

# Enhancing Listening Skills By Using Digital-Assisted Platform

Moh. Raul Figo<sup>1</sup>

Aminah Suriaman<sup>2</sup>

Muhammad Arid<sup>3</sup>

Anjar Kusuma Dewi<sup>4</sup>

<sup>1234</sup>Universitas Tadulako, Indonesia

<sup>1</sup> [figo32young@gmail.com](mailto:figo32young@gmail.com)

<sup>2</sup> [amisuriaman@gmail.com](mailto:amisuriaman@gmail.com)

<sup>3</sup> [muh63arid@gmail.com](mailto:muh63arid@gmail.com)

<sup>4</sup> [anjar dewi.kusuma@gmail.com](mailto:anjar dewi.kusuma@gmail.com)

## Abstract

This research aimed to determine whether the use of a digital-assisted platform could enhance the listening comprehension skills of eleventh-grade students at SMA Negeri 4 Sigi. The research used a quantitative method, adopting a quasi-experimental design. Data collection involved administering pre-tests and post-tests, with participants split into two distinct groups: an experimental group and a control group. The primary research instrument was a listening comprehension test. The researcher compared the students' listening abilities before and after the experimental group received treatment using the digital-assisted platform. The results showed that the post-test t-count value (1.723) was greater than the t-table value (1.670) at a 0.05 significance level with 64 degrees of freedom. Based on this analysis, the null hypothesis (H<sub>0</sub>) was rejected, and the alternative hypothesis (H<sub>a</sub>) was accepted. In other words, the findings indicate a statistically significant difference in post-test results between the experimental group and the control group. This suggests that the use of digital-assisted platforms has a positive and significant impact on students' listening skills.

**Keyword:** *Digital-assisted platform, Listening, Listening Skill*

## Introduction

Listening is a fundamental part of learning any language, yet it often doesn't get the attention it deserves in classrooms. Good listening skills go a long way not only do they help students understand and retain what's being taught, but they also play a key role in building social connections and succeeding academically. However, listening can be tough to master without engaging in practice, and students can easily lose interest if the approach is overly theoretical or repetitive. This study looks into whether digital tools might be the key to making listening practice more interesting, relevant, and effective.

Listening is an essential skill in learning English, as it helps us understand what others are saying (Fitria, 2021). To develop this skill, it is crucial to grasp the meaning of the words we hear. Engaging listening exercise, combined with effective and enjoyable strategies, can make the process of learning English more effective and enjoyable. The success of listening instruction in this context relies heavily on how the teacher conducts listening practice. The researcher is keen to explore various technologies, including platforms and software, that facilitate interactive language teaching and learning, with a particular focus on enhancing listening skills. (Rost & Wilson, 2013). Advances in

technology have also made it easier to access a wide range of music, from local to international, through platforms like Joox, Spotify, and other music streaming services (Astuti & Pangestu, 2019).

In today's digital world, we're surrounded by apps, multimedia, and interactive platforms that make learning more accessible and engaging than ever before. Tools like music apps, YouTube, and digital language platforms don't just make learning fun they also offer immediate feedback, gamified experiences, and a variety of listening options tailored to different preferences and interests. Yet, at SMA Negeri 4 Sigi, it's clear from initial observations that students rarely get a chance to work on their listening skills in a focused, meaningful way, despite its importance. As a result, this research explores the idea of using digital platforms to fill that gap, offering students a chance to improve their listening skills in a way that feels fresh and relevant.

The problem this study addresses is straightforward: how can we make listening practice more engaging and effective for students? Traditional methods often rely heavily on textbooks, which don't always spark interest or cater to diverse learning styles. This raises the question of whether a digital-assisted platform could provide a better way to engage students in listening practice.

In this study, the writer hypothesize that using a digital-assisted platform will significantly improve listening comprehension skills in eleventh-grade students at SMA Negeri 4 Sigi, especially when compared to the usual textbook-driven approach.

A look at recent studies highlights some exciting possibilities for using digital tools to teach listening. Research by (Salainti & Pratiwi, 2021), (Fitria, 2021), and (Wu et al., 2023) points out that music apps like Spotify, video platforms like YouTube, and interactive online tools can effectively support listening practice. Students can pick content that interests them, making it less of a chore and more of an enjoyable learning experience. However, while these studies showcase the potential of digital resources, they don't fully address how well these tools perform in comparison to traditional methods, especially in classroom settings. This study aims to explore that gap, asking if digital platforms can offer a more impactful, long-term solution for teaching listening in formal educational settings.

The purpose of this study is to explore these ideas and answer the following key question: Can a digital-assisted platform enhance the listening abilities of eleventh-grade students at SMA Negeri 4 Sigi more effectively than traditional learning methods?, this research aims to understand how digital platforms can contribute to modern language education by making listening practice more dynamic and engaging. Through this exploration, we hope to provide insights that teachers and educators can use to create more effective, student-centered learning environments that keep pace with the digital era

## **Method**

This study adopted a quantitative approach with a quasi-experimental design to examine the impact of a digitally-assisted platform on the listening comprehension skills of eleventh-grade students at SMA Negeri 4 Sigi. Participants were divided into two groups: the experimental group, which used the digital platform during the intervention, and the control group, which followed traditional lecture-based teaching methods. Pre-tests and post-tests were conducted for both groups to assess improvements in listening comprehension following the intervention.

The participants in this study were selected from the eleventh-grade classes at SMA Negeri 4 Sigi, which had a total population of 256 students. The students were divided into several classes, as shown in the distribution table below:

**Table 1 Distribution of Pupolation**

No	Class	Number of Students
1.	<b>XI MIA 1</b>	33
2.	<b>XI MIA 2</b>	32
3.	<b>X1 MIA 3</b>	32
4.	<b>XI IIS 1</b>	35
5.	<b>XI IIS 2</b>	35
6.	<b>XI IIS 3</b>	35
<b>Total</b>		202

The study employed purposive sampling to select two classes: XI MIA 2 (32 students) and XI MIA 3 (32 students). Class XI MIA 3 (Group A) was designated as the experimental group and received instruction through the digital-assisted platform, while Class XI MIA 2 (Group B) served as the control group, using traditional lecture-based teaching methods.

The research focused on two primary variables: the dependent variable, which was the students' listening comprehension skills, and the independent variable, which was the use of the digital-assisted platform. The objective was to determine whether the platform could significantly enhance listening comprehension compared to conventional methods.

Data collection involved pre-test and post-test assessments. The pre-test measured the students' listening comprehension levels prior to the intervention, while the post-test evaluated their skills after the treatment. Comparing these results provided insights into the impact of the digital platform.

The research procedure began with both groups completing a pre-test to establish their baseline listening comprehension abilities. The experimental group (XI MIA 3) then participated in lessons using the digital-assisted platform, whereas the control group (XI MIA 2) followed traditional lecture-based lessons. After the treatment period, both groups took a post-test to assess any improvements. Statistical analysis of the results determined whether significant differences existed in listening comprehension scores between the two groups.

Statistical methods were employed to analyze the data, comparing pre-test and post-test results both within each group and between the experimental and control groups. This analysis aimed to evaluate the effectiveness of the digital platform in enhancing listening comprehension skills.

## Results

This study used a quasi-experimental approach with a non-equivalent control group design to examine the effectiveness of Spotify in enhancing listening comprehension skills. Participants were divided into two groups: the experimental group and the control group.

This research was conducted by involving 64 students of the eleventh-grade of SMA Negeri 4 Sigi. In collecting the data, the instrument used a listening test. The test materials were multiple choice (consisted of 10 items) and fill-in-the-blanks (consisted of 5 items). Each item was given a score of 1 for the correct answer. The test was administered twice as pre-test in the first meeting and post-test in the last meeting. There were six meetings for doing the treatment. After collecting the data, the researchers analyzed the data using SPSS version 25.0.

To answer the research question firstly, the researchers calculated the students' scores as shown in the Table below

Table 2 Descriptive Statistic

#### Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	Experimental	32	53.00	93.00	70.3125	8.40675
Group						
Post-test	Experimental	32	80.00	93.00	83.8438	4.48013
Group						
Pre-test	Control Group	32	53.00	73.00	68.5000	5.83648
Post-test	Control Group	32	67.00	87.00	79.1563	4.53025
Valid N (listwise)		32				

Table 2 reveals that, in the experimental group, the highest pre-test score achieved by students is 93.00, while the lowest is 53.00, with an average score of 70.31. Meanwhile, in the control group, the highest score recorded is 87.00, and the lowest is also 53.00, resulting in a mean pre-test score of 68.50.

Table 3 Test of Normality

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk
		Statistic	df	Sig.	Statistic
Students Learning Outcomes	Pretest Experiment	.116	32	.200	.960
	Posttest Experiment	.168	32	.022	.912
	Pretest Control	.105	32	.200	.972
	Posttest Control	.187	32	.022	.942

#### Tests of Normality

		Shapiro-Wilk <sup>a</sup>	
		df	Sig.
Students Learning Outcomes	Pretest Experiment	32	.270
	Posttest Experiment	32	.013
	Pretest Control	32	.570
	Posttest Control	32	.084

\*. This is a lower bound of the true significance.

### Lilliefors Significance Correction

The normality of the data for the pre-test and post-test scores in both the experimental and control groups was analyzed. The significance value (sig.) for the pre-test and post-test results is presented in the analytical test above. In the Kolmogorov-Smirnov column, the pre-test significance value is 0.200 for both the experimental and control groups. These results indicate that the data distribution is normal, as the significance values for both groups are greater than 0.05. Table 4 Test of Homogeneity of Variance

### Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Students Outcomes	LearningBased on Mean	.398	1	62	.127
	Based on Median	.492	1	62	.227
	Based on Median and	.492	1	59.902	.227
	with adjusted df				
	Based on trimmed	.538	1	62	.116
	mean				

After conducting the normality test, the next step is the homogeneity test, which aims to assess the similarity of the samples in both groups. The homogeneity test results show a significance value of 0.127, which is greater than 0.05. This indicates that the mean scores of the post-test for both the experimental and control groups are homogeneous.

### Testing Hypothesis

After conducting normality and homogeneity tests on the research data, the researchers proceeded with a t-test for hypothesis testing. The t-test was used to determine whether there was a significant difference between the mean scores of the students' pre-test and post-test results. This analysis can be more easily interpreted through inferential t-test analysis or significance tests conducted using SPSS version 25.0. In this study, the null hypothesis (H0) posited that using Spotify as a learning tool would not improve the listening skills of the eleventh-grade students at SMA Negeri 4 Sigi. Conversely, the alternative hypothesis (Ha) suggested that using Spotify as a learning tool would enhance their listening comprehension. With a significance value less than 0.05 (sig. 2-tailed), Ha was accepted and H0 was rejected.

Table 5 Independent Sample Test

### Independent Samples Test

			Levene's Test for Equality of Variances	t-test for Equality of Means	
			F	Sig.	t
Students Outcomes	Learning	Equal variances assumed	.398	.127	4.139

	Equal variances not assumed	4.139
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### Independent Samples Test

t-test for Equality of Means

			df	Sig. (2-tailed)	Mean Difference
Students	Learning	Equal variances assumed	62	.000	4.58333
Outcomes		Equal variances not assumed	61.988	.000	4.58333

### Independent Samples Test

t-test for Equality of Means

95% Confidence Interval of

Std. Error the Difference

Difference

Lower

Upper

Students	Learning	Equal variances assumed	1.10746	6.79712	2.36954
Outcomes		Equal variances not assumed	1.10746	6.79713	2.36953

Based on table 5 shows that the t-test are 0.000 for sig. (2-tailed) below the significance level for the Sig. Therefore,  $H_a$  (alternative hypothesis) is accepted, and the  $H_o$  (null hypothesis) is rejected. It means that, the use of Spotify can develop students' listening comprehension.

### Discussion

This section highlights the findings from the analysis of the pre-test and post-test results. The pre-test consisted of multiple-choice and fill-in-the-blank tasks. The study employed a quasi-experimental design, dividing participants into two groups: an experimental group and a control group. For the experimental group, the pre-test results showed an average score of 70.41, with individual scores ranging from 66.66 to 80. Following the pre-test, students in this group received a treatment that involved using a digital-assisted platform to enhance their listening comprehension skills. The platform proved to be effective, as the post-test results revealed significant improvements. The average score in the post-test increased to 83.75, with scores ranging from 80 to 93.33. Statistical analysis indicated a significance value of 0.05, pointing to a moderate but meaningful level of effectiveness. These results suggest that the digital-assisted platform played a key role in improving the listening skills of eleventh-grade students at SMA Negeri 4 Sigi.

Moreover, for the control group, the researcher did not teach the students using Digital-asisted platform. The control group also took the pre-test and the mean score

was 68.54. The lowest score was 53.33 and the highest score was 73.33. The post-test mean score was 79.16. The reason why the control group was given different treatments, was because the researcher wanted to compare the experimental group and the control group which applied conventional learning media. During the treatment carried out by the researcher in the experimental group, the students felt interested in Digital-assisted platform. This had an impact on their test results when the researcher gave the post test. Meanwhile, in the control group, the researcher provided them with understanding without using Digital-assisted platform.

In this case, a Digital-assisted platform can significantly enhance students understanding in listening subject. Pratama, Arifin & Widianingsih., (2020) Using videos in listening lessons has a significant impact, making it easier for students to understand the content and context of the material being taught. Teachers cannot overlook the value of platforms like YouTube in the educational process, as they offer a wealth of resources that can enhance the learning experience and make it more engaging and impactful. Not only YouTube, but there are plenty of other digital-assisted platforms that can help students improve their understanding in listening subjects. This is supported by (Fitria, 2021) There are various options available for students to practice and improve their listening skills, including music apps like Joox and Spotify, YouTube, podcasts, and various websites. Music apps like Joox and Spotify allow students to stream a wide variety of music, providing a great way to practice and enhance their listening, pronunciation, and speaking skills. Additionally, YouTube offers a wealth of English content that students can explore and choose from to further their learning.

The use of digital-assisted platforms as a learning tool made students more engaged and enthusiastic in listening and understanding the information presented to them. Harahap, (2020) also highlights that students show a notable level of engagement in improving their English language skills, particularly their listening abilities, through the use of technology.

## **Conclusion**

This research was approached by using a quasi-experimental method with the aim of knowing whether or not the use of Digital-assisted platform was effective in improving listening comprehension for the eleventh-grade students of SMA Negeri 4 Sigi. The researcher conducted a pre-test in the two classes at the beginning to find out the extent of students' knowledge. All experimental and control group students had knowledge that was not much different. After being given the treatment and the data collected was analyzed, it can be concluded that the use of digital-assisted platform in learning listening on students has a significant impact.

Finally, in this research, the researcher can conclude that using the digital-assisted platform in learning has been proven effective in enhancing listening skills among eleventh-grade students at SMA Negeri 4 Sigi. The study shows that students using digital-assisted platform were more interested and engaged in the learning process, which positively impacted their test results. Digital-assisted platforms like YouTube, Spotify, and Podcasts offer various that help students improve their understanding and listening skills. Therefore, digital-assisted platforms can significantly enhance student's listening abilities compared to conventional learning methods.

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