing job market.

B. The concept of the application

1. Definition of application

Applications of machine listening that provide context awareness to smart devices, spaces, and media archives are compelling both for theoretical reasons and because the applications they permit are of value to users. In this thesis, the focus is on three such applications. First is user state modeling for mobile devices and smart spaces, which is cast as a problem of acoustic environment recognition. Second is sensory gisting and report generation for multimedia skimming, mining, and summarization, which is cast as a problem of acoustic blind value assignment. Third is activity recognition and prediction, which is cast as a problem of learning and identification of multiresolution structures using acoustic information. These applications

have some overlap in that techniques which are useful for one area could sometimes be useful in another; for example, the relationship between user environment and user activities can be strong. It is logically expedient, however, to present them separately, as they make use of different techniques of implementation and evaluation. These technologies are now introduced in turn.

2. Type of application

a. Podcast

Podcast is one of the media applications used to deliver audio recording by using internet connection. Podcast is a process of capturing audio, song, news or speech then posting it as digital sound to a web or blog in software version 2.0 envelope. This application provides several types of audio recording material for the students via an internet connection. Then, the learners can download the file and save it in their gadget or computer. Podcast is also a type of media application that can be used to teach listening. It is believed that listening is the way of learning the language through the activity of capturing sounds and processing it in the brain.

Podcast provides authentic material for listening activity that was accessed through the smartphone then the students have been motivated to get involved in listening activity and interested to use podcast in their leisure time because they would like to listen and practice the content of audio podcast. The students showed interest in listening to podcast in different courses and the teacher seemed enthusiastic about implementing their podcast to use in teaching. It offers students wide range of possibilities for extra listening both inside and outside the classroom. Therefore, it may be assumed that both teacher and students feel enjoy to use podcast in improving four skills in English language.

b. Joox application

Joox is one of the music streaming application that released on January, by Tencent. Joox itself is the biggest music streaming application in some country Asian markets such as Hongkong, Indonesia, Malaysia, Myanmar, and Thailand. Joox application offers the user features such as digital music, podcast and video. The users who like to listen to the music can use the digital music feature. This platform is completed with many local and inter-local songs included the lyric.⁶ Therefore, the users are allowed to read the lyric while they are listening to the music.⁷ Relating to the use of the Joox application, it can be implemented to the learners who find the difficulty to remember some vocabulary. Based on the use of Joox, the researchers decided to use Joox as the media to enhance the learners' vocabulary and listening skill. According to Heinich, using good teaching media can stimulate and trigger the students' interest and encourage students' participation in learning practice.

Music is one of the media that can interest students' participation. Some of them believe that by listening music they can improve the motivation in learning English. The commonly music streaming application that used by students is Joox music streaming application. Therefore, in this study, the authors discuss the students' perception about the use of Joox application. The students' perception about how the Joox music streaming can affect them on their vocabulary and listening skill.

⁶ Renita Rizky Anggani, Maulida Arum Fauzi, (*Students' Perceltion : The Use Of Joox To Enhance Vocabulary and Listening Skill*), 2019 : Tidar Univercity, Page.1-4.

⁷ Lizeth Ramos, Arturo Valderruten, (*Devolopment Of Listening and Linguistic Skill Through The Use Of s Mobile Application*), Vol.10 No.9 : 2019, Santiago De Cali Univercity.

c. Spotify

Spotify is one of the most famous apps in the world. Spotify is one of the digital music, podcast and video streaming services that gives listeners access to millions of songs and other content from artists around the world. The Spotify app launched on October 7, 2009. This application was created on April 1, 2006 by Daniel Ek and Martin Lorentzon in Sweden. The Spotify app features digital music, podcasts, and video streaming, among other features. As for digital music, users can play their favorite songs in this app. The podcast itself contains many interesting digital English stories, and the video stream can also be used as a learning medium by watching videos. Because of these characteristics, the researchers chose the Spotify app to improve the students' listening skills. Easy to use and easy to use on gadgets and computers as researchers think the Spotify app is fun enough to use for learning⁸⁹.

d. Tiktok

TikTok, as an emerging social media, has now attracted the whole world's attention in different fields for diverse purposes during the pandemic of covid-19. It is undeniable that the popularity of TikTok among generation Z is increasing rapidly. As the motivation and interests of using TikTok could be transferred into the push-power to engage these young students in their academic study in the modern digital arena, the utilization of TikTok for educational purposes, especially for English language communication education purpose should be highlighted by modern English language educators as well as English language teachers in the pandemic of Covid-19 or even in the post pandemic-period. Owing to the development of Web-2.0 and computer

⁸ Robert, G. Malkin. *Machine Listening for Context-Aware Computing*, (Language Technologies Institute School of Computer Science Carnegie Mellon University Pittsburgh, 2006), p. 7

⁹ Hafsa Shahbaz, *ICT Advantages & Disadvantages, Academia* : 2016.

technology, English language education as well as international education has been shaped in the modern digital area. A limited number of research has showcased positive outcomes of using social media in English language education among EFL college students. More importantly, social media integrated with short videos have been playing more and more important role in the modern English education field among youngsters. To conclude, the world has changed rapidly in diverse aspects with the emergence of new digital commodities.

TikTok as an emerging technological product has enormous potentials on the modern digital citizens in numerous domains with its popularity among Generation Z. Modern English language teachers, scholars as well as institutions should pay attention to the potential usage of TikTok in English education field for youngsters and also take the chances to create an innovative digital learning system in TikTok for EFL students in the pandemic of Covid-19 or even the post-pandemic period. As what Chomsky has argued that language educators should make reflections of the new mode of linguistic education in the post-pandemic period, more and more researches on the application of TikTok in English education should be made.¹⁰

e. Youtube

The platform YouTube was created by they former employes on February 14. It is a videos sharing website that allow people to easy upload share and some video clips. It becomes the most wideky use resource for online video (Burke and Snyder 2008) . YouTude is hosted for thousand and even million of entertainments, educational, political, medical and historical videos from around the world.¹¹

¹⁰ Zhai Xiuwen, Abu Bakar Razali (2021). *An Overview of Utilization of TikTok to Improve Oral English Communication Competence Among EFL Undergrade Students*. Universal Journal od Educational Research, 9 (7) 1439-1451. DOI : 10.13189/ujer.2021.090710. p. 1447

¹¹ Shadam Husaeni, Handi Pratama, Riyadh Ahsanul Arifin, Ayung Winda Sri Widianingsih. *The Use of YouTube as Learning Tool in Teaching Listening Skill*. Ma'some University, Indonesia. Vol. 1, No. 3 pp. 123-129 (2020), p. 51

In using multimedia, video clips used to develop teachers' abilities for using technology in classrooms. The objectives of this research are to give knowledgeable and clear explanations about teaching students' listening skills through English video. The researcher emerges a questionnaire and applies it to third-semester of college students, Ma'soem University to give confirmation and show the advantages of technology in the academic field. The paper investigates classes where computers can be utilized, and also appear the defiance that faces teachers and educators regarding this application.

The researchers terminated that YouTube is a necessary tool in classrooms as it appeals to the attention of students and involves their mentality and creativity. It also assists cover the materials exhaustive, especially language. YouTube leads the fun element into classes, through meet the interests of students. Equivalent findings have a remarkable impact on the learning process as the students will realize the educational environment more uplift and inspire. Besides, they notice the material presented worth studying, and this method, they would admire the attempt expend in explaining the information. The research aspires to be of worth to teachers for the operation of technology and students to have a superior apprehension of the materials extend.

f. U-Dictionary

U-Dictionary is one of mobile media and one the online and also offline dictionaries that can be downloaded from an android or smartphone¹². It is a light application for translating more than 30 languages without internet connection, U-Dictionary currently supports Android 4.0.0 and IOS 3.0.0 smartphones which were just released on March 24th, 2016, offered by

¹² Shinta Fernanda Putri. *The Use of U-Dictionary as a Mediator Increase Students' Listening Skill*. Of Basowa University (2021). P. 21

Youdao, Hongkong. In 2019 U-Dictionary has been downloaded by more than 50 million users in worldwide.

With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. Besides translating a word or text, U-Dictionary can also be used to look up definitions via Collins Dictionary or Wikipedia. Even, everyone can listen to the pronunciation whenever the android smartphone has an Internet connection. The exercises and tests are especially great for improving your fluency in any language you want, particularly English.

g. Netflix

Netflix was conceived in by Reed Hastings (the current CEO) and Marc Randolph. Both had previous in the West Coast tech scene Hastings was the owner of debugging software firm Pure Atria, while Randolph Had cofounded, and then sold computer mail order company MicroWarehouse for \$700 million. Netflix.com started life as a DVD rental service in 1998; an online rival to the then dominant Blockbuster Video. Hastings had claimed that he was spurred to found Netflix after being fined \$40 by Blockbuster for the late return of *Apollo 13*, though he later revealed the story was a fiction intended to help foster a creation myth.¹³ Khan emphasized the implication of using movies so as to enhance language proficiency of non native speakers, indicating the higher exposure to watching movies may lead to considerable increase in L2 acquisition in non Native English Language learning environments.

¹³ Ryzky Dwy Putry Ananda, Syaiful, Muh. Arief Muhsin. *A Comparison Study Using Netflix and Joox in Listening Comprehension For Senior High Student*. Of Universitas Muhammadiyah Makassar. Vo. 8, No. 2 (2021) p. 30

h. Duolingo

Duolingo is a free online language-learning tool available on different platforms (websites, Android/iOS phones, and tablets). The Duolingo guide book stated that Duolingo has many languages that language students can select the language what student wants to learn, for example, English, Arabic, Spanish, French, Dutch, and other languages. Duolingo also has educators from that the users can exchange fewer lessons ideas and experiences with each other such as teachers or students, to make them more accessible in learning that it can measure students' achievement and dedication in perfect ways. It provides data such as point earned, of course, overview tree, the streak, and the time spent.

Duolingo is one applications use for technology that can be used for the students to play and learn English. Duolingo is a freemium language-learning platform for cell phones or computers created by Luis Von Ahn and Severin Hacker in 2012. It offers 68 different language courses across 28 languages. Duolingo's website presents that the Duolingo application makes it easy for teachers to teach four English skills: reading, writing, listening, and speaking to the student. The four skills are present during the learning activities in Duolingo through questions, small text to heard, and transcribed. The Students also have to record their pronunciation to assess their speaking ability.¹⁴

i. Instagram

Instagram may be a motivating and engaging means of teaching English to students who speak another native language. Brebara reported that 88% of 152 graduate students in the Czech Republic viewed Instagram as useful in learning English. Yeh and Mitric integrated Instagram into a course, using it to help students engage in

¹⁴ Anisa Dwi Tiara, M. Arinal Rahman, Ciptro Hardianto. *The Students' Perception About Use Duolingo Application For Improving English Vocabulary*. Of UIN Antasari Banjarmasin. Vol. 4, No. 4, December (2021). p. 691-692

digital storytelling. Students reported that the activity increased motivation, enhanced oral and writing skills, and improved English proficiency. The students also increased their peer-peer and student-teacher interactions. Students demonstrate several preferences relating to the use of Instagram in learning English. For example, students prefer to use it to learn simple rather than complex concepts and vocabulary over grammar. English language learners with more considerable personal experience using Instagram are more likely to communicate in English and follow English language content in the App than non-experienced user.¹⁵ However, not all students have prior experience with Instagram. Brebara reported that in a sample of university students, 35% did not have an Instagram account, while 15% had an account but did not use it.

C. The Advantages and Disadvantages of Listening Application

E-learning stands for education via the Internet, network, or standalone computer. E-learning is essentially the network-enabled transfer of skills and knowledge. It refers to using electronic applications and processes to learn. These applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration.

The content, to be studied, is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV. The American Society for Training and Development defines e-learning as a broad set of applications and processes which include web-based learning, computer-based learning, virtual classrooms, and digital contents. The definition of e-learning varies depending on the organization and how it is used, but basically it involves electronic means of communication, education, and training. The learning

¹⁵ Hind Abdulaziz Al Fadda. *Determining How Social Media Affect Learning English An Investigation of Mobile Applications Instagram and Snap Chat in TESOL Classroom*. Of University Riyadh Saudi Arabia. Vol. 11, No. 1 March (2020). P. 5

process is facilitated by use of digital tools and contents. Typically, it involves some form of interactivity, which may include online interaction between the learner and their lecture.

E-learning can be conducted solely through online applications. Blended e-learning includes elements of web interaction and in-person interaction. If distance is not a factor, some face-to-face communication can be included to create blended e-learning. Technology broadens the definition of face-to-face as currently two way video and two way audio could be used. Introducing these elements of participation creates a blended e-learning experience. Synchronous education means that real-time communication is implemented, such as video conferencing, teleconferencing, and on-line chat programs. ¹⁶Asynchronous education indicates that other means of communication are utilized that do not require real time ¹⁶responses.

Examples of asynchronous e-learning tools include: e-mail, list serves, threaded discussions, blogs, wiki and on-line forums. E-learning also offers individualized instruction, which printed media cannot provide, and instructor-led courses and could sometimes be quite expensive. In conjunction with assessing needs, e-learning can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences. Additionally, synchronous e-learning is self-paced. Advanced learners are allowed to speed through or bypass instruction that is redundant while novices slow their own progress through content, eliminating frustration with themselves, their fellow learners, and the course they are taking.

¹⁶ V. Nedeva, Em. Dimova, *Some Advantages Of E-Learning in English Language Training*, Branch Of Tarkia University, Vol.8 No.3 : 2010.

D. Advantages and Disadvantages of Information Communication Technology in Education

Here are some of the advantages which information communication technology brings to education according to recent research findings.

1. General advantages:
 - a) Greater efficiency throughout the school.
 - b) Communication channels are increased through email, discussion groups and chat rooms.
 - c) Regular use of information communication technology across different curriculum subjects can have a beneficial motivational influence on students' learning.
2. Advantages for lecture :
 - a) Information communication technology facilitates sharing of resources, expertise and advice.
 - b) Greater flexibility in when and where tasks are carried out.
 - c) Gains in information communication technology literacy skills, confidence and enthusiasm.
 - d) Easier planning and preparation of lessons and designing materials.
 - e) Access to up-to-date pupil and school data, any time and anywhere.
 - f) Enhancement of professional image projected to colleagues.
 - g) Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do.
 - h) Computer use during lessons motivated students to continue using learning outside school hours.
3. Advantages for students :

- a) Higher quality lessons through greater collaboration between teachers in planning and preparing resources.
- b) More focused teaching, tailored to students' strengths and weaknesses, through better analysis of attainment data
Improved pastoral care and behaviour management through better tracking of students.
- c) Gains in understanding and analytical skills, including improvements in reading.
- d) Comprehension.
- e) Development of writing skills (including spelling, grammar, punctuation, editing and redrafting), also fluency, originality and elaboration.
- f) Encouragement of independent and active learning, and self-responsibility for learning.
- g) Flexibility of 'anytime, anywhere' access.
- h) Development of higher level learning styles.
- i) Students who used educational technology in school felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem.
- j) Students found learning in a technology-enhanced setting more stimulating and student-centred than in a traditional classroom.
- k) Broadband technology supports the reliable and uninterrupted downloading of webhosted educational multimedia resources.
- l) Opportunities to address their work to an external audience.
- m) Opportunities to collaborate on assignments with people outside or inside school.

4. Disadvantages of listening application

From Ralph G. Nichols, *The Supervisor's Notebook*, Scott, Foresman
Several years ago I identified what seemed to me to be

the ten worst listening habits in America today. Though my discussion of them here is in relation to the ways they may affect us in a formal listening situation, the effects of these habits can be just as devastating in less formal listening situations at home, at school, in business or social groups the are 10 weakness of listening application, there are :

a) Calling the Subject Dull

Listeners often find a topic too dry and dusty to hold their attention, and they use it as an excuse to let their minds wander. Good listeners may have heard a dozen presentations on the same topic, but quickly decide to see if the speaker has something that works for them. The key to good listening is using small three-letter words. The good listener is the victor who sieves, sieves, and separates the wheat from the chaff. They are always looking for something practical or valuable to keep in mind and put into action for years to come. G.K. Chesterton said many years ago that there are no uninteresting topics in this world, only uninteresting people.

b) Criticizing the Speaker

Finding fault with a speaker's appearance, behavior, and way of speaking is the hobby of most bad listeners. Good listeners may make some of the same criticisms, but quickly start paying attention to what is said rather than how it is said. After a few minutes, good listeners will no longer be aware of the speaker's behavior or delivery errors. They know that information is ten times more important than the clothes it wears.

c) Getting Overstimulated

Listening efficiency drops to zero when the listeners react so strongly to one part of the presentation that they miss

what follows. At the University of Minnesota we think this bad habit is so critical that, in the classes where we teach listening, we put at the top of every blackboard the words: Withhold evaluation until comprehension is complete -- hear the speaker out. It is important that we understand the speaker's point of view fully before we accept or reject it.

d) Listening Only For Facts

I used to think it was important to focus on the facts. But I have found, almost without exception, that poor listeners say they focus on the facts. They got the facts, but they falsified a staggering number and lost most of it outright. Good listeners pay attention to the main ideas of a speech or lecture and use them as connecting threads that give meaning and order to the whole. At the end of the day, there are more facts attached to these connecting lines than catalogers who just listen to the facts. Don't worry too much about the facts themselves, because the facts only matter if the principles provide the context.

e) Trying To Outline Everything

There is nothing wrong with outlining a speech if the speaker follows a rough approach to speaking. But probably no more than half or a third of all presentations are based on a well-crafted outline. Good listeners are flexible. They tailor their notes to the speaker's organizational pattern—they can create an outline, they can write a summary, they can list facts and principles—but whatever they do, they don't become rigid.

f) Attention

The pose of chin propped on hand with gaze fixed on speaker does not guarantee good listening. Having adopted this pose, having shown the overt courtesy of appearing to listen to

the speaker, the bad listener feels conscience free to take off on any of a thousand tangents. Good listening is not relaxed and passive at all. It's dynamic; it's constructive; it's characterized by a slightly increased heart rate, quicker circulation of the blood, and a small rise in bodily temperature. It's energy consuming; it's plain hard work. The best definition I know of the word attention is a "collection of tensions that can be resolved only by getting the facts or ideas that the speaker is trying to convey."

g) Tolerating Distraction

Poor listeners are easily distracted and can even create distractions that distract their own listening efficiency and that of others. They writhe, talk to their neighbors, or shuffle papers. They do little or nothing to hide their boredom. Good listeners try to adjust to anything that distorts them and soon find that they can ignore it. Of course, it does not distract others.

h) Choosing Only What's Easy

Often, a bad listener has turned away from listening to serious presentations on the radio or television. There's a lot of easy listening available, and this has to be their choice. The habit of avoiding even a fairly difficult presentation at the end of the listening period can harm anyone who needs to use listening as a learning tool.

i) Letting Emotion-Laden Words Get In The Way

It is the fact that some words contain such an emotional load that it causes some listeners to tune the speakers directly: like, affirmative action and feminist they struggle for the words of some people. I sometimes think that one of the most important studies that could be made would be the identification of the one hundred greatest trouble-making words in the English language. If we knew what these words were, we could ring

them out into the open, discuss them, and get them behind us. It's so foolish to let a mere symbol for something stand between us and learning.

j) Wasting the Differential Between Speech and Thought Speed

Americans speak at an average rate of 125 words per minute in a typical conversation. The speaker before the audience slowed down to about 100 words a minute. How fast are the listeners listening? Or, to put the question in a better form, how many words per minute do people usually think when they listen? If all of their thoughts were measured in words per minute, the answer would seem to be that any audience of any size would average from 400 to 500 words per minute as they listened.

The differential between the speaker at 100 words per minute and the easy thought speed of the listener at 400 or 500 words per minute is a snare and a pitfall. It lures the listener into a false sense of security and breeds mental tangents. However, with training in listening, the difference between thought speed and speech speed can be made a source of tremendous power.

Listeners can hear everything the speaker says and not what s/he omits saying; they can listen between the lines and do some evaluating as the speech progresses. To do this, to exploit this power, good listeners must automatically practice three skills in concentration: Anticipating the next point, identifying supporting material and recapitulating.

E. Review of Previous Studies

Some studies are relevant to this research . They are :

No.	Research Identity	Similarity	Differences	Research Originality
1.	LM Putri, A Islamiati <i>Teaching Listening Using Duolingo Application</i> ¹⁷ . (2018)	This study analyzed the listening and use the duolingo application	This research focused on how the application duolingo can improve student listening	The Listening Application To Practice English in English Education Study Program at IAIN Manado.
2	Pinto. <i>The Use Of Contextual Videos to Improve Student Listening Ability</i> ¹⁸ . (2020)	This research wil analyzed the listening and use videos to improve student listening ability	This research would found the response of the contextual video listening practise related to the students' English knowladge and	This research focused on the finding out the type of application that usually make the student practise to

¹⁷ LM Putri, A Islamiati *Teaching Listening Using Duolingo Application* (2018). Of IKIP Siliwangi. Vol . 1 No. 4. P.465

¹⁸ Pinto. *The Use Of Contextual Videos to Improve Student Listening Abilty* (2020). English Department, Faculty of Educational Science Instituto Superior Cristal - Dili, Timor Leste. p.8

			students' psychology.	learn english listening.
3	Nisa, Fitratun. <i>Improving Student Listening Skill Through Podcast Of Eleventh Grade At SMK Tritech Informatika Medan in Academic Year</i> ¹⁹ . (2019)	This research aimed to analyze the use of podcast to improve student listening skill.	This research used the qualitative method to conduct this research and also used the podcast.	(2022)
4	Mardiyah Karmilah. <i>The Use Of Contextual Video To Improve Students' Listening Ability</i> . (2020) ²⁰	The study was to investigate the effectiveness of contextual video usage in improving the students' listening ability and to find out the students' responses toward the use of contextual	This study used a quantitative method and applied a quasi-experimental design with non-equivalent control group pre-test and post test.	

¹⁹ Nisa, Fitratun. *Improving Student Listening Skill Through Podcast Of Eleventh Grade At SMK Tritech Informatika Medan in Academic Year* (2019).

²⁰ Mardiyah Karmilah. *The Use Of Contextual Video To Improve Students' Listening Ability*. (2020)

		video in listening practice related to the students' English knowledge and the students' psychology.		
5	Alla V. Naidionova. <i>Use Of Podcasting Technology To Develop Students' Listening Skill.</i> (2018) ²¹	This research on podcasting pedagogy suggests that podcasting helps learners boost their English language skills	The study employs a number of general scientific methods (analysis, synthesis, comparison, generalization) as well as highly specialized.	

²¹ Alla V. Naidionova. *Use Of Podcasting Technology To Develop Students' Listening Skill.* (2018)

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, population and sample, research instruments, data collection procedure, and data analysis procedure.

A. Approach and Research design

In this research, the approach that use is the Qualitative research design is content or document analysis. Content or document analysis is a research design that is applied to online questioner. The purpose of this research is to identify the specified application that student use. This study be analyze the application of student listening practise so that the research design that appropriates for this study is content analysis design. In order to discover the data of the application type, this research uses a qualitative approach to collect the data.

Qualitative research means to empower individuals to share their respons, and minimize the power relationship that often exist between a researcher and the participants in a study.

B. Research Location

This research be conducted at English Education Study Program in Institute of Islamic Studies Manado. IAIN Manado located at Jl Dr. S. H. Sarundanjang Kompleks Ringroand, Manado, Nourth Sulawesi Province.

C. Research Participants

The participants of this research is the student of English Education Study Program of IAIN Manado. There are from 2022 academic year, 7 students from 2021 academic year, 6 student from 2020 academic year, and the 4 students from 2019 academic year.

D. Source of Data

There were two source of data, namely primary data and secondary data.

1. Primary data

Primary data provided first-hand information. The primary data for this research was the students' respons on the use of listening application obtasned through questioner.

2. Secondary data

The secondary data of this research is juournal, articles, and research discuss the use of listening application.

E. Techniques of Data Collection

Collection In order to collect the data to examined in this study, the research use a technique of the data collection, there is questioner. The research gived questioner to the students of English Education Study Program at IAIN Manado to find out their listening application to practice English. In conducting the questioner, the researcher listening carefully to the statement of the participants.²²

The researcher used structured questioners where the research prepare some questions that will be asked to the students.²³The researcher conducted questioner to student in English Education Department target participant due to lack of consent. From student, only three students that the researcher conduct on googleform application.

The researcher prepared 1 questioners, that consists of 5 questions. After the researcher conducted questioners, students who gave related statements regarding their listening application to practice English in IAIN Manado.

²² E. Babbie. *The Practice of Social Research* (3rd Ed.). (Belmont, Ca: Wadsworth. 1983). 37

²³ John W. Creswell, *Research Design Qualitative, Quantitative, And Mixed Methods Approaches*, 3rd Edition (Usa: Sage Publication, 2009), 232.

F. Instrument of Research

1. Questioners

The purpose of a questionnaire is to collect information from respondents about their attitudes, experiences, and opinions. Use questionnaires to gather quantitative and/or qualitative data information.²⁴ A questioners, as the main and the most dominant way of collecting primary data, makes the process of data collection standardized together with comparable. Thus, it can ensure a faster and more accurate data collection process, and facilitate the data processing as well. The questionnaire contained 5 questions. In this research, the researcher adapted the questionnaire.

G. The techniques of data analysis

According to Miles and Huberman in Ranbir and Fuad's book entitled "Research Method: A Guide For First Time Research" qualitative data analysis consisted of three main component , they are data reduction, data display and drawing conclusion.

1. Data reduction

First component is data reduction which occurs continually along with data collection. The researcher edits, segments and summarizes the data and looks for themes, clusters and patterns. The objective of data reduction is to reduce it without significant loss of information and without stripping the data from their context. Data from the result of interviews obtained categorized by the researcher according to the theme. The relevant data according to research problem and research objectives prepared for the data display.

²⁴ Ellen Taylor-Powell and Mary Gladys Marshall, *Questionnaire Design: Asking Questions with a Purpose* (Cooperative Extension Service, University of Wisconsin-Extension, 1998).

2. Data display

The second component is data display where the researcher organizes, compares and assembles information gathered from different sources. The data of interviews is presented in form of the tables.

3. Conclusion drawing

The process of drawing conclusion is an important part of research, because it is the conclusion of the research. Conclusions are drawn by the researcher according to data that has been found. This process of drawing conclusion intend to analyze, seek meaning from existing data so that it can be found in the researcher that has been done.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the study. Data obtained from questioners will be analyzed to find research findings.

A. General Description of Research Setting

1. Institute of Islamic Studies (IAIN) Manado

This research was conducted at the Manado State Islamic Institute, the first Islamic Institute in North Sulawesi (known as IAIN Manado). IAIN Manado was found in 1988 as the Manado Islamic Institute.

(IAIN Manado) by Muslim leaders in North Sulawesi. In 1990, IAIN Manado was assimilated with the Sharia Faculty of IAIN Alauddin (now known as UIN Makassar) and changed to the Sharia Faculty of IAIN Alauddin. In 1997, the Sharia Faculty of IAIN Alauddin separated and officially became independent STAIN (State Islamic High School) Manado. Finally, in November 2015, STAIN Manado moved to the Manado State Islamic Institute (IAIN Manado).

IAIN Manado is located in east of Manado City, Malendeng Village, Paal Dua. This institute has four faculties, namely the Faculty of Tarbiyah and Teachers Training (FTIK), the Ushuluddin Faculty (FUAD), the Sharia Faculty, and the Islamic Economics and Business Faculty (FEBI).

2. Faculty of Tarbiyah and Teacher Training

The Faculty of Tarbiyah and Teacher Training was established on March 21, 1997. The Sharia Faculty of IAIN Alauddin officially separated and independently changed to STAIN Manado as the Faculty of Tarbiyah and Teacher Training.²⁵

²⁵ TBI IAIN MANADO

The development of institutional status from Department to Faculty cooccurred when STAIN Manado became IAIN Manado based on Presidential Regulation 147 of 2014 concerning the Transition from STAIN Manado to IAIN Manado.

The institutional transformation from majors to faculties results in changes and developments, especially in study programs. Currently, the Faculty of Tarbiyah and Teacher Training has six Study Programs. The study programs are Islamic Religious Education, Islamic Education Management, Arabic Language Education, Basic Teacher Education Study Program, PAUD Islamic Religious Education Study Program, and English Education Study Program.

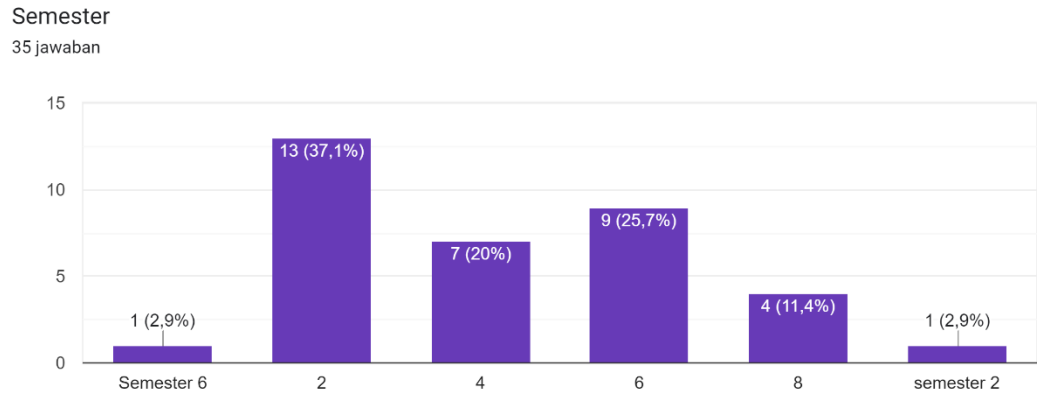
3. English Education Study Program

The English Education Study Program was established in 2015 as a result of the development of the Tarbiyah and Teachers Training Faculty. The English Education Study Program is known as Tadris Bahasa Inggris (TBI). The English Education Study Program was accredited "A" nationally in 2023 with a value according to SK number: 52/SK/LAMDIK/Ak/S/I/2023. Since 2015 students of the English Education Study Program have been reached through eight batches.

B. Findings

This subchapter explained the purpose of this research which aims to find out the Listening Application to Practice English in IAIN Manado. The researcher presented the data that collected from 65 students which 35 of them being the questioner. In this study, 35 students' of English Education Study Program there are 30 responded of using the application. The total percentage of each statement is explained in the following charts.

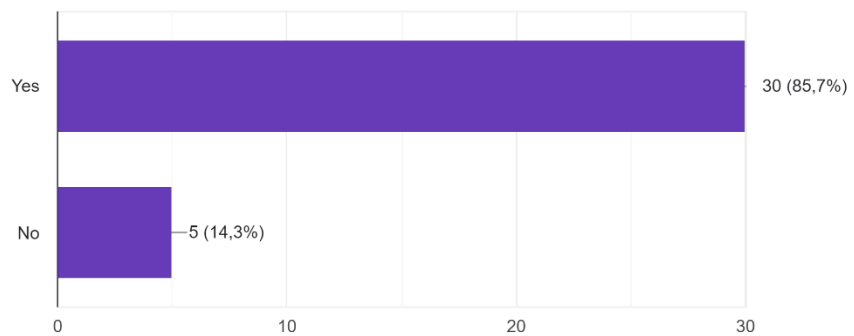
Chart 4.1



Based on the chart 4.1, it can be seen that 37,1% of semester 2, 20% of semester 4, 35,7% of semester 6 and 11,4% from 8 semester.

Chart 4.2

Do you use application to improve your listening?
35 jawaban



Based on the 4.2 chart above there are 85,7% respondents responded with strongly agree, and 14,3% students answered disagree, It can be claimed that student use the application are a likable system to practice listening.

The previous statements and the score percentage were calculated to determine the final dominant score of the perceptions and it is measured using the percentage formula. The result of the calculation is presented in the table 4.3 bellow:

Table 4. 1 Average of Respondents' Answers

1. The listening application that student mostly use

No.	Respondents	Responses of the Students
1.	R 1	YouTube
2.	R 2	YouTube
3.	R 3	YouTube, TikTok, Spotify
4.	R 4	YouTube, TikTok, Duolingo
5.	R 5	Joox, Youtube
6.	R 6	Spotify
7.	R 7	YouTube
8.	R 8	Duolingo
9.	R 9	YouTube, Instagram, Facebook
10.	R 10	YouTube, Instagram, Tiktok
11.	R 11	YouTube,
12.	R 12	Youtube,
13.	R 13	YouTube, Instagram, or Cake
14.	R 14	U-Dictionary
15.	R 15	YouTube
16.	R 16	YouTube
17.	R 17	YouTube
18.	R 18	YouTube

19.	R 19	Busu Language Learning
20.	R 20	YouTube
21.	R 21	YouTube
22.	R 22	YouTube, Duolingo, Spotify
23.	R 23	YouTube
24.	R 24	YouTube
25.	R 25	YouTube
26.	R 26	Spotify
27.	R 27	YouTube, Game, Netflix
28.	R 28	YouTube, TikTok, Spotify
29.	R 29	Spotify, YouTube
30.	R 30	Spotify, TikTok and YouTube

Based on table 4.1 above shows that almost all students use YouTube individually as many as 20 students, as well as students who use Spotify application as many as 6 students, TikTok application as many as 5 students, Duolingo application as 3 students, Instagram application as 3 students, as in Joox, Facebook, Netflix, Game, U-Dictionary, Cake, and Busu Language Learning that only one student for every application.

Table 4.2 Average of Respondents' Answers

2. The frequency in using listening application

No.	Respondents	Responses of the Students
1.	R 1	5 years
2.	R 2	2-3 hours
3.	R 3	YouTube, 4 year, TikTok 2 years, spotify 7 month
4.	R 4	I've been using YouTube for a long time. Spotify for around three years, and Duolingo for two months.
5.	R 5	3 Years ago
6.	R 6	When I have free time I can use it all a long day
7.	R 7	15 minutes
8.	R 8	A just few month
9.	R 9	6-10 Hours a day
10.	R 10	Whenever I want
11.	R 11	3-4 years
12.	R 12	Since entering TBI
13.	R 13	It has been so long, I don't know exactly the time
14.	R 14	Since three years ago
15.	R 15	3 years
16.	R 16	Sice 2 years ago

17.	R 17	About 3 years to improve my listening
18.	R 18	3 years
19.	R 19	It's only been about 2 weeks
20.	R 20	3 years
21.	R 21	The last 3 years
22.	R 22	Years and years for YouTube and Spotify, only a few months for Duolingo
23.	R 23	1 hour
24.	R 24	2 until 3 hour
25.	R 25	10 to 15 hour
26.	R 26	3 years
27.	R 27	30-40 minute
28.	R 28	15-20 minute
29.	R 29	25-40 minute/day
30.	R 30	30-45 minute

Based on table 4.2 above are 15 students using surviveability of YouTube and TikTok application 2-5 years, there are 4 students currently using apps like Spotify and Duolingo along with other applications of 1-7 months, with 2 students using applications for 1 day - 2 weeks, with 3 students using the 15 minutes - 15 hours a day. Some students also use learning applications to improve their skills when they have free time.

Table 4.3 Average of Respondents' Answers

3. The reason for choosing the listening application

No.	Respondents	Responses of the Students
1.	R 1	Good .
2.	R 2	Because the application is not paid.
3.	R 3	Easy to operate.
4.	R 4	A lot of variety for YouTube , Spotify. Where else do you listen to music? And Duolingo is mostly for French, guess.
5.	R 5	Want to add English skills and also want to improve they way of pronunciation.
6.	R 6	I love music and Spotify gave me a good music that never had before.
7.	R 7	To improve my listening skills.
8.	R 8	Know the mistake in pronouncing words.
9.	R 9	Because I wanna be improve my English skills and increase vocabulary.
10.	R 10	Because easy to access.
11.	R 11	Flexible.
12.	R 12	Lots of choices.
13.	R 13	Because it can be used and accessed to easily.

14.	R 14	The application easy to use.
15.	R 15	Because the application is very easy to find and apply.
16.	R 16	Because to facilitate the learning process.
17.	R 17	This application easy to used and completed with the video in it.
18.	R 18	Because the application has more features and many concepts available in this application.
19.	R 19	Because listening application can helps, to improve our listening even at home or anywhere when we use it.
20.	R 20	Because easy to use the application and have the visual .
21.	R 21	Help in listening and improve listening skills.
22.	R 22	Diversity .
23.	R 23	Cause its free.
24.	R 24	For my English practice.
25.	R 25	Because to practice how to pronounce a sentences.
26.	R 26	Can fluency a little English.
27.	R 27	Cause I'm feel good when I use application.

28.	R 28	Because the application so easy to search all about english practice.
29.	R 29	Easy to use.
30.	R 30	To improve my skill.

Based on table 4.3 above explains that the reason they use the application is because it is very easy to operate it, is not paid, is very specific, lots of applications feature options, to develop English capability and can measure errors in the use of English words.

Table 4.4 Average of Respondents' Answers

4. The advantages of using listening application

No.	Respondents	Responses of the Students
1.	R 1	Good.
2.	R 2	Can practice my English.
3.	R 3	Easy to install, easy to use, large amount of content, entertraining.
4.	R 4	Again, a lot of variety in YouTube, also videos. Spotify is mostly for convenience's sake, and Duolingo is structured for users to learn a new language.
5.	R 5	The advantages that I get from using the application is that I can add to the vocabulary that I don't know yet, also how to pronounce it.

6.	R 6	Spotify also have a space lyric for the music so it make me aasier to learn a new vocabulary.
7.	R 7	Not pay.
8.	R 8	Can learn to make sentences, increase vocabulary, and help in speaking good English.
9.	R 9	Cab add a broad knowledge of the English language.
10.	R 10	Much advantages,not only for listening.
11.	R 11	Free to use.
12.	R 12	Lot of choice.
13.	R 13	I can access it quickly, and get a lot of material I want to learn.
14.	R 14	Acquire a lot new vocabulary.
15.	R 15	Can quikly to practice my listening, speaking, reading and pronunciation.
16.	R 16	Practical
17.	R 17	YouTube makes it's easy for billions of people to find, watch, and share videos related to developing our listening skills.
18.	R 18	Add more description of ferign countries, different accents that each country has, add now vocabs to know their culture etc. there is more.

19.	R 19	The advantages of this application can help us whenever we want to learn is in this application including listening.
20.	R 20	Low of quota and easy to understand.
21.	R 21	There are many videos about listening lessons from easy to difficult levels.
22.	R 22	As I said, it's diverse. Especially for YouTube. As for Duolingo, I like the learning system there.
23.	R 23	My English skill become more excellent.
24.	R 24	I began to have progress in speaking English.
25.	R 25	Because to practice how to pronounce a sentence.
26.	R 26	There is an Indonesian translation.
27.	R 27	Makes easy.
28.	R 28	For practice my English skills.
29.	R 29	Make me easy to know about how to speaking English.
30.	R 30	Can use the English easy.

Based on the above table 4.4 indicates that their advantage with the application is that they can be fluent in English, it's easy to get inside the application, they can know the English vocabulary and can use the

English word well. As for another advantage, such as they are already capable of making an English sentence.

Table 4.5 Average of Respondents' Answers

5. The disadvantage of listening application

No.	Respondents	Responses of the Students
1.	R 1	Not good.
2.	R 2	Must have stable internet network.
3.	R 3	Use internet.
4.	R 4	Ads.
5.	R 5	The disadvantages that I get from the application that I use is an English translation that doesn't match the person who speak English.
6.	R 6	I think just when I disconnected from internet because we can use the application when we're online.
7.	R 7	No drawbacks.
8.	R 8	Don't know downsides yet.
9.	R 9	There its any.
10.	R 10	People don't use the application properly, and that's wasting time.
11.	R 11	There's an ads.
12.	R 12	Its not free to use quota.
13.	R 13	Too much wasting time, and sometimes it makes me not

		focus on the other things I want to do.
14.	R 14	Lot of advertising.
15.	R 15	Must have good internet access.
16.	R 16	There are some videos that can be download.
17.	R 17	In using YouTube I have not found any disadvantages.
18.	R 18	Spent a lot internet quota, the network must be smooth.
19.	R 19	As long as I use this application is these 2 weeks, there is no shortage that I get.
20.	R 20	Some of videos cannot to download.
21.	R 21	Too many ads if not using a premium account.
22.	R 22	Ads .
23.	R 23	Too much addsense.
24.	R 24	Too long ad
25.	R 25	Bad tissue
26.	R 26	Cannot be used , when I offline.
27.	R 27	Perhaps none.
28.	R 28	For practice my English skill.
29.	R 29	Many sponsor.
30.	R 30	Many sponsor.

Based on the table 4.5 above shows that the stability of Internet connections also affects the use of applications, sometimes students use English translations into Indonesian is irregular, unable to download a file in the application, must have a good and paid connection.

The question was conducted to acquire the information regarding the listening application to practice English at English Education Study Program in IAIN Manado. Google Drive application was used as a media to keep the students' responses to the answer the questions. The 13 students whom being the questioner were from 2022 academic year, 7 students from 2021 academic year, 6 student from 2020 academic year, and the 4 students from 2019 academic year.

Therefore, the researcher prepared five questions, and the data was collected on January 2023. According to the questioner results with the English Education Study Program students regarding the listening application to practice English at English Education Study Program of IAIN Manado.

C. Discussion

In this subchapter, the researcher presented and analyzed the data collected from the respondents, using questionnaires to describe the research question, "What is the application that student mostly use in listening practice at English Education Study Program in IAIN Manado and "What are the advantages and disadvantages of using listening application?". The questionnaire was adapted from Ellen.

The use of the YouTube app on the English student TBI is about 20 students who use the app from 30 students. The YouTube app is a fall-down app that the student has been using for 2-5 years. Excess in using a YouTube app by the student is highly practical, easily downloaded, can have a wide range of English vocabulary, and can improve student listening ability. A lack in the use of a YouTube app is that students must use data quotas or

pay to be able to open applications and bad Internet connections can interfere with application use so that students cannot use some videos.

YouTube has turned as social media when the videos are shared and when comments and other forms of interaction occur on the site (DeWitt et al. 2013). YouTube generates knowledge, mainly; it offers multimedia forms of education, the abilities of learners to recall and comprehend improve better when they have a full experience, that is when they see, hear, and do. The comprehension level of a subject is higher than 75% when they see, hear, and produce materials during instruction, whereas it is 20% for learners who only understand during preparation, and 40% only is among those who see and hear (Lindstrom, 1994). As explained above, YouTube video is an alternative tool to be used in language teaching which provides audio-visual information.²⁶

The advantages of YouTube is easy to use and also easy to share. Sharing a huge amount of informative videos is very easy and can be shared in an interesting and entertaining way. Not only we can share videos but we can use methods like polling or post updates which make it more entertaining. For this, any special training or technical skills is not required. We can easily make entertaining videos like music, videos, animation, etc.

The disadvantages of YouTube This platform is sometimes also misused for trolling and defaming others. It is easy to make videos on a celebrity or any person that is famous and defame them unnecessarily and also sometimes people intentionally put comments that troll them. This type of video is easily available and also gets more views so it is intentionally also made to get the audience.

The use of the Spotify application of the TBI students is about 6 students out of 30 students who use the listening app. They're using the Spotify app

²⁶ Shadam Husaeni, Handi Pratama, Riyadh Ahsanul Arifin, Ayung Winda Sri Widianingsih. *The Use of YouTube as Learning Tool in Teaching Listening Skill*. Ma'some University, Indonesia. Vol. 1, No. 3 pp. 123-129 (2020), p. 124

from 45 minutes a day and others are using the Spotify app for 3 years. The reason they're using the Spotify app is because of the variety and kinds of music available. Students love music because it's so easy, it also measures their English skills, and it's so easy to find English songs that they like and are able to improve their listening ability. The advantage of the Spotify app is that students are too eager to download and store content or songs, Spotify has spaced lyrics from music so it's easy to learn new vocabulary, have an English translation in each English song and help hone their speaking skills. The weakness of the Spotify application is that students should have Internet connections in order to be able to open a Spotify application.

According from (Claudia Bona 2017) through the findings it is revealed that all of the students are actively using Spotify, although the degree is varies from everyday to once in a week.²⁷ Almost all of the students have been activated the premium trial account so they could feel the Spotify's full features. All of the students also install the Spotify in their smartphone and makes them can use it everytime and everywhere. Listening to English songs is the number one Spotify's feature that the students use and they are love to online stream the songs. Pop is the music genre that most of the students' love and almost all of them never read the lyrics. Almost all students are not willing to subscribe to premium account and okay with their free account, but on the open ended question they express their willingness if there is free offers. It is reveals Spotify is an instrument for students to listening songs and they do not mind to stream it.

The advantages of Spotify there are :

It is easy to use : Spotify is aiming to make its presence across the globe and its availability in 184 countries speaks for itself.

²⁷ Claudia Bona. *The Use of Spotify to Increase English Listening Skills*. Of Politeknik Ubaya, Surabaya. Bandung (2017), 22-23 Nov. p. 3

Spotify provides a tailored listening experience : The customer-centric model of Spotify with the feature of providing free access to content makes it an indisputable leader in the music industry.

It is available on multiple platforms : Whether you are an Android or an iOS user, you can easily download the Spotify application on your device. Not only this, but the Spotify application is also available on Microsoft Windows and Apple macOS computers.

Spotify allows sharing music experiences : We already mentioned that Spotify allows users to register using their Facebook accounts. Once you have connected via Facebook, you can easily share your music experience with your friends and family.

It gives access to the massive music library : Spotify provides both free and premium versions to its users. But irrespective of that, Spotify users get access to massive music libraries. From songs to podcasts, the users can surely find something they like.

The disadvantages of Spotify there are :

It is expensive : While Spotify has a free version, only limited features are available to such users. Upgrading to the premium version is expensive. That's because excellent features are available with an upgrade.

Spotify shows advertisements : As pointed out previously, the free version is supported by ads. These users have to listen to audio advertisements between the songs.

It offers low sound quality to free users : Like ads, free users get low sound quality. The maximum bitrate at which free users can stream music is 128kbps on desktop and 160kbps on mobile.

Spotify requires an internet connection : Spotify is a major player, but there are good competitors in the music industry. Compared to other music

streaming service providers, the major drawback of Spotify is that it requires an internet connection all the time.

It is not universally available : Spotify was founded in Stockholm, Sweden, and it is expanding its services globally. Initially, it was available only in a few countries and gradually included more.

From the results of the above study, it concludes that some students use a ticktock app as many as 5 students from 30 students. Some students use a ticktock app for 15-45 minutes a day and others have been using a ticktock app for two years. The reason they use a doorknob is that it is so easy to access or operate it and a ticktock app is so easy to find content that hones their English skills. The advantage of using a ticktock app on a student is that it is so easy to install, it is so easy to select the various English content, there are various videos inside the application and it is helpful for students to be more fluent in English. The weakness with a ticktock is having to have a good Internet connection.

(Huining Yang 2020) Tik Tok into EFL classroom can be an effective way of dealing with this issue as Tik Tok contains abundant oral English learning materials. If these video materials can be utilized effectively in-class by EFL teachers, students may achieve significantly progress in oral English skills, remedying the defects of classroom English teaching. On the other hand, even though there are adequate English learning videos on Tik Tok, as stated above, due to the loophole of Tik Tok's scrutiny system, learners' may have trouble in filtering correct and suitable videos for learning by themselves. Hence, EFL teachers can filter out valuable video materials that fit students' English proficiency and cater for their learning needs, integrating these videos as supplementary materials in class and designing relevant in-class activities at the same time, exerting Tik Tok's positive influence on students' in-class English learning. Besides, the integration of Tik Tok and classroom teaching can also help student to develop autonomous learning, by actively involving students in English

learning, offering learning resources for students and supporting them to utilize useful materials.

The advantages of using TikTok This app enables us to learn all about video editing such as basic cutting, audio precisions, transitions and more. There are so many cool tips and tricks we can learn from TikTok influencers too, especially on how they create and edit their videos.²⁸

The disadvantages using TikTok application its can harm yours and your teens' privacy. Generally, teens aren't aware of the privacy concerns that come with putting their lives on display for others. It's Prone to negative comments. negativity is a prevalent issue with all social media platforms these days.²⁹

²⁸ Huining Yang. *Secondary, School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond The EFL Classroom*. Of University Sydney, Australia (ETSS 2020)

²⁹ Oraib Mango. *Students' Perceptions of its Advantages and Disadvantages in the Language Classroom*. International Journal of Technology in Education and Science. (2021), Vol.5, No. 3. P. 277-278

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, the researcher stated that after conducting the questionnaires in English Education Study Program students, 35 students responded that they used and have an experience in using the Youtube Application in Listening Class. 85,7% or 30 of students in this research have use application to practice English of English Education Department. On the other hand, only 14,3% or 5 of the students have not use the application.

- a) Thus, the researcher concluded that students' listening application to use of Youtube, Spotify and TikTok in listening learning is good because the percentage score of the positive statement is 85,7% Meanwhile, the questioner results also show that students respond perceived towards the use of listening application, especially in english learning . The application can improve their listening as a beneficial, and helpful.
- b) The advantages of this application are "easy to acces, acquire a lot of new vocabulary, The advantages that students get from using the application is that students can add to the vocabulary that student don't know yet, and also how to pronounce it , can practice to learn English, and another respons about advantages of using application. Listening application can improved students to speak English more confidence.

However, Listening application has disvantages besides the advantages. The disvantages are the application can improve their speaking, reading and listening and Remembering the listening application are difficult for some students.

B. Suggestion

Based on the conclusions above, the researcher would like to offer some suggestion as follows :

1. Lecturers

The researcher expects the The lecturer should willing to use application to teach listening. However, the lecturers have to facilitate the students with the understanding of the application for student use that easy to acces in listening class can make improvement.

2. Students

The researcher suggests that the students use youtube application learning listening. Based on the result of this research, almost all students confirmed that their listening application was enhanced because they learned English listening from the application. The researcher hopes the students can take advantages of listening application more specific.

3. Other Researchers

The researcher expects the future researchers to be able to develop a similar topic, for it can be to lift ignorance and enrich the knowledgeable generations. The other researcher can also use this research for other academic research matters.

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Appendix 1. Transcript of questioner

No.	Name	Semester	Do You Use Application to Improve Your Listening ?
1.	Abdilah Renaldi Putra	2	Yes
2.	Putri Rabia R. R. Engo	4	Yes
3.	Ghifar Bale	4	Yes
4.	Fahtimah Muntia Arbie	2	Yes
5.	Khanza Mokobombang	2	Yes
6.	Muh.Rizky Mokoginta	8	Yes
7.	Candra Nur A. Pasambuna	4	Yes
8.	Aci Nurulfida Dutinggulo	8	No
9.	Muhammad Rezha Abdul	2	Yes
10.	Rezha Buchari	4	Yes
11.	Dimas Arza Makalalag	2	Yes
12.	Sri Ayu	6	No
13.	Nurul Inayah	6	No
14.	Merlan Potabuga	6	Yes
15.	Nofikasari Gobel	8	Yes
16.	Nurvia Anastasia Anggai	8	Yes
17.	Siti Ayu S. labagou	6	No
18.	Anisa Astrid J. Mokodongan	6	No
19.	Merlan Potabuga	6	Yes
20.	Putri rabia Rahma Engo	4	Yes
21.	Andini Mamonto	6	Yes

22.	Inggrid A. Datunsolang	6	Yes
23.	Irfan Kurniawan	4	Yes
24.	Citra Mokoginta	6	Yes
25.	Khoirotun Nisa Asyifa	4	Yes
26.	Tri Puntri A. N Muchtar	6	Yes
27.	Fahtimah Muntia	2	Yes
28.	Nur Arfa Harun	2	Yes
29.	Rizka Amalia Lumoring	2	Yes
30.	Siti M.I Kiay Demak	2	Yes
31.	Oktavianus Ibrahim	2	Yes
32.	Restu Yudo Saputro	2	Yes
33.	Lestari Said	2	Yes
34.	Elvira Shofia Husna	2	Yes
35.	Syalsabillah Ibrahim	2	Yes

Appendix. 2 Transcript and respondents

No.	Name	List Question	Respon
1.	Abdilah Renaldi Putra	What is listening application that you use ?	YouTube
		How long do you use the application ?	4+ years
		What are the reason for choosing the application in listening ?	Good
		What is the advantages of the application ?	Good
		What is disadvantages of the application that you use ?	Not good
2.	Putri Rabia R. R. Engo	What is listening application that you use ?	YouTube & netflix
		How long do you use the application ?	2-3 jam
		What are the reason for choosing the application in listening ?	Because the application is not paid
		What is the advantages of the application ?	Cant practice my english

		What is disadvantages of the application that you use ?	Must have stable internet network
3.	Ghifar Bale	What is listening application that you use ?	YouTube, TikTok and Spotify
		How long do you use the application ?	YT 4 years, TikTok 2 years, Spotify 7 month
		What are the reason for choosing the application in listening ?	Easy to operate
		What is the advantages of the application ?	Easy to instal, easy to use, large amount of content entertraining
		What is disadvantages of the application that you use ?	Use internet
4.	Fahtimah Muntia Arbie	What is listening application that you use ?	Duolingo, and Spotify
		How long do you use the application ?	I've been using Youtube for a long time. Spotify for around three years and Duolingo for two months
		What are the reason for choosing the application in listening ?	A lot of variety of YouTube . Spotify where else.. do you listen to music ? and Duolingo is mostly for French, I gess.

		What is the advantages of the application ?	Again a lot of variety in YouTube also videos. Spotify is mostly for convenience sake. And Duolingo is Structured for users to learn a new language.
		What is disadvantages of the application that you use ?	Ads
5.	Khanza Mokobombang	What is listening application that you use ?	Joox & YouTube
		How long do you use the application ?	3 years ago
		What are the reason for choosing the application in listening ?	Want to add my English and also want to improve the way of pronunciation
		What is the advantages of the application ?	The advantages I get from using is that I can add to the vocabulary that I don't know yet and also how to pronounce it
		What is disadvantages of the application that you use ?	The disadvantages I get from that I use is an English translation that doesn't match the person who speaks english
6.	Muh.Rizky Mokoginta	What is listening application that you use ?	Spotify

		How long do you use the application ?	When I have free time I can use it a long day
		What are the reason for choosing the application in listening ?	I love music and Spotify gave me a good music that I never had before
		What is the advantages of the application ?	Spotify also have a space lyric music so it make me easier to learn a new vocabulary
		What is disvantages of the application that you use ?	I think just when I disconnected from the internet because we can uses the application on when we're online
7.	Candra Nur A. Pasambuna	What is listening application that you use ?	YouTube
		How long do you use the application ?	15 minutes
		What are the reason for choosing the application in listening ?	To improve my listening skill
		What is the advantages of the application ?	Not pay
		What is disvantages of the application that you use ?	No drawbacks

8.	Aci Nurulfida Dutinggulo	What is listening application that you use ?	Duolingo
		How long do you use the application ?	Just a few month
		What are the reason for choosing the application in listening ?	Know the mistakes in pronouncing words
		What is the advantages of the application ?	Can learn to make sentences, increase vocabulary, and help in speaking good english
		What is disadvantages of the application that you use ?	Don't know the downsides yet
9.	Muhammad Rezha Abdul	What is listening application that you use ?	YouTube, Instagram, Facebook
		How long do you use the application ?	6-10 hous a day
		What are the reason for choosing the application in listening ?	Because I wanna be improve my English skill increase vocabulary
		What is the advantages of the application ?	Cab add a broad knowledge of English language
		What is disadvantages of the application that you use ?	Theres isn't any

10.	Rezha Buchari	What is listening application that you use ?	A lot Google, YouTube, Instagram, Tiktok almost every sosmed
		How long do you use the application ?	Whenever I want
		What are the reason for choosing the application in listening ?	Because easy to access
		What is the advantages of the application ?	Much advantages not only for listening
		What is disadvantages of the application that you use ?	People don't use the application propely, and that wasting time
11.	Dimas Arza Makalalag	What is listening application that you use ?	YouTube
		How long do you use the application ?	3-4 years
		What are the reason for choosing the application in listening ?	Flexible
		What is the advantages of the application ?	Free to use
		What is disadvantages of the application that you use ?	There's an ads
12.	Sri Ayu	-	-

13.	Nurul Inayah	-	-
14.	Merlan Potabuga	What is listening application that you use ?	YouTube
		How long do you use the application ?	Since entering TBI
		What are the reason for choosing the application in listening ?	Easy to access
		What is the advantages of the application ?	Lots of choices
		What is disadvantages of the application that you use ?	It not free, you have to a quota
15.	Nofikasari Gobel	What is listening application that you use ?	Youtube, Instagram or Cake
		How long do you use the application ?	Its has been so long, I don't know exactly the time
		What are the reason for choosing the application in listening ?	Because it can be used and accessed so easily
		What is the advantages of the application ?	I cant access it quickly, and I get a lot of material I want to learn
		What is disadvantages of the application that you use ?	To much wasting time, and sometimes it makes me not focus on

			other things I want to do
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No.	Name	List Question	Respons
16.	Nurvia Anastasia Anggai	What is listening application that you use ?	U-Dictionary
		How long do you use the application ?	Since three years go
		What are the reason for choosing the application in listening ?	The application is easy to use
		What is the advantages of the application ?	Acquire a lot of new vocabulary
		What is disadvantages of the application that you use ?	Lot of advertising
17.	Siti Ayu S. labagou	-	-
18.	Anisa Astrid J. Mokodongan	-	-
19.	Merlan Potabuga	What is listening application that you use ?	YouTube
		How long do you use the application ?	From semester 1
		What are the reason for choosing the application in listening ?	Practical and many choice

		What is the advantages of the application ?	Can help practice listening
		What is disadvantages of the application that you use ?	It's not free, you have to use quota
20.	Putri rabia Rahma Engo	What is listening application that you use ?	YouTube
		How long do you use the application ?	3 years
		What are the reason for choosing the application in listening ?	Because the application is very easy to find and apply
		What is the advantages of the application ?	Can quickly practice my listening, speaking, reading and pronunciation
		What is disadvantages of the application that you use ?	Must have good internet access
21.	Andini Mamonto	What is listening application that you use ?	YouTube
		How long do you use the application ?	2 years ago
		What are the reason for choosing the application in listening ?	Because to facilitate the learning process

		What is the advantages of the application ?	Practical
		What is disvantages of the application that you use ?	There are some videos that can be download
22.	Inggrid A. Datunsolang	What is listening application that you use ?	YouTube
		How long do you use the application ?	About 3 years to improve my listening
		What are the reason for choosing the application in listening ?	This application easy to use and completed with the video in it
		What is the advantages of the application ?	YouTube make it easy for billions of people to find, watch, and share videos related to developing our listening skills
		What is disvantages of the application that you use ?	In using YouTube I not found any disvantages
23.	Irfan Kurniawan	What is listening application that you use ?	YouTube
		How long do you use the application ?	3 years
		What are the reason for choosing the application in listening ?	Because this application has more features and many

			concepts available in this application
		What is the advantages of the application ?	Add more descriptions of foreign countries, different accents that is country has, add ne vocabs to know the culture etc. there is much more
		What is disadvantages of the application that you use ?	Spent a lot of quota the network must be smooth
24.	Citra Mokoginta	What is listening application that you use ?	Busuu: Language learning
		How long do you use the application ?	Its only been about 2 weeks
		What are the reason for choosing the application in listening ?	Because listening application can helps us to improve our listening even at home or anywhere when we use it
		What is the advantages of the application ?	The advantages of this application can helps us whatever we want to learn is in this application including listening
		What is disadvantages of the application that you use ?	As long as I use this application in this 2 weeks, there is no shortage that I get

25.	Khoirotun Nisa Asyifa	What is listening application that you use ?	YouTube
		How long do you use the application ?	3 years
		What are the reason for choosing the application in listening ?	Because easy to use the application and have the visual
		What is the advantages of the application ?	Low of quota and easy to understand
		What is disadvantages of the application that you use ?	Some of video cannot to download
26.	Tri Puntri A. N Muchtar	What is listening application that you use ?	YouTube
		How long do you use the application ?	the last 3 years
		What are the reason for choosing the application in listening ?	Helps in listening and improve listening skill
		What is the advantages of the application ?	There are many videos about listening lessons for easy to difficult levels
		What is disadvantages of the application that you use ?	To many ads if not using a premium account

27.	Fahtimah Muntia	What is listening application that you use ?	YouTube, Duolingo, Spotify
		How long do you use the application ?	Years and years for YouTube and Spotify, onlu a few months for Duolingo
		What are the reason for choosing the application in listening ?	Diversity
		What is the advantages of the application ?	As I said, is diverse Especially for YouTube. As Duolingo, I like the learningsystem there
		What is disadvantages of the application that you use ?	Ads

No.	Name	List Question	Respons
28.	Nur Arfa Harun	What is listening application that you use ?	YouTube
		How long do you use the application ?	I hours
		What are the reason for choosing the application in listening ?	Cause its free
		What is the advantages of the application ?	My English skill become more excellent

		What is disadvantages of the application that you use ?	Too much adsence
29.	Rizka Amalia Lumoring	What is listening application that you use ?	YouTube
		How long do you use the application ?	2 until 3 hours
		What are the reason for choosing the application in listening ?	For my English practice
		What is the advantages of the application ?	I began to have progress in speaking english
		What is disadvantages of the application that you use ?	-
30.	Siti M.I Kiay Demak	What is listening application that you use ?	YouTube
		How long do you use the application ?	10 to 15 hours
		What are the reason for choosing the application in listening ?	Because to practice how to pronounce a sentence
		What is the advantages of the application ?	Can helps me in learning everyday pronunciation help expedite me in pronunciation

		What is disadvantages of the application that you use ?	-
31.	Oktavianus Ibrahim	What is listening application that you use ?	Spotify
		How long do you use the application ?	3 years
		What are the reason for choosing the application in listening ?	Can fluency alittle english
		What is the advantages of the application ?	There is an Indonesian translation
		What is disadvantages of the application that you use ?	Cannot be used when offline
32.	Restu Yudo Saputro	What is listening application that you use ?	YouTube, Game Netflix
		How long do you use the application ?	30-40 minute
		What are the reason for choosing the application in listening ?	Cause I am feel good when I use application
		What is the advantages of the application ?	Make easy
		What is disadvantages of the application that you use ?	Perhaps none

33.	Lestari Said	What is listening application that you use ?	YouTube, TikTok, Spotify
		How long do you use the application ?	15-20 minute
		What are the reason for choosing the application in listening ?	Because the application so easy to search all about English practice
		What is the advantages of the application ?	For practice my English skill
		What is disadvantages of the application that you use ?	-
34.	Elvira Shofia Husna	What is listening application that you use ?	Spotify, YouTube
		How long do you use the application ?	25-45 minutes/day
		What are the reason for choosing the application in listening ?	Easy to use
		What is the advantages of the application ?	Make me easy to know about how to speaking english
		What is disadvantages of the application that you use ?	Many sponsor
35.	Syalsabillah Ibrahim	What is listening application that you use ?	Spotify, TikTok and YouTube

		How long do you use the application ?	30-45 minutes
		What are the reason for choosing the application in listening ?	To improve my skill
		What is the advantages of the application ?	Can use the English easy
		What is disadvantages of the application that you use ?	Many sponsort
