



**STUDENTS' PERCEPTION ON THE USE OF ELLLO IN LISTENING
CLASS
(A STUDY OF THIRD SEMESTER STUDENTS OF ENGLISH
DEPARTEMENT OF IAIN BATUSANGKAR REGISTERED IN 2018/2019
ACADEMIC YEAR)**

THESIS

*Submitted to the English Teaching Department
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This approval is granted and used appropriately.

Batusangkar, 25 August 2020

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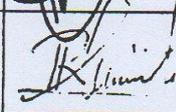


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ABSTRAK

M. STEVANDIK AL IKHSAN, 13 104 041, thesis title "**STUDENTS' PERCEPTION ON THE USE OF ELLLO IN LISTENING CLASS (A STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTEMENT OF IAIN BATUSANGKAR REGISTERED IN 2019/2020 Explosives year)** 'English Study , tarbiyah faculty, Institute of islamic countries (another) batusangkar.

The background in this research is the varying perception of English students in the elllo application used by the lecturer in the listening class. This study is intended to describe the English student's fourth-semester academic 2019/2020 perception of the elllo application used by the listening lecturer in listening class.

This type of research was a quantitative descriptive. Population in this study was all fourth semester students use applications. Elllo 2019/2020 school year of 71 people. From all the entire population there are 42 samples in this study. The data-gathering technique in this study was a wuestionnaire sheet that contains perception of English language student of four academic years 2019/2020. The elllo application used by the professor in the listening class. The data analysis techniques in this study refer to the sudijono theory.

After the data was analyzed, it was gained that perception was the collective English language fourth semester academic year 2019/2020 for the elllo application shows that in the listening class was used particularly positive with a 73% percentage and positive with a 27% percentage of replicas seen from each component of perception the result was obtained as follows; first, the student's perceptions (cognitive) toward the elllo application was very positive with a 68% percentage. Second, student emotional perception (affective) of the elllo application was very positive with a 71% percentage and a student's conative (conative) perception of the elllo application is very positive for 71%. So the English language students perception fourth semester a 2019/2020 response to elllo's application. Which was used by the professor in the listening class very positive.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English plays an important role as international language people in different countries in the world can communicate each other by using English language. In fact that, English is not only for communicating but also transferring some aspects in current global era, like education, economic, technology, social and culture. Therefore people in the world need to understand English well. Knowing the importance of English, people in some countries in the world begin to learn English to reach globalization demands.

In Indonesia, English is a foreign language. English is used for particular condition. Majority of Indonesian people is not use English in their daily life, so that English as foreign language is reputed and also trough English language Indonesian people can find a job such as interpreter and tour guide.

Since English has been important role as an International language, it is becomes a special subject in Indonesia of curriculum education. Indonesian government has made a decision to include English as one of compulsory subject that should be offered teach for students in all level of school. It is learned and taught to elementary school, junior high school, senior high school, and until university students. The purpose of teaching English in Indonesia is that students are expected to be familiar with English as foreign language.

In learning English, there are four skills that have to be mastered by students, namely listening, speaking, reading and writing. Learning has been begun from junior high school to senior high school so that the students should be able to understand and create the spoken text and written text to achieve the informational literacy. Informational literacy means the students can access the knowledge with their language capability and it can be used

in their daily life to access knowledge of the text they have learned. It is including in listening skill.

Listening, as one of the main skills in learning English, has important role. Listening is crucial in communication, because through listening the students can understand each other. By listening they can learn much new knowledge. In fact, listening is basic skill for human being to learn. According to Lawson (2007) people spend 80% of their waking hours communicating and at least 45% of that time is spent for listening. That makes listening as a primary activity than other skills; reading, speaking, writing.

Listening is important for some reasons. First, listening as receptive skill, gives information to students. Learners will not get information if they do not listen properly. When students listen properly, the information that they want to get will come easily. Second, listening helps students in comprehending language. Learning listening properly will help the students comprehension the language itself, such as how to pronounce and produce the word. Third, listening helps students in improving other skills. Listening is able to support learner on learning. Harmer (1998:98) states that listening is a skill and any help can give students in performing their ability and will help them to be better listeners, without listening skill, students are impossible to master their ability because listening is receptive skill. When students listen carefully and increase their listening skill, unconsciously students will help reading, speaking and writing skill to increase. When students can listen a word then speak it clearly it means that he/she increase their speaking skill.

In other hand, there are several technology that can help students' in understanding and comprehending their listening ability. For example, the students' can study from youtube,smartphone,and some applications that can be downloaded from their gadget.furthemore, in order to facilitate students' in improving their listening comprehension,many university applied the used of internet based technology in teaching listening. It

because the used of internet connection is very popular among the students'. On it ,the students' can study by themselves that can be acces in their smartphone. The used of this technology in teaching and learning process can be called by Information Communication Technology (ICT).

Nowadays, ICT has opened new avenues and brought new challenges to language learners aswell as teachers. Information Communication Technology (ICT) breakthroughs have brought new opportunities to restructure the language learning/teaching settings. According to Federal University the acronym "ICTs" (Information and Communication Technologies) tagged in plural is a common core. It encompasses various technologies that are used for facilitating communication such as cellular phones, radio, video, television, computers and satellite systems among others. More, the responsibility of learning tasks has shifted towards the learners and this has dramatically changed the roles of teachers. However, it should be noted that modern language teachers determine the quality of learning process, and not ICT. It means that, the potentialities of ICT as a powerful tool for foreign language teaching and the effects of this technology on second language learning. However, ICT not only about computer and internet but also include different tools such as mobile phone ,tablet ,smartphone ,recording,namely recordings of native speakers' voices and broadcasts from foreign radio stations which wee used to make recordings on reel-to-reel tape recorders, etc.

Based on preliminary research, the students in third semester of English Department at IAIN Batusangkar who registered 2018/2019 academic year, had experience in using ELLLO application in their listening activities of Listening for Dialog Academic Writing subject. On it, ELLLO application has many task that can be accesed by the students' via internet on their smartphone or laptop. Also, the students' can find the listening task that they need to listen. Then, there are exercise or question that they can answer. After that, the students' are able to check their answer that has been

provided after they do the task. It purposes to help students' in comprehending the task and improving their listening comprehension by using their smartpone.

According to Beucken (2004:52) ELLLO is application that offers free listening activities for students in learning listening which is consisting of six different activities namely view, videos, mixer, news centre, games and scene. Each activity is complete by vocabulary test and listening comprehension test. Besides, it is also completed with scripts for each video or recording so that,while training their listening ,the students can also train their pronunciation.

ELLLO (English Listening Lesson Library Online) application is a site that presents many examples of english conversations directly from the native speaker and ELLLO is a website which provides free English Listening activities. The website, created by Todd Beuckens, an English teacher based in southern Japan,contains over 2,000 listening text. One feature that distinguishes ELLLO from other native-speaker listening resources is that former contains video or audio featuring speakers from not only the inner-circle countries where english is spoken as a primary language by native speakers but also speakers from the outer, former British colonies and expanding circles. As a consequence, ELLLO provides a rich volume of authentic listening materials that enable students to experience the usage of English as a Lingua Franca.

Based on the current curriculum In English Department of IAIN Batusangkar offers four series of listening subject, namely, Listening for Linguistic Competence, Listening for General Interest, Listening for Dialog Academic Writing and Listening for Monologue Academic Life. Each of them has different goals. First, Listening for Linguistic Competence provides the students with understanding the language aspects of spoken discourse, such as understanding about numbering, spelling, vocabularies and others. Second, Listening for general interest provides the students until understand short texts (dialogue and monologue) of spoken English. Third,

listening for dialog academic writing assists the students to comprehend the dialogue and monologue of longer text. Fourth, listening for monologue academic life makes the students familiar with IELTS and TOEFL listening test.

In using ELLLO give an perception to students. These perception can be good and bad perception. Perception in a sense narrow is vision, how does one see things. In the general perception is how a person perceivers or interprets something (Leavit, 2003:445).

The application ELLLO is something new to students because of that will cause all sorts perception among the students. Of poor students perception can make spirit decreases in listening class. Of students is expected to have and students can know the importance of ELLLO application and by the presence of application ELLLO has interest and skill students in learning listening.

Therefore, considering in the phenomena above, the researcher is interested in conducting research entitled **“Students’ Perception on The Use of ELLLO in Listening Class (A Study Of Third Semester Students Of English Departement Of IAIN Batusangkar Registered In 2018/2019 Academic Year)**

B. Identification of problem

Students do several assignment based on lecturer instruction such as practice English by working on listening, reading, vocabulary and even pronunciation and speaking. Among those, the researcher wanted focus on using ELLLO in listening class. As stated previously the students had different perceptions of using ELLLO in listening class. Thus, the researcher limits the research on students’ perception on the use of ELLLO in listening class.

C. Limitation and Formulation of the problem

Based on the background and identification of the problem above, the researcher would like to limit the problem to the students' perception of using ELLLO in listening class. A study of third semester students of English Department of IAIN Batusangkar registered in 2018/2019 academic years.

To be more specific, the formulation of the problem can be stated as follow:

1. What is students' perception on the use of ELLLO in listening class?
2. What is students' perception on the use of ELLLO in listening class in term of cognitive component?
3. What is students' perception on the use of ELLLO in listening class in term of affective component?
4. What is students' perception on the use of ELLLO in listening class in term of conative component?

D. Definition of the Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher classifies the terms as follow:

1. Student's perception in this case refers to assumption, emotional, and action of using ELLLO in listening class as one of media in English Department Students of IAIN Batusangkar seen through of questionnaire.
2. ELLLO application (English Listening Lesson Library Online) is a site for listening learning founded in 2004 by an English teacher from Japan namely Todd Beucken. The application that offers free listening activities for students in learning listening which is consisting of six different activities namely view, videos, mixer, news centre, games and scene.

3. Listening comprehension (listening for dialogue academic writing) is a compulsory subject in IAIN Batusangkar for English Teaching Department for third semester students.

E. Purpose of the Research

Based on the research question, the purpose of this research is to find out the students' perception on the use of ELLLO application in Listening subject in third Semester Students of English Department of IAIN Batusangkar Registered in 2018/2019 Academic Year.

F. Significance of the Research

By doing this research, it is expected to be useful in both theoretically and practically. Theoretically, the result of this research hopefully can give information about students' perception on the use of ELLLO application in Listening Class subject at the third Semester Students, it can be explained as follows:

1. English Students

The result of this research may give information to the students of English Department of IAIN Batusangkar about their perception toward the use of ELLLO application in improving their Listening comprehension. Besides, this study is expected to be a reference for the readers who want to improve their comprehension about teaching listening.

2. The Lecturer

For the lecturer, this research may give her the information about students' perception toward the use of ELLLO application in improving their Listening comprehension, and it can be the reference to improve the quality in teaching listening.

3. The Researcher Himself

It is expected to accomplish the researcher graduation requirement, to answer the researcher's curiosity toward students'

opinion toward the use of ELLLO application in improving their Listening comprehension, and also the researcher will know about students' toward the use of ELLLO application in improving their Listening comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Perception

a. Definition of Perception

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman's perspective, the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, "the perception is defined in accordance with the opinions and views of someone" (Unumeri, 2009: 18)

To be the source from Nelson and Fast (1997:83-84), "perception is the process of interpreting the information about other people". The point is that human opinion of others depending on the amount of information available and the extent to which they can interpret the information that has been obtained by right. In other words, some people may have the same information that others have in certain situations, however, a person or group has different conclusions because of individual differences in the capacity to interpret the information.

According to Rao and Narayan (1998:329-330) describes the main characteristics of the above definition However, they emphasize that perceptions are among the "important cognitive factor of human behavior" or psychological mechanism that allows people to understand their environment. In their own language "perception is the process by which people select, organize, and interpret sensory stimuli become meaningful information about their work environment." They argue that perception is the most important determinant of human behavior.

Adediwura and Tayo (2007:165-167) elaborate the theories of perception by collecting some experts' explanation. First, they define “perception as the way individual judge or evaluate others in everyday life”. In cognitive dimension, they see that “perception is the process by which people attach meaning to experiences”. It means that perception appears after people attend to certain stimuli in their sensory memories.

However, “perception is critical because it influences the information in working memory. Background knowledge in the form of schemas affects perception and their work environment.” They argue that perception is the most important determinant of human behavior.

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However, “perception is critical because it influences the information in working memory. Background knowledge in the form of schemas affects perception and subsequent learning”. Even, research finding approves this claim that background knowledge resulting from experience strongly influence perception. Meanwhile, experts strengthen the definition of perception as the process by which we try to understand other people. Attempt to get information about temporary causes of others behaviors (Adediwura and Tayo, 2007: 166-167)

For further, (Adediwura and Tayo, 2007) show the process of having perception. They explain that “every impression that comes in from outside, be a sentence, something we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some certain directions or others, making a connection with other materials already there and finally producing a reaction. From this, it is clear that perception is the reaction elicited when an impression is perceived from

without after making a connection with other materials in the consciousness (memory)” (Adediwura & Tayo, 2007: 165-166). From this point of view, it could be concluded that perception cannot be done in a vacuum, it depends on some background information that will think out a reaction. Perception may be energized by both the present and past experience, the individual attitude at a particular moment, the physical state of the sense organ, the human interest, the level of interest, and the interpretation of the perception (Adediwura and Tayo, 2007: 166).

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009:2). From a few statements from experts above, it can be concluded that the perception is an excitatory stimulus preceded sensor of the senses and delivered to the human brain consciously or unconsciously. Perception is subjective, depending on one's perspective on a particular object. So that the relative perception is influenced by factors originating from within themselves issued with their own thoughts from someone. According to Walgito (2003: 54-55), the perception is influenced by factors that have been classified, among others:

- 1) External factors, namely the stimulus and traits that stand out in the neighborhood behind the objects that constitute a determination or unity subtle, among others: social and environmental.
- 2) Internal factors, i.e. factors related to the ability of self that comes from a relationship with facets, mental, intelligence, and bodily.

(Setiyana, 2012), mentions the perception influenced by functional and structural factors.

- 1) Functional factors or personal factors are factors relating to the individual's understanding of the impact of the stimuli generated, or can be referred to the benefits of stimuli generated.

- 2) Structural factors or situational factors are external factors that affect an individual's understanding of the existing stimuli. From the explanation above, the researcher concludes that those two experts have the same theories. The differences of these are: according to David Krech and Richard. S. Critchfield, internal and external factors are included in functional and structural factors.

b. Conditions for Perception

According to Sunaryo (2004: 98) the conditions for perception are as follows:

- 1) The existence of the object perceived
- 2) Attention which is the first step as a preparation in holding perception.
- 3) The existence of sensory devices / receptors is a device for receiving stimulus
- 4) Sensory nerves as a tool to continue the stimulus to the brain, which then as a tool to hold a response.

c. Factors Affecting Perception

According to Miftah Toha (2003: 154), the factors that influence one's perception are as follows:

- 1) Internal factors: feelings, attitudes and personality of individuals, prejudices, desires or hopes, attention (focus), learning processes, physical states, psychiatric disorders, values and needs as well as interests, and motivation.
- 2) External factors: family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, new and familiar things or the alienation of an object.

According to Bimo Walgito (2004: 70) factors that play a role in perception can be stated several factors, namely:

1) Perceived object

The object gives rise to stimuli that affect the sensory devices or receptors. Stimulus can come from outside the individual who perceives, but can also come from within the individual concerned directly about the recipient nerve that works as a receptor.

2) Senses, nerves and nervous system

The sensory organ or receptor is a device for receiving stimuli, besides that there must also be a sensory nerve as a means to forward the stimulus received by the receptor to the central nervous system, namely the brain as the center of consciousness. As a means of holding responses, motorists are needed to shape one's perception.

3) Attention

To realize or hold a perception requires attention, which is the main step as a preparation in order to hold a perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects. These factors make individual perceptions different from each other and will affect individuals in perceiving an object, a stimulus, even though the object is really the same. The perception of a person or group can be very different from the perception of other people or groups even though the situation is the same. Differences in perception can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation. Basically the process of formation of this perception occurs in a person, but perception is also influenced by experience, learning process, and knowledge.

d. Perception Process

According to Miftah Toha (2003: 145), the process of perception formation is based on several stages, namely:

1) Stimulus or Stimulation

The perception begins when someone is confronted with a stimulus / stimulus that is present from his environment.

2) Registration

In the registration process, a symptom that appears is a physical mechanism in the form of sensing and the condition of a person influencing through the senses they have. Someone can listen to or view information sent to him, then list all the information sent to him.

3) Interpretation

Interpretation is a cognitive aspect of perception that is very important, namely the process of giving meaning to the stimulus it receives. The interpretation process depends on the way of deepening, motivation, and personality of a person.

e. Component of Perception

Perception is created by some part. It is called components of perception. According to Walgito (2002:12) there are three components of perception. They are cognitive, conative or action component, and affective or emotional components. First: cognitive component, it is related to knowledge, opinion and belief, that is good things that relate how person's perception toward an object. It refers to how someone sees or interprets something or an object. Second, conative or an action component, it is related to action toward an object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward an object. The last one is affective components is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive and negative.

Furthermore, Masbow (2009:4) states that there are three components of perception: cognitive (perceptual), affective (emotional), and conative (emotional) components. First, cognitive component is

component that related to someone's knowledge, opinion, and belief toward attitude's object. Then, affective component is components of perception that related to like and dislike toward attitude's object. The last, conative component is component of perception that related to action tendency toward attitude's object.

Table 2. 1
Table of Comparative of three experts about component of perception

Experts		Conclusion
Walgito (2002:108)	Masbow (2009:4)	
<p>a. Cognitive component, it is related to knowledge, opinion and belief, that is good things that relate how person's perception toward an object. It refers to how someone sees or interprets something or an object</p> <p>b. conative or an action component, it is related to action toward an object.</p> <p>c. affective components is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive and negative.</p>	<p>a. cognitive component is component that related to someone's knowledge, opinion, and belief toward attitude's object</p> <p>b. Conative, this component indicates attitude's direction, positive and negative.</p> <p>c. Affective components is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing.</p>	<p>1. Cognitive component that related with:</p> <ul style="list-style-type: none"> • Knowledge: related with students knowledge toward an object. • Opinion: related with students opinion toward an object. • Belief: related with students belief toward an object. <p>2. Affective component that related with:</p> <ul style="list-style-type: none"> • Like: Students good feeling toward an object. • Dislike: Students bad feeling toward an object. <p>3. Conative component that related with:</p> <ul style="list-style-type: none"> • Big and small of Students tendency in using ELLLO.

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Based on the comparative table above, it can be conclude that there are three components of perception: cognitive component that related with knowledge. The affective component that related with like and dislike toward an object. And the last is conative component that related with an action toward an object.

2. ELLLO (English Listening Lesson Library Online)

a. Defenition of ELLLO

According to, Beucken (2004:52) ELLLO stands for English Listening Lesson Library Online. It is a site for listening learning founded in 2004 by an English teacher from Japan namely Todd Beucken. The application that offers free listening activities for students in learning listening which is consisting of six different activities namely view, videos, mixer, news centre, games and scene. Each activity is complete by vocabulary test and listening comprehension test. Besides, it is also completed with scripts for each video or recording so that,while training their listening ,the students can also train their pronunciation. In ELLLO, the student also may choose the level,topic,and country of the speaker sigmaterial they are going through by clicking the level ,topic ,and country features on the middle left of the site. By learning based on the level and topic that interest them will probably make them easier in learning listening comprehension.

b. Content of ELLLO

ELLLO (English Listening Library Online) offers free listening activities for students. In this resource full website, there are over 2,500+ free lessons with audio, video, a script, interactive quiz and vocabulary support exercises. This website is appropriate for self-

study. Each activity type is uniquely designed and focuses on different skills.

1) View

These pages are predominantly audio interviews of various speakers talking about a range of topics. The language is natural and authentic than language in textbooks. All activities accompanied by downloadable audio, vocabulary lessons, and a quiz. This activity is mainly dialogues of two or three persons with different nationalities but occasionally monologues about a custom of a unique place or unique experience.

2) Videos

The videos presented in this website are similar to the Views activities and they feature various speakers talking about a wide range of popular topics. Captions are provided in the video so students can listen and read the text at the same time. A quiz is provided to enhance interest and as comprehension exercises.

3) Mixer

Mixer consists of six speakers answering the same question. These activities are designed to help students' comprehension. The length of the audio clip is short, fifteen to thirty seconds so students can focus on meaning and language used

4) News Center

These activities are short, animated news stories. These activities use more academic words compare to the other activities and scripted as real news on TV stations. Comprehension questions are provided for the students to be answered.

5) Games

These are short audio clips along with a picture that should be selected based on the audio. These tasks focus on listening for gist.

6) Scenes

These are short series, focused on the interactions of two characters in an audio slide show. Similar to the previous activities, vocabulary support, a quiz, and downloadable audio are provided audio.

7) Notes

Audio notes are provided in most activities and they are short explanation of figurative or colloquial that are possibly new to students. The length of the audio explanation is about 30 seconds with the model pronunciation which is good for beginners.

c. Program Objectives

The ELLLO website has clear pedagogical goals: (1) to offer students ample exposure to comprehensible input while engaged in authentic listening (Krashen and Terrell (1983)) and (2) to enhance concentration and interest by providing visual support with photos of the primary speakers and key vocabulary items. Learners focus on listening tasks as they try to understand the input. The tasks support comprehension using pictures and vocabulary to contextualize the topic and interactive feedback to guide user responses. The website is specifically meant for students and teachers around the world who do not have access to authentic, graded listening material. At the time of this writing, the website offers one interview per calendar day from January to November 2004. In the author's words, "It is hoped that by having one clip a day, students will be motivated to practice listening [daily], or . . . frequently" "Beuckens,(2003)".

1) Authentic Listening

Authentic listening is challenging but more relevant to real life situations than non-authentic material. The conversations on the ELLLO web site are spontaneous and personal. Chappelle

(1999) points out that authenticity can be judged by how personal and specific the information is. Learners recognize the authenticity of the English Language Listening Lab Online interviews because the interlocutors delve into personal details, and are thus motivated to learn about the topic under discussion. Furthermore, the interviewer offers additional support by rephrasing responses using redundancy and elaboration. Chappelle (1999, p. 113), in examining Computer-Assisted Language Learning (CALL) tasks, describes "added redundancy" as one method of modifying input to make it comprehensible.

2) Site Design

The site loads very quickly and presents an index of interviews, classified according to level, month, or nationality, with most interviews available in the month section. Users select a month (e.g. December) and view an easy to use display of the month's interviews; these are listed chronologically by date and include both a photo of the interviewee and a brief description of the topic discussed. Each interviewee's photo is marked with a flag representing his/her nationality. Users read the description to choose a topic that interests them, enhancing motivation due to the recall of background knowledge schemata . Site support is available on the "Audio Help" and "How to Use" pages, while the "About" page offers background information on the website's development process. In addition, there is a useful "Links" page with links to other listening websites.

3) Index of interviews for one month

Once an interview is selected, the user is directed to an activities page. At the top of the page is a heading, which indicates different sections (i.e., Parts 1 - 4). In Part 1 (Screenshot 3) the user sees a photo of the speaker as well as "clue" pictures related to the vocabulary used in the interview. According to

Beuckens (2003) focus question helps activate schemata and thus aids prediction; the question is usually quite easy in order to enhance motivation.

Users reveal the answer to the focus question by sliding the cursor over the "clue" picture. The focus question provides immediate feedback and scaffolding for the rest of the activities; by directing the user's attention to the information in the focus question the author creates both a purposeful and helpful listening context.

In Part 2, users can listen a second time and check their comprehension by taking an interactive quiz with multiple-choice questions. The comprehension questions provide contextual clues for key elements in the interview, allowing the listener to focus on specific audio phrases.

Learners can see their score at any time and confirm their correct answers by clicking the "Well . . . How did you do?" button at the bottom of the screen. Interviews from April 2004 forward also include an information-gap activity. Selecting the highlighted link "Word Challenge" opens this page which includes an audio excerpt from the interview; learners fill in the missing words while listening to the audio.

4) Gap-fill exercise

The "Check" and "Hint" buttons at the bottom of the page provide immediate feedback, offering confirmation of answers and letter clues respectively. This exercise reinforces listening for information and focuses users' attention on particularly salient lexical items which help develop their listening awareness.

Part 3 offers a transcript of the text. The interviewer's dialogue is rendered in "plain" text, the interviewee's dialogue is in "bold". Users have the option of reading the transcript while listening to the audio.

Part 4 offers three to five questions that are usually spoken by the interviewee. The listener has the option of clicking the button "See Question" to read the spoken question. Users can also click the button "You can say!" to see a suggestion for a suitable answer. This activity encourages users to respond appropriately and provides interactivity. Additionally, by encouraging exploration of appropriate responses, the author helps students put their schemata into contact with others and thus develop pragmatic skills for interlocution.

Interview, Part 4

For all the activities, students can use the Real One Player console to control the audio as they wish. The listener can pause, move forward or back, and replay the audio with ease.

5) Site Evaluation

The main strength of the website lies in its authentic interviews with its diverse group of (mostly) native English speakers. The dialogues provide an insight into the lives of 'real people' which stimulates the learner's curiosity. The topics (animals, travel, love, sports, family, politics, etc.) are quite interesting and encourage persistence and repetition. The personal nature of some of the stories may even encourage identification with interview subjects as potential role-models. This effect is further enhanced by the preponderance of young interview subjects, since the target audience is of a similar or younger age (high school and college students). The photographs of the interviewees add a significant dimension to this connection process. One way to improve this aspect of the website's intrinsic appeal would be to include several additional photos of each person, perhaps taken candidly during the interview.

d. Benefits of learning listening by using ELLLO

There are a lot of impacts that www.ello.org website offer for improving young learners listening skill, especially through its audio slide show. Some benefits of using www.ello.org for improving young learners' listening skill can be seen in the following (Fatimah, 2014: 81):

1. Providing authentic materials for preparing learners in the real life situation by using language. It means that when learners use English in their daily life, they will be more familiar with the language and have deeper knowledge about it,
2. Attractive and innovative materials for attracting learners learn the new materials. This is so important for material developers to attract learners to the materials. www.ello.org has excellent sources for materials as well as the way of delivering it, the materials are attractive, innovative, and easily to be understood,
3. Easy downloading materials. It is important for learners to learn outside the classroom, they may access this website to improve their listening skill. However, this website also provide easy download for the materials given so that learners can still re-listen to the materials even they do not have internet connection or they may use them just for daily practice,
4. Free access as long as we have internet connection. Learners do not need to pay anything for accessing this website as long as they have internet connection, so using this website is easy and cheap,
5. Providing level for learners to get materials they need. www.ello.org provides level of learning materials, so learners can get their own needs of the materials based on their level of learning English. This brings many benefits since for example, beginner level learners can access some listening materials for their level; they will not get confused for choosing the appropriate materials for improving their skills,

6. Providing games so that learners will not get bored in the study time. The games here is educated games for helping learners improving their English skills in fun ways and will not make them bored with the materials given,
7. Providing audio slide show for enhancing students' enthusiasm. By using slide show learners can learn the expression of what the speaker says, they can identify the appropriate time and expression for using something,
8. Providing dialogues of people's from other countries so that learners will also learn about other culture. Learning about other culture is very important for opening learners' mind about other way of life,
9. Providing transcription so that learners will easily learn the words that are used in the dialogue directly. Transcription is very helpful for learners to see the words correctly and for some visual learners; it will help them understand the words deeper, and
10. Providing interactive quizzes to check learners' understanding about what they hear. Interactive quizzes are really helpful since learners will not feel scary for taking the quizzes; and they will get their score directly.

3. Teaching Listening

a. Definition of teaching listening

There are some definition of teaching listening by the experts. According to Mc Erlain (1999) the teaching listening skills has long been an accepted classroom activity in the general English classroom. According Rixon (1986) the aim of teaching listening comprehension is (or should be) to help learners of english cope with listening in real life, but there is large variety of different types of listening in real life.

Rost (2006) defines listening as having a receptive, constructive, collaboration and transformative orientation. The listener , in this view , not only receives what the speaker says, but also goes trough the

process of constructing a meaning , negotiates this with the speaker and through personal involvement transforms what is heard. Based on the definition above it can be seen listening is different from hearing. Where in listening, the listeners not only receive all sounds that they hear but also catch the information, they can give respond about what the speaker talking.

Then, Harmer (1998) states that the main reason for getting students to listen and to spoken English is to let them hear different varieties and accents. The students need to be exposed not only to one variety of English (e.g. British English) but also to varieties such as American English, Australian English, Caribbean English, and so on. The main method of exposing students to spoken English is by using taped material. Another reason for teaching listening is that it helps students to acquire language subconsciously even if teachers do not draw attention to its special features.

Finally, it can be concluded that teaching listening is to help the learners of English cope with listening in real life. By teaching listening to students, teachers are able make students become used and familiar with different varieties and accents of English, and listening is very important in the mass communication. Listening is a medium through a large portion of students' education, students' information, students' understanding of the world and of human affairs, students' ideals, sense of values, and students' appreciation.

1) Teach listening strategies.

There are everal strategies in listening, they are:

a) Predicting

Predicting means students think about what will they hear in listening process. and it is related within prelistening mentioned earlier.

b) Inferring.

Inferring means the process of inferring while listening section that is done by students.

c) Monitoring.

Monitoring means the teachers pay attention more to the students in listening process. they have to show what do, and what do not.

d) Clarifying.

Clarifying means giving question and hope the students will give feedback.

e) Responding.

Responding means students react what they hear before to the teacher.

f) Evaluating.

Evaluating means make sure the students comprehension. Do they understand or not.

In addition brown (2000:258-260) says that there are six principles of teaching listening they are :

- 1) In an interactive, four-skills curriculum, make sure that you don't over look the importance of techniques that specifically develop listening comprehension competence.

It is easy to adopt a philosophy of just letting students "experience" language without careful attention to component skills. Because aural comprehension itself cannot be overtly "observed", teachers sometimes incorrectly assume that the input provided in the classroom will always be converted into intake.

- 2) Use technique that are intrinsically motivating

Since background information is an important factor in listening, take into full account the experiences, goals and abilities of your students as you design lesson

3) Utilize authentic language and contexts

Authentic language real world tasks enable students to see the relevance of classroom activity to their long term communicative goals, if you introduce natural texts.

4) Carefully consider the form of listeners' responses.

Comprehension itself is not externally observable. We cannot peer into a learner's brain through a little window and empirically observe what is stored there after someone else has said something.

5) Encourage the development of listening strategies.

Most foreign language students are simply not aware of how to listen. One of your jobs is to equip them with listening strategies that extend beyond the classroom.

6) Include both bottom up and top down listening techniques

Bottom up processing proceeds from sounds to words to grammatical relationships to lexical meanings ,etc. to a final "message." Top down processing is evolved from "a bank of prior knowledge and global experience.

b. Principles of teaching listening

English should consider and apply some principles of teaching listening to teach listening effectively. By considering and applying the principles, teacher will know whether listening that she/he teach good or not. According to Nunan (2003) says that there are five principles of teaching listening namely:

- 1) Expose students to different ways of processing information: bottom-up vs. top-down.

A useful metaphor often used to explain reading but equally applicable to listening is "Bottom-up vs. Top-down processing. Bottom-up means starting with the components parts: words, grammar, and the like. Top down processing is

the opposite, such as from their background knowledge, either content schema or textual schema. It means that teachers have to show the students the ways to get information in listening. The both ways above have different steps but have same goal that is to get the information.

2) Expose students to different types of listening

Expose students to different types of listening means teachers have to show the differences between types of listening to the students. They have to consider about tasks. They also have to be able to find the best text that suitable with the listening type. For example, in listening there are some types such as inferential, inference, etc.

3) Teach a variety of tasks.

Every listening activity needs the most suitable task. Then, every listening process has level. For example for beginning level learners do tasks by summarizing the recording that they have heard. In this principle, students are demanded to make a product as a task. Other example such as “check the box” and “number of the picture.

4) Consider text, difficulty, and authentic.

Consider text, difficulty, and authentic means that teachers have to consider what text and teaching material that suitable for the students. They have to consider some parts such as incomplete sentence, pauses, and overlaps. Then, for the recording needs unnaturally slow, clear recordings.

4. Listening

a. Definition of Listening

Listening is one way to get some information from other people. According to Rost (2011) Listening is quite apparently relevant in humanities and applied sciences such as linguistics,

education, business and law, and in social sciences such as anthropology, political science, psychology and sociology. At the same time, the processes of listening are relevant to natural sciences such as biology and chemistry, neurology and medicine, and to the formal studies of computer sciences and systems sciences.

Listening is the language modality that is used most frequently. Listening is a major component in language and teaching . listening involves a sender (a person, radio and television). A message and receiver (the listener). Morley (1991) says that listening requires full participation and in divided attention of the learner or the speaker is the center of attention for all listeners.

Moreover, Emmert (1994) defines that listening is an active process by which students receive, construct meaning form, and respond to spoken and or non verbal messages. A good listener must have ability to identify and comprehend a messages from sounds that they heard to construct the meaning and to get information from the speaker.

Furthermore, Morley (1991) defines listening as an act of information of processing in which listener is involved in to way communication. It means that listening is a process to get information through listening an understanding what speaker say.

In listening process, the listeners must give more attention and focuses on what the speaker's say, and it needs concentration. Someone who incorporates listening with concentration is called by actively listening skill. according to Murcia (2001), listening is not a passive skill, but an active receptive skill which need special attention in study of language. The listener must take care to attend and focuses on the speaker fully.

Moreover, Brown (2000:247) defines the importance of listening in language learning can hardly be overestimated. Listening is a complex processes in which listener select an interprets

information which comes from auditory and visual material to make meaning. It requires the listener concentration in understand and comprehend what the speaker says.

Based on the theories above, it can be concluded that listening is the ability to identify and comprehend a message from the speaker where the listener must construct the meaning to get the information from the speaker. Listening is not passive skill, but it is an active skill where the listeners must give more attention in study language. So that, the listeners can identify and understand what the speakers are saying.

b. *Characteristics of listening*

There are some characteristics of listening. According to Ur (1991), the characteristics of listening namely, informal spoken discourse, listener's expectation and purpose, looking as well as listening, ongoing purposeful listener response, and speaker attention.

Informal spoken discourse means that most of spoken language listens to informal and spontaneous: the speaker is making it up as he or she goes along rather than aloud or reciting from memory. In this characteristic, the listener used spoken discourse to participate in conversation what the speaker saying.

Listener's expectation and purpose means that the listener almost always knows in advance something about what is going to be said: who is speaking, for example, or basic topic. This characteristic allows the listener what is the basic topic speakers saying and linked to his or her purpose.

Looking as well as listening refers to the listener has something to look at that is being said: usually the speaker him or herself, but often her visual stimuli as well. For example: a map, sense or object, or environment in general.

Ongoing purposeful listeners' response means that the listener is usually responding at intervals as the discourse is going on. It is

relatively rare for him or her to extend speech and respond only at the end. The responses, moreover, are normally directly related to the listening purpose and are only occasionally a simple demonstration of comprehension.

Speaker attention refers to the speaker usually directing his or her speech to the listener. Taking the listener's character, intonation etc, into account when speaking and often responding directly to his or her reactions, whether verbal or non verbal, by changing or adapting the discourse.

Based on the theory above, it can be summarized that there are some characteristics of listening. Namely, informal spoken discourse, listener's expectation and purpose, looking as well as listening, ongoing purposeful listener response, and speaker attention. Each characteristic cannot be separated with the other. In listening the listener should be comprehended what the information from the speaker.

In addition, Rost (2002) adds there are some characteristics in listening, namely input, setting and roles, procedures, outcomes, and monitoring.

Input is something that learners are provided including prior knowledge and materials as well as they proceed in a learning materials. Setting is the learners interact critically, who they are grouped with as follows participant, and roles refer to what power, right and obligation. Setting and roles often associated with teaching methodology.

Procedures refer to associated with learning routines and something which is done by the listener during activity. Outcomes are associated with assessment and evaluation. Monitoring is focused on teacher's intervention and teacher's correction and feedback, and related to what is to be remembered and associated with guidance.

Based on the theory above, it can be concluded that there are some characteristics of listening, namely input, setting and roles, procedures, outcomes, and monitoring.

c. *Kinds of Listening*

According to Harmer (2003), there are two types of listening. They are extensive listening and intensive listening.

- 1) Extensive listening is listening activities that do away from classroom. The students get the material from the outside of class or environment, such as at home, car, or on personal stereos. In extensive listening a teacher encourages students to choose for them what they want listen and they get the material for pleasure where it can be found from many sources, such as from book, or magazine. The students can record their responses to what they have heard. The purpose of these is to give students more and reasons to listen.
- 2) Intensive listening is the listening activities that do in in inside of classroom. The students get the material in the classroom. The aim of intensive listening is to raise the learner awareness of bow differences in sound, structure and lexical choice can affect meaning. There are three kinds of intensive listening, namely: using tape material, live listening and role of teacher.

Using tape material refers to the tape material allows students to hear several of different voices a part from the teacher. It is giving them opportunity to meet a range of different characters, especially where the real people are talking.

Live listening means that the students listening to the speaker in face to face situation. The students can see the speaker physically, such as an interview, storytelling, conversation, or in the theatre.

The roles of the teacher section means that the teacher needs to be active in creating students engagement. Teacher needs to build up student's confidence by helping them listen better rather than by

testing their listening abilities. Particularly, the teacher needs to focus on some roles, such as organizer, machine operator, and feedback organizer.

In addition, Brown (2000) argues that there are four types of listening.

- 1) Intensive listening refers to listening for perception of the components such as phonemes, words, intonation, and discourse makers of a large stretch of language.
- 2) Responsive listening is listening to a relatively short stretch of language such as greeting, question, command, and comprehension check in order to make an equally short response.
- 3) Selective listening means that processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able comprehend designated information in a context of longer.
- 4) Extensive listening is to develop a top down, global understanding of spoken language. Extensive ranges from listening to lengthy lectures to listening conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

Based on the theories above, it can be concluded that there are four kinds of listening, they are intensive listening, extensive listening, responsive listening and selective listening and they are learn how to good listener.

5. Listening Comprehension

a. Definition of listening comprehension

There are some definition about listening comprehension based on several experts opinion. Gilakjani (2016) states that listening comprehension is the process of understanding speech and it

concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject.

According to Vandergif (2008) listening comprehension is defined as a complex and active mental process used in effort to interpreted meaning from oral texts. While, Nadig in Gilakjani (2016) asserts that listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

In other hand, O'Malley (1996) argus that listening comprehension entails active and conscious processes in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements. Dealing with this explanation, listening comprehension is an effort in comprehending the information from a oral text.

Based on the explanation above, it can be concluded that listening comprehension is an active process in understanding meaning by using some clues from contextual information of spoken language or oral texts.

b. Importance of listening comprehension

As the explanation in the background of the problems above, listening comprehension is an important skill in English language. According to Devito (2009) listening is important because with listening, the students will know how native speakers produce their language, how natives use the correct pronunciation, rhythm, or other elements of their language.

In addition, Lee (2008) without effective listening skills, learners might not learn to communicate effectively. This shows how important is listening skill in English language learning. In other hand,

Vandergrift (2004) listening comprehension is essential because it is an active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance.

While, Rost (2011) defines listening comprehension is vital in the language classroom because of some factors. The first factor is listening comprehension provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. The second factor is spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential. The third factor is authentic spoken language present a challenge for the learner to attempt to understand language as native speakers actually do. The third factor is listening comprehension exercise provides teachers with a means of drawing learners' attention to new forms (vocabulary, grammar, new interaction pattern) in the language.

Based on the explanations above, it can be concluded that listening comprehension is important because it is an active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance.

c. Process of listening comprehension

There are some process in listening comprehension that are used by the students during listening comprehension. According to Devito (2009:80) Listening can be defined as the process of; (1) receiving (hearing and attending to the message), (2) understanding (deciphering meaning from the message you hear), (3) remembering

(retaining what you hear in memory), (4) evaluating (thinking critically about and judging the message) and (5) responding (answering or giving feedback to hear the speakers).

However, in listening process listeners just not hearing or attending the message of the listening materials, but when they are hearing they need to understand or comprehend what they hear and continuing to remember what they hear in their memory. And also critically evaluating what the speakers just said, then, give respond with it. In other hand, Nunan (2003:20) explains that there are two ways of processing information in listening, namely “bottom-up and top-down” processes. Bottom-up process often called as the phonological code. The foreign language learners need to learn to control the phonological code the target language.

As Nunan (2003:20) effort that, with bottom-up processing, students start with the component parts namely words, grammar, and the like. Furthermore, Shang (2008:23) states that bottom-up process is decoding sounds from the smallest meaningful units (phoneme) to complete text. This process is closely associated with the listeners’ linguistics knowledge.

The second way of processing information is top-down process. Top-down process is process of interpreting and comprehending the meaning of message based on listeners’ background knowledge toward the text being spoken. Shang (2008:23) explains that top-down process is employing background knowledge in comprehending the meaning of the message.

According to the explanations above, it can be concluded that there are some process in listening comprehension, they are receiving, understanding, remembering, evaluating, and responding. Then, it can be done in button-up and top-down process too. These process consciously or not will be doing in listening comprehension activities to get the information from the listening materials.

d. Factors Influencing Listening Comprehension

Listening is a complex process that is influenced by some factors, that these factors influence students achievement in learning English absolutely will influence listening comprehension of students too. According to Ardila (2013:7) seven factors that affect advanced-level EFL learners' listening comprehension. They are as follows: learners' motivation, paralinguistic features, lack of vocabulary, lack of concentration, teachers' methodology, the use of material and the learners' background. First, learners' motivation is related to external factors such as teachers and classmates' behavior, and internal factors such as frustration and anxiety.

Second, paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation cause participant difficulties while doing listening exercises. Third, the lack of vocabulary hinders participants' listening skills, that they are not able to understand some listening exercises because they do not know some key words. Fourth, lack of concentration affects participants' listening performance significantly. Most likely when the students are not concentrating fully on what they are listening to, their performance in the listening comprehension is not outstanding.

Then, teachers' methodology and the variety of tasks work in class seem to strongly affect participants' attitude and performance while doing listening comprehension. Then, the use of various resources will give the participants the opportunity to work comfortably and to develop their skills more effectively. The last, the learners' background is an outstanding agent in listening comprehension, because having background knowledge is a key feature to the successful understanding of any kind of reading and listening materials.

To sum up, there are some factors that influence listening comprehension. One of factors above strategy is valuable ways to

enhance the quality of students' listening comprehension skill. It can be identify as learning strategies, and they can apply learning strategies during their listening process.

6. ICT

According to (Federal University) the acronym "ICTs" (Information and Communication Technologies) tagged in plural is a common core. It encompasses various technologies that are used for facilitating communication such as Cellular Phones, radio, video, television, computers, and satellite systems among others.

After that, Blurton (1999:34) stated that ICT is an accepted acronym of the word information communication technology. It is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

Then, Wiki media project (2013:34) considers ICTs as "diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information." ICTs have transformed the way humans communicate and carryout different activities within and across national boundaries.

Next, The British Council' (2006:36) points out that Language teachers have been avid users of technology for a very long time. Among the old technologies used in the teaching of English Language were gramophone records used by language teachers in order to present students with recordings of native speakers' voices, and broadcasts from foreign radio stations which were used to make recordings on reel-to-reel tape recorders.

According to UNESCO (2010) in Carmona and Marin (2013, p. 428), the term ICT refers to a great many technologies and it includes all electronic tools by means of which we gather, record and store information and by means of which we exchange and distribute information to others. It is very important to know that ICT are not only about computers and internet, but also include different tools such as mobile phone, tablets, etc.

While according to, Yeul (2013) ICT includes devices for encoding, storing, organizing, processing, retrieving, transferring and presenting information with the help of communication, television and computers.

According to, Amin (2017:179), the use of information and communication technologies in the educative process is divided into two categories: ICTs for Education and ICT in Education. ICTs for education refers to the development of information and communications technology for teaching/learning purpose, while ICTs in education involves the adoption of general components of information and communication technologies in the teaching learning process.

Furthermore, Berge Barron cited by Amin (1998:179) Learning approaches using ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student centered settings and by enabling learning to be related to context and to practice.

B. Review of Relevant Studies

The researcher found research that related to the problem discussions in this study. First, Sukmawati Tono Palangan, Haryanto Atmowardhoyo, Sukardi Weda (2016) conducted a research on “English Listening Lesson Library Online (ELLLO) as Supporting Media in Learning Listening“ The similarities between these researches were the research discusses about the use of ELLLO in learning listening. Those two researchers are discussed about the same phenomenon that is about the effectiveness using ELLLO in teaching listening. The differences between these researches with the research that done by the researcher used quantitative research, besides the researcher will use qualitative research.

Second, Veronica Mustika Heni Permatasari (2013) conducted a research about ”Improving Students’ Listening Skills Through Podcasts at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013”. The result of her study found in the first cycle indicated

that the students' listening skill improved along with a lot of listening practises. The result of the second cycle shows that the implementation of podcast improves the students' listening skill, especially their spelling. The indicators of the success of the implementation were that: (1) the students were familiar with English sounds and spelling; (2) the students were more enthusiastic in doing listening activities; and (3) the students' vocabulary mastery was improved. The similarities between these researches with the research that have been done by the researcher are using ICT in listening skills. The differences between these researches with the research that will be done by the researcher find out the effectiveness of using ELLLO application in listening activities.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was descriptive quantitative research. Gay (1987:118) states that descriptive research involves collecting data in order to answer the questions concerning the current status of object of study. Related to the nature of descriptive research above, this study conducted a research to answer the questions concerning about: students' perception on the use of ELLLO in listening class.

B. Population and Sample

1. Population

According to Sudijono (2007:117) population is generalization area consist of object that has quality and specific characteristic which is determined as research and then having conclusion from the research. Gay (2000:122) state that population is the group of interest to the researcher, the group to which she or he will like the result of the study to be generalized. The populations of this research are the third semester students of English department 2018/2019 academic year. There are three classes that take English for daily conversation subject and the total number student of these three classes are 71 students.

2. Sample

According to Gay (2000:121) sampling is the process of selecting number of individual for a study in such a way that they represent the larger group from which they were selected. The populations in this research are 71 students.

The sample of this research was taken by using simple random sampling because all of the populations are have the same chance to become sample. And the researcher does not concern in students'

achievement in choosing the sample. According to Gay (2000:123) simple random sampling is the process of selecting a sample in such a way that all individual in define population have equal and independent chance of being select for the sample.

In choosing the sample the researcher used lottery by using piece of paper, write a number of each students, and collect them (the number of students) in glass, shake the glass and take one by one randomly to be a sample in this research. In determining the size of sample the researcher determined it by using formula develops by Bungin (2005:105).

$$n = \frac{N}{N(d)^2 + 1}$$

Where: n: number of sample

N: number of population

d: sampling limit error

$$\begin{aligned} n &= \frac{71}{71(0.1)^2 + 1} \\ &= 42 \text{ students} \end{aligned}$$

Table 3. 1
Table of Sample of Research

Population	Sample	Sampling Technique
71	42	Simple random sampling

C. Technique of Data Collection

1. Research Instrument

In this research the researcher used questionnaire as an instrument to know students' students' perception on the use of ELLLO in listening class. According to Gay (2000:195), questionnaire is much

more efficient to get data because it does not spend much time, can be done by anyone, and it can be revised if there is a mistake. The items of questionnaire were developed based on the theories that have concluded by the researcher based on several theories provided by experts. And the items of the questionnaire were constructed in Bahasa Indonesia in order to ease the respondents to comprehend the items.

To construct the questionnaire, the researcher used some steps as suggested by Arikunto (2007:135) as follow:

- a. Identifying the variable of the problem
- b. Elaborating the variable into sub variable
- c. Finding out indicator of each variable
- d. Ranging description from each indicator
- e. Formulating the description into questionnaire items
- f. Completing the questionnaire by giving direction and instruction.

The questionnaires consist of variable, sub-variable, indicators, sub-indicator and number of items. The questionnaire asked the students about their perception on the use of ELLLO in listening class.

In measuring instrument, the researcher used Likert scale as basic type to measure questionnaire. Gay and Airasian (2000:156) state that Likert scale is aimed to asked individual to respond to a series of statements. The scale was divided into five categories. They are Strongly Agree (SA) or *SangatSetuju (SS)*, Agree (A) or *Setuju(S)*, Undecided (U) OR *Ragu-Ragu (RR)*, Disagree (D) or *TidakSetuju (TS)*, and Strongly Disagree (SD) or *SangatTidakSetuju (STS)*.

Table 3. 2
Table of Example of Questionnaire Statement

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Setahu saya, aplikasi ELLLO sangat membantu dalam perkuliahan <i>listening</i>					

The score was given based on the type of each item. If the item positive, the score arrange as follows: SA=5, U=3, D=2, and SD=1. In other way, if the item negative statement, the score arranges as follow: SA=1, A=2, U=3, SD=5. The score can be explained in the table below:

Table 3.3
Table of Score for Categories Statement

Categories	Statement	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (DA)	2	4
Strongly Disagree (SD)	1	5

In doing a research, certainly there are most important principles of instruments. According to Gay (2000:16) the most important principles of instrument are valid and reliable.

a. Validity of The Questionnaire

According to Gay (2000:191) validity is the most important characteristics of test or measuring instrument can posed, validity is the degree to which a test measure what it is supposed to measure and what is not supposed to measure. In this case the researcher used questionnaire in collecting data. So, the questionnaire arranged must measure the purpose is to measure. Therefore, the researcher measured students' perception of using ELLLO in listening class by using questionnaire.

To find out the validity of the questionnaire, the researcher used construct validity, content validity and face validity. Construct validity means that the instrument of the research is constructed based on the relevant theories. Thus, finding out the construct

validity, the questionnaire was constructed with the theories of the advantages using ELLLO. Next, the researcher consulted to his advisor and two validator as to determine the indicators and items of the questionnaire and result consulted the questionnaire is able to continue. For content validity, the questionnaire constructed based on the relevant theories that formulated in table of specification that proposed by expert. Then, the researcher consulted to advisor about indicator and items consist of positive and negative statement. The researcher analyzed the items based on formula that was proposed by Arikunto (2005:327) as follow:

$$r = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r = Coefficient correlation
- N = Number of respondent
- X = score item
- X² = Square of score item
- Y = Sum score item
- Y² = Square of sum of score item

From the result of try out, the researcher calculated it by using formula in Mirosoft Exel and before compare it the researcher found the degree of freedom (DF) to know r table.

Formula to know it is:

DF= N-2

Where: N= Number of Respondent

From the formula above, the researcher found the degree of freedom of that is 27 (DF= 29-2=27). From DF indicated r table was 0.514 in level significance 10%. If coefficient correlation is higher than r table on the level of significance 10%, it means that the items are valid and in contrast if coefficient correlation is lower

r table on the level of significance 10%, it means that the items are not valid.

b. Reliability of the questionnaire

Gay (2000:169) states that reliability is the degree to which a instrument consistently measure whatever it measure. Reliable is consistent, it means establishing by determining the relationship between score resulting from administering the same test, the same group on the different occasion. The reliability of the questionnaire was analyzed by using split half method that proposed by Gay and Airasian (2000:174) as follow:

$$r_{\text{tot}} = \frac{2r}{1+r}$$

Where: r_{tot} = Reliability coefficient

r = Correlation between score of each half test

In determining the instrument reliable or not, the researcher used criteria proposed by Arikunto. And after analyzed the data the researcher compared r_{tot} with r_t proposed by Arikunto.

Table 3. 4
Reliability Clasification

NILAI r	Criteria
$0,00 < r \leq 0,20$	Sangat Rendah
$0,20 < r \leq 0,40$	Rendah
$0,40 < r \leq 0,60$	Sedang
$0,60 < r \leq 0,80$	Tinggi
$0,80 < r \leq 1,00$	Sangat Tinggi

2. Research Procedures

In doing the research, there are several procedures were followed by researcher:

a. Preparation

- 1) Focusing with the problem and theories
 - 2) Identification the problem and variable that used
 - 3) Collecting the relevant sources and references
 - 4) Preparing and writing research proposal
 - 5) Consulting the proposal with the advisor
 - 6) Revising the proposal
 - 7) Preparing the questionnaire
 - 8) Revising the questionnaire
 - 9) Doing seminar
- b. Whilst-Operation
- 1) Getting the letter of research permission
 - 2) Analyzing the questionnaire
 - 3) Distributing the questionnaire to collect the data
 - 4) Collecting the students' questionnaire
- c. Post-operation
- 1) Scoring the questionnaire
 - 2) Analyzing the data
 - 3) Describing the result of the questionnaire
 - 4) Drawing the conclusion

D. Technique of Data Analysis

After collecting the data, descriptive analysis was used in this research to analyze the data. The data was analyzed by using some steps. They are as follow:

1. Collected the questionnaires from the respondent.
2. Checked and calculated frequency of students' answer for each option by used formula that suggest by Sudijono (2007:130), that is:

$$P = F/N \times 100\%$$

Where: P= Percentage

F= Frequency of total score

N= number of sample

3. For interpreting the result of the questionnaires, the researcher use categories as follow:

Table 3. 5
Table of Data Interpretation

Average Number	Explanation
$\geq(0.80 \times \text{max score})$	Strongly Positive
$(0.60 \times \text{max score}) - (0.80 \times \text{max score})$	Positive
$(0.40 \times \text{max score}) - (0.60 \times \text{max score})$	Negative
$\leq(0.40 \times \text{max score})$	Strongly negative

4. Found maximum score and minimum score, class interval, frequency, and percentage of the data.
5. Draw the conclusion based on the result of Mean.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter discusses the data description, data analysis, and discussion about the students' perception on the use of ELLLO in listening class. The data was taken by used questionnaire and distributed to the students to get their perception.

The total item the quistionnaire was 50 items. Then the researcher collected the data. There were 42 students took as the sample of the research with total item of questionnaire was 50 items

The questionnaire was constructed from three indicator of perception namely: cognitive, affective and conative. Not only those indicator but also several advantages of using ELLLO. Total of questionnaire was 50 items that was develop by using five Likert scale in order to eases the subjects of the study about their levels agreement or disagreement. For the positive items, the scores were arranged as follows: strongly agree (SA)=5, agree (A)=4, undecided (U)=3, disagree (D)=2, strongly disagree (SD)=1. Whereas, for negative items, the scores were arranged as follows: strongly agree (SA)=1, agree (A)=2, undecided (U)=3, disagree (D)=4, strongly disagree (SD)=5.

B. Data Analysis

In data analysis the researcher analyzed the data based on questionnaire that had been distributed to the respondent. All of the data in this research were analyzed by using descriptive statistic formula such as total score, maximum score, minimum score, standard deviation,

frequency, and percentage. First, the researcher calculated all of the respondent's score in answering the questionnaire and analyzed in generally. Second, the researcher analyzed them based on the sub-indicator.

There are 50 items of questionnaire were constructed. The items belong to number 1 until 50. After getting the data, the researcher got the general score of students' perception on the use of ELLLO in listening class as follow:

Table 4. 1
Score of Students' Perception on The Use of ELLLO in Listening Class in General

Respondent	Score	Respondent	Score
1	203	22	211
2	165	23	235
3	204	24	199
4	232	25	200
5	249	26	218
6	174	27	200
7	192	28	222
8	225	29	233
9	186	30	210
10	195	31	170
11	210	32	246
12	216	33	220
13	229	34	202
14	205	35	191
15	199	36	232
16	207	37	214
17	196	38	214
18	184	39	234
19	226	40	208
20	216	41	200
21	241		
Total			8613

From the table above the researcher got the total score of students' perception on the use of ELLLO in listening class was 8613. Then, the researcher calculated the general frequencies of students' perception on the use of ELLLO in listening class was showed by frequency table as follow:

Table 4. 2
General Frequency Table of Students' Perception on The Use Of ELLLO in Listening Class

Score	Frequency	Score	Frequency
165	1	210	2
170	1	211	1
174	1	213	1
181	1	214	2
186	1	216	2
191	1	218	1
192	1	222	1
195	1	225	1
196	1	226	1
199	2	229	1
200	3	232	2
202	1	233	1
203	1	234	1
204	1	235	1
205	1	241	1
207	1	246	1
208	1	249	1
Total Score			41

From the frequency above, it was found the intensity of Students' Perception on the use of ELLLO in listening class. The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspects by using SPSS 22 as follows:

Table 4. 3
Statistics result of Students' Perception on the Use of ELLLO in Listening Class

		General	Cognitive	Affective	Conative
N	Valid	41	41	41	41
	Missing	0	0	0	0

Mean	210.07	124.44	42.93	42.71
Median	210.00	125.00	43.00	42.00
Mode	200	126 ^a	40 ^a	40
Std. Deviation	19.836	12.198	4.491	3.939
Variance	393.470	148.802	20.170	15.512
Skewness	-.153	-.137	-.298	-.036
Std. Error of Skewness	.369	.369	.369	.369
Kurtosis	-.198	-.032	-.339	-.399
Std. Error of Kurtosis	.724	.724	.724	.724
Range	84	51	18	15
Minimum	165	98	32	35
Maximum	249	149	50	50
Sum	8613	5102	1760	1751

a. Multiple modes exist. The smallest value is shown

Based on the table above, there was gotten 249 maximum score, 165 minimum score, 210.07 as mean, 19.836 as standard deviation, and 8613 as sum of score of Students' Perception on the Use of ELLLO in Listening Class.

Table 4. 4
General Frequency of Students' Perception on The Use Of ELLLO in Listening Class

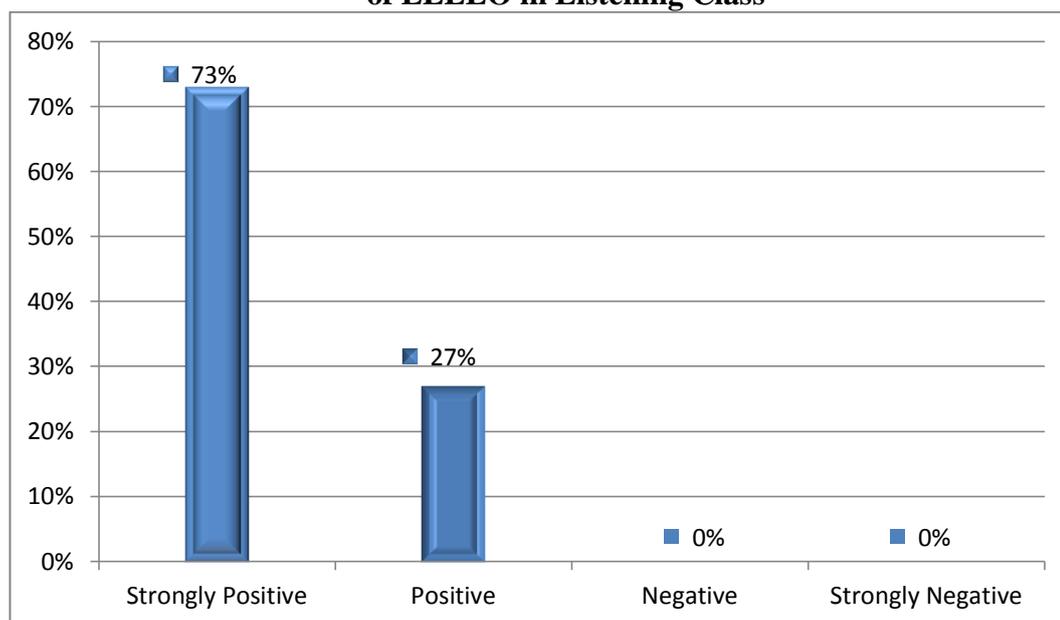
No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 199	30	73%	Strongly positive
2	149-199	11	27%	Positive
3	100-149	0	0%	Negative
4	≥ 100	0	0%	Strongly negative
Total		41	100%	

Based on the table above, in class interval ≥ 199 , there was got thirty students (73%) had strongly positive perception on the use of ELLLO in listening class, in class interval 149-199 eleven students (27%) had positive perception on the use of ELLLO in listening class, in class interval 100-149 there was gotten no students (0%) had negative perception on the use of ELLLO in listening class, and in class interval

≥ 100 there is no students (0%) had strongly negative perception on the use of ELLLO in listening class.

To make it clearer, the histogram below showed the percentage of students' perception on the use of ELLLO in listening class.

Histogram 1
General Percentage of Students' Score of Students' Perception on the use of ELLLO in Listening Class



Based on the histogram above, there was got 73% students had strongly positive perception on the use of ELLLO in listening class, 27% students had positive perception on the use of ELLLO in listening class, 0% students had negative perception on the use of ELLLO in listening class and 0% students had strongly negative perception on the use of ELLLO in listening class.

In detail, there is sub-variable dealing with students' perception on the use of ELLLO in listening class, namely cognitive, affective and conative. In this term, the data was analyzed the items of each sub-variable above. The data can be seen as follow:

1. Students' Perception on the Use of ELLLO In Listening for Cognitive Component

Cognitive component or perceptual is component that related to knowledge, opinion, belief, that was good things that relate how person's perception toward an object. There were 30 item were constructed for this component, they are 1, 2, 3, 6, 7, 8, 11, 12, 13, 16, 17, 18, 21, 22, 23, 26, 27, 28, 31, 32, 33, 36, 37, 38, 41, 42, 43, 46, 47, and 48. After getting the data, the researcher got the score of cognitive components of Students' perception on the use of ELLLO in listening class. Based on the data, it was found that the score as follow:

Table 4. 5
Score of Cognitive Components of Students' Perception on The Use Of ELLLO in Listening Class

Respondent	Score	Respondent	Score
1	119	22	127
2	98	23	140
3	121	24	116
4	133	25	119
5	149	26	126
6	104	27	120
7	111	28	129
8	135	29	138
9	113	30	127
10	114	31	100
11	121	32	146
12	126	33	130
13	133	34	122
14	123	35	116
15	117	36	139
16	123	37	126
17	118	38	127
18	101	39	145
19	131	40	125
20	131	41	120
21	143		
Total Score			5102

From the data above the researcher got the total score of cognitive components of Students' perception on the use of ELLLO in listening class was 5102. Then, the researcher calculated the frequencies of cognitive components of students' perception on the use of ELLLO in listening class, which can described as follow:

Table 4. 6
Frequency Table of Cognitive Components of Students' Perception on The Use Of ELLLO in Listening Class

Score	Frequency	Score	Frequency
98	1	125	1
100	1	126	3
101	1	127	3
104	1	129	1
111	1	130	1
113	1	131	2
114	1	133	2
116	2	135	1
117	1	138	1
118	1	139	1
119	2	140	1
120	2	143	1
121	2	145	1
122	1	146	1
123	2	149	1
Total			41

From the frequency above, it was found the intensity of cognitive components of students' perception on the use of ELLLO in listening class. The result can be seen in following table above. It was also found the maximum score, minimum score, minimum score, mean, and standard deviation by using SPSS 22 as follow:

Table 4. 7
Statistic Result of Cognitive of Students' Perception on the use of ELLLO in Listening Class

Statistics

Cognitive

N	Valid	41
	Missing	0
Mean		124.44
Std. Deviation		12.198
Minimum		98
Maximum		149
Sum		5102

Based on the table above, there was gotten 149 as maximum score, 98 as minimum score, 124.44 as mean, 12.198 as standard deviation, and 5102 as sum of students' cognitive components of Students' Perception on the use of ELLLO in Listening Class.

Then, the categorizing of Students' Perception on the use of ELLLO in Listening Class for cognitive component can be seen as follow:

Table 4. 8
Frequency of Data Distribution of Students' Cognitive Components of Perception on the use of ELLLO in Listening Class

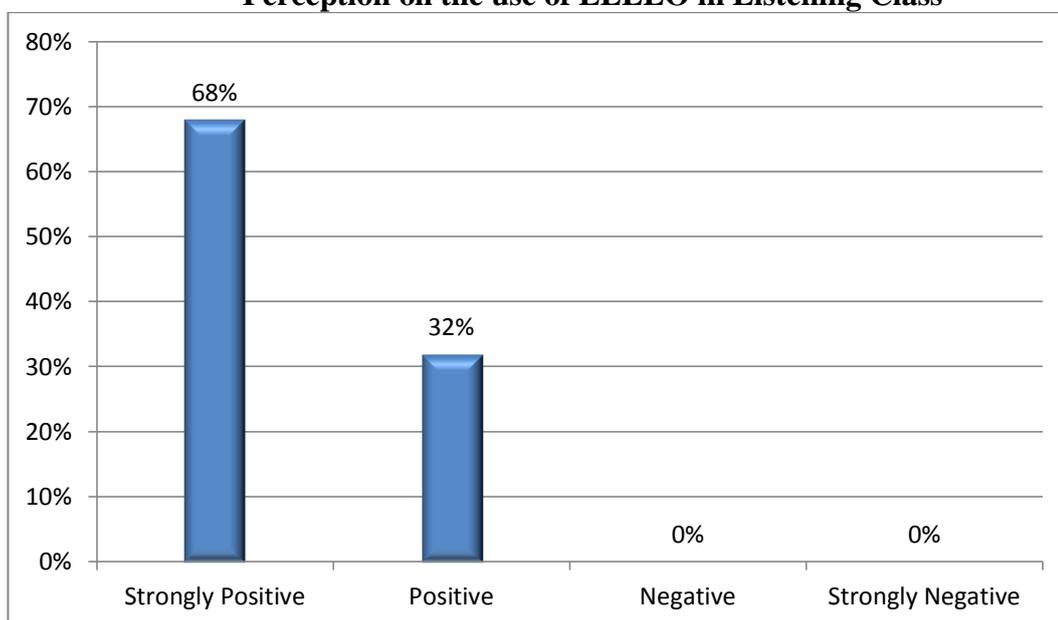
No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 119	28	68%	Strongly positive
2	89-119	13	32%	Positive
3	60-89	0	0%	Negative
4	≥ 60	0	0%	Strongly negative
Total		41	100%	

Based on the table above, in class interval ≥ 119 , there was gotten twenty eight students (68%) had strongly positive perception on the use of ELLLO in listening class in term of cognitive component, in class interval 89-119 thirteen students (32%) had positive perception on the use of ELLLO in listening class in term of cognitive component, in class interval 60-89 there was no students (0%) had negative perception on the use of ELLLO in listening class in term of cognitive component, and in class interval ≥ 60 there was no students (0%) had strongly

negative perception on the use of ELLLO in listening class in term of cognitive component.

To make it clearer, the histogram below showed the percentage of cognitive component of students' perception on the use of ELLLO in listening class.

Histogram 2
Percentage of Cognitive Component of Students' Score of Students' Perception on the use of ELLLO in Listening Class



Based on the histogram above, there was gotten 68% students had strongly positive perception on the use of ELLLO in listening class in term of cognitive component, 32% students had positive perception on the use of ELLLO in listening class in term of cognitive component, 0% students had negative perception on the use of ELLLO in listening class. in term of cognitive component, and 0% students had strongly negative perception on the use of ELLLO in listening class.

2. Affective Components of Perception on the Use of ELLLO In Listening Class

Affective component is component that related to like or dislike toward an object. There are 10 items were constructed for this component. They are 4, 9, 14, 19, 24, 29, 34, 39, 44, and 49. After getting the data, the researcher got the score of Students' Perception on the Use of ELLLO In Listening Class subject as follow:

Table 4. 9
Score of Affective Components of Students' Perception on The Use Of ELLLO in Listening Class

Respondent	Score	Respondent	Score
1	43	22	42
2	32	23	48
3	42	24	40
4	50	25	39
5	50	26	46
6	35	27	40
7	41	28	48
8	45	29	48
9	37	30	41
10	41	31	34
11	45	32	50
12	45	33	47
13	48	34	40
14	41	35	38
15	40	36	47
16	41	37	43
17	38	38	44
18	43	39	46
19	48	40	42
20	43	41	40
21	49		
Total Score			1760

From the data above the researcher got the total score of affective components of Students' perception on the use of ELLLO in listening class was 1760. Then, the researcher calculated the frequencies of

affective components of students' perception on the use of ELLLO in listening class, which can be described as follows:

Table 4. 10
Frequency Table of Affective Components of Students' Perception on The Use Of ELLLO in Listening Class

Score	Frequency
32	1
34	1
35	1
37	1
38	2
39	1
40	5
41	5
42	3
43	4
44	1
45	3
46	2
47	2
48	5
49	1
50	3
Total	41

From the frequency above, it was found the intensity of affective components of students' perception on the use of ELLLO in listening class. The result can be seen in following table above. It was also found the maximum score, minimum score, minimum score, mean, and standard deviation by using SPSS 22 as follows:

Table 4. 11
Statistic Result of Affective of Students' Perception on the use of ELLLO in Listening Class

N	Valid	41
	Missing	0
Mean		42.93
Median		43.00
Std. Deviation		4.491
Minimum		32

Maximum	50
Sum	1760

Based on the table above, there was gotten 50 as maximum score, 32 as minimum score, 42.93 as mean, 4.491 as standard deviation, and 1760 as sum of students' affective components of Students' Perception on the use of ELLLO in Listening Class.

Then, the categorizing of Students' Perception on the use of ELLLO in Listening Class for affective component can be seen as follow:

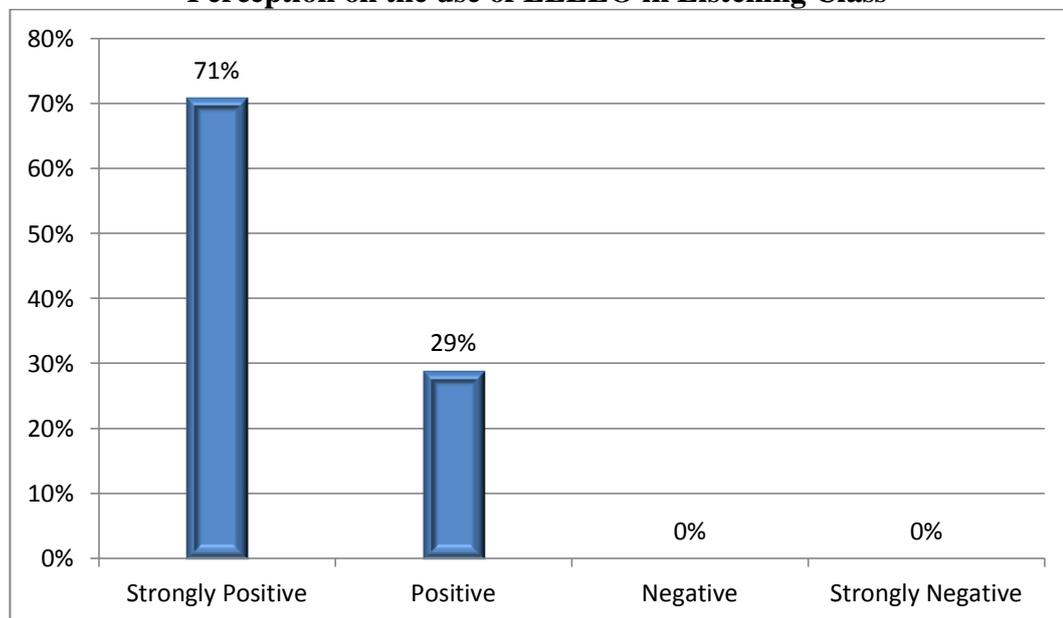
Table 4. 12
Frequency of Data Distribution of Students' Affective Components of Perception on The Use Of ELLLO in Listening Class

No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 40	29	71%	Strongly positive
2	30-40	12	29%	Positive
3	20-30	0	0%	Negative
4	≥ 30	0	0%	Strongly negative
Total		41	100%	

Based on the table above, in class interval ≥ 40 , there was gotten twenty nine students (71%) had strongly positive perception on the use of ELLLO in listening class in term of affective component, in class interval 30-40 thirteen students (29%) had positive perception on the use of ELLLO in listening class in term of affective component, in class interval 20-30 there was no students (0%) had negative perception on the use of ELLLO in listening class in term of affective component, and in class interval ≥ 20 there was no students (0%) had strongly negative perception on the use of ELLLO in listening class in term of affective component.

To make it clearer, the histogram below showed the percentage of affective component of students' perception on the use of ELLLO in listening class.

Histogram 3
Percentage of Affective Component of Students' Score of Students' Perception on the use of ELLLO in Listening Class



Based on the histogram above, there was gotten 71% students had strongly positive perception on the use of ELLLO in listening class in term of affective component, 29% students had positive perception on the use of ELLLO in listening class in term of affective component, 0% students had negative perception on the use of ELLLO in listening class.in term of affective component, and 0% students had strongly negative perception on the use of ELLLO in listening class.

3. Conative Components of Perception on the Use of ELLLO In Listening Class

Conative component was component that related to like or dislike toward an object. There were 10 items were constructed for this component. They were 5, 10, 15, 20, 25, 30, 35, 40, 45, and 50. After getting the data, the researcher got the score of Students' Perception on the Use of ELLLO In Listening Class subject as follow:

Table 4. 13
Score of Conative Components of Students' Perception on The Use Of ELLLO in Listening Class

Respondent	Score	Respondent	Score
1	41	22	42
2	35	23	47
3	41	24	43
4	49	25	42
5	50	26	46
6	35	27	40
7	40	28	45
8	45	29	47
9	36	30	42
10	40	31	36
11	44	32	50
12	45	33	43
13	48	34	40
14	41	35	37
15	42	36	46
16	43	37	45
17	40	38	43
18	37	39	43
19	47	40	41
20	42	41	40
21	49		
Total Score			1751

From the data above the researcher got the total score of conative components of Students' perception on the use of ELLLO in listening class was 1751. Then, the researcher calculated the frequencies of conative components of students' perception on the use of ELLLO in listening class, which can be described as follows:

Table 4. 14
Frequency Table of Conative Components of Students' Perception on The Use Of ELLLO in Listening Class

Score	Frequency
35	2
36	2
37	1
40	7
41	4
42	5
43	5
44	1
45	4
46	2
47	3
48	1
49	2
50	2
Total	41

From the frequency above, it was found the intensity of conative components of students' perception on the use of ELLLO in listening class. The result can be seen in the following table above. It was also found the maximum score, minimum score, minimum score, mean, and standard deviation by using SPSS 22 as follows:

Table 4. 15
Statistic Result of Conative of Students' Perception on the use of ELLLO in Listening Class

N	Valid	41
	Missing	0
Mean		42.71
Std. Deviation		3.939
Minimum		35

Maximum	50
Sum	1751

Based on the table above, there was gotten 50 as maximum score, 35 as minimum score, 42.71 as mean, 3.939 as standard deviation, and 1751 as sum of students' conative components of Students' Perception on the use of ELLLO in Listening Class.

Then, the categorizing of Students' Perception on the use of ELLLO in Listening Class for conative component can be seen as follow:

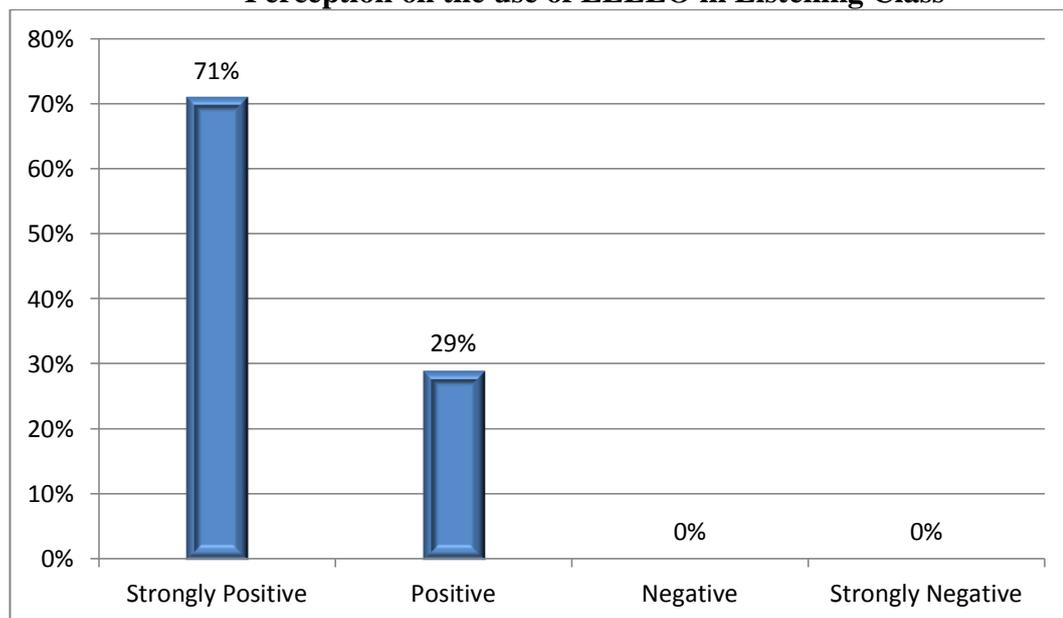
Table 4. 16
Frequency of Data Distribution of Students' Conative Components of Perception on The Use Of ELLLO in Listening Class

No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 40	29	71%	Strongly positive
2	30-40	12	29%	Positive
3	20-30	0	0%	Negative
4	≥ 20	0	0%	Strongly negative
Total		41	100%	

Based on the table above, in class interval ≥ 40 , there was gotten twenty nine students (71%) had strongly positive perception on the use of ELLLO in listening class in term of conative component, in class interval 30-40 thirteen students (29%) had positive perception on the use of ELLLO in listening class in term of conative component, in class interval 20-30 there was no students (0%) had negative perception on the use of ELLLO in listening class in term of conative component, and in class interval ≥ 20 there was no students (0%) had strongly negative perception on the use of ELLLO in listening class in term of conative component.

To make it clearer, the histogram below showed the percentage of conative component of students' perception on the use of ELLLO in listening class.

Histogram 4
Percentage of Conative Component of Students' Score of Students' Perception on the use of ELLLO in Listening Class



Based on the histogram above, there was gotten 71% students had strongly positive perception on the use of ELLLO in listening class in term of conative component, 29% students had positive perception on the use of ELLLO in listening class in term of conative component, 0% students had negative perception on the use of ELLLO in listening

class.in term of conative component, and 0% students had strongly negative perception on the use of ELLLO in listening class.

C. Discussion

Students' perception on the use of ELLLO in listening class was their assumption in interpreting all components of perception on the use of ELLLO in listening class. If they have positive perception on the use of ELLLO in listening class, automatically they will be serious, enthusiastic, and active in use ELLLO in listening class. Then, potentially they will gain good achievement, not only that but also their listening ability will face an improvement. Whereas, if the students have negative perception use of ELLLO in listening class, consequently they will not be serious in using ELLLO in listening class and potentially they will gain low achievement and no improvement of their listening ability.

According to Walgito (2004:87) perception is a process of receiving the stimulus through the sense to get the conclusion about an object or event. Moreover, Richard (2003:391) states that perception is the recognition and understanding of events, objects, and stimuli through the use of sense (sight, hearing, touch, etc).

Additionally, Rahmat in Fitri (2016:63) states that there are two kinds of perception, positive and negative perception. The positive perception is a view of an object and leads to a situation in which subject perceive tend to accept objects arrested in accordance with his personal. And negative perception is a view of an object and refers to a state in which subject perceive tend to reject object arrested for not suit his personality. It clears that if people have good view toward an object, so they have positive perception. On the other hand, if people have bad view toward and object automatically they have negative perception. Related to the explanation of expert above and after analyzing the data, it was found that the students' perception on the use of ELLLO in listening class was strongly positive which percentage 73% and mean 210.07, it means that the students

perceive that using ELLLO in listening class given by the lecturer have offered good impact to their listening ability.

In having perception on the use of ELLLO in listening class, there are three components considered, they are cognitive component, affective component, and conatif component. It supported by Walgito (2004:86) states that there are three components of perception.

First, cognitive component is perceptual component. It includes knowledge, opinion, and belief about an object or even. After analyzing cognitive component of students' perception on the use of ELLLO in listening class, it was found that 68% had strongly positive perception which mean score 124.44, it means that the students had good knowledge use of ELLLO in listening class that it gave contribution in improving their listening ability.

Second, affective component can be called emotional component, includes like and dislike sense about an object or even. Like sense is positive thing and dislike is negative thing. This component indicates direction of attitude that can be positive or negative thing. After analyzing affective component of students' perception on the use of ELLLO in listening class, it was found that 71% students had strongly positive perception which mean score 42.93. It means that the students had well emotional use of ELLLO in listening class that it gave contribution in improving their listening ability.

Third, conative component is known as action component. This component related to action tendency toward object of attitude of perception. It indicates intensity of attitude. The intensity of attitude can be small or big action tendency. After analyzing the data, it was found that 71% students had strongly positive perception which mean score 42.71. It means that the students had high tendency to use of ELLLO in listening class that it gave contribution in improving their listening ability.

Finally, students' perception on the use of ELLLO in listening class that it gave contribution in improving their listening ability.was strongly

positive based on the research finding. The students think that video recording assignment gave contribution to in improving their listening ability. It can be seen from the result of the questionnaire that shows that the students perception on three aspect. These aspects were: cognitive, affective, and conative.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and analysis, it can be concluded that the students' perception on the use of ELLLO in listening class was "*Strongly Positive*" which mean score 210.07, the calculation of data showed that 73% or 30 students who were at level of strongly positive perception on the use of ELLLO in listening class. Moreover, the details of students' perception on the use of ELLLO in listening class can be concluded based on the three components:

1. Students' perception on the use of ELLLO in listening class to cognitive component was "*strongly positive*" which mean score 124.44
2. Students' perception on the use of ELLLO in listening class affective component was "*strongly positive*" which mean score 42.93
3. Students' perception on the use of ELLLO in listening class to conative component was "*strongly positive*" which mean score 42.71

In addition, among the three components above, the highest score was gotten from affective and conative component (71%) which 29 students and the lowest score was gotten from cognitive component (68%) which 28 students.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. The Lecturer

From the result of the research, the researcher suggest to the lecturer in order to creates the high capability students the lecturers are expected to implement appropriate methods, technique, and also strategy in learning process.

2. Students

For the students, the researcher suggest on the use of ELLLO in listening class to maximize what is the methods, technique, and also strategy in learning process that use by their lecturer to improve their listening ability.

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