THE IMPACT OF IMPLEMENTING PORO ENGLISH ON STUDENTS' NARRATIVE TEXT LISTENING ABILITY

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ABSTRACT

The purpose of this study was to evaluate the impact of the Poro English app on students' narrative text listening skills. Understanding whether and how the app impacts students' ability to understand and engage with narrative texts can provide insight into its effectiveness as an educational tool. This study aims to contribute to the broader discussion about integrating technology into language education and to offer recommendations for educators seeking to improve listening instruction through innovative methods. This research used Quantitative research, quantitative research uses an experimental type. The results of previous studies show that the use of Android application media is effective. Therefore, based on the results of this experimental study, the author found that the listening learning strategy using the Poro English application can be said to be effective and makes students improve their listening skills. Then, the result of the data shows the average of students who use Poro English Application in English listening is 83.73 and the average of students who do not use Poro English Application in English listening is 77.55.using this Application the students will be easier to answer the question of listening skill. And the researcher hopes the students will always increase their ability in English language, especially in English listening skill. For the future researcher, the researcher hope that this research can be used as source or information for future to find other methods to complate the research and prove more strongly the significant difference of English listening skill.
Keywords: Mobile Phone, Listening Skill, Narrative Text, Social Media, Poro English Application.

INTRODUCTION

Listening is a prerequisite to other language skills because it becomes the first stage in language learning. We know as well that people begin learning a language with listen to the sound and from that they will try to follow and imitate it (Jaya, 2018). From the sounds heard, he or she will try to imitate them. This activity is the first stage of a child beginning to learn to pronounce words. On the other hand, we can say that listening is a component that helps someone to speak. According to Broughton (2020) "Listening is a process to understand something that we hear. How often we hear, it will help us to understand fast". Now days we may use technology to learn and practice in order to improve listening skill. Technology is expected to help us to in learning activities. It is the fact that technology plays an important role in education (Raja & Nagasubramani, 2018). One of the technologies that help students and teachers in learning activities is mobile phones. Mobile phones are a technology that has a lot of benefits and it is also practical, therefore, we can carry that mobile phone wherever we go. The development of the mobile phone helps people to do something. One example of the development of the benefit of mobile phones is a mobile phone as a learning or teaching media.

Mobile phone is a technology that has a lot of benefits and it also practical. Therefore, we can carry the mobile phone where ever we go. The development of the mobile phone helps people to do something. One example of the development of the benefit of mobile phone as a learning or teaching media. The development of the mobile phone allows us to download the learning application. Here are some applications that can be used to improve your listening skills in English: Duolingo, Cake, FluentU, and Poro English listening.

Poro English Application is an application for practicing communicating in English. There are various subject materials, namely general conversations, news, short stories, and so on. In the Poro English application there are also various interesting features such as scripts and translations to help students follow easily. And also various topics ranging from greetings, self-introductions, to small talk at work. There are listening exercises where listeners are asked to compose the right words or match what is being said in the audio. Poro English Application is an application that focuses on learning the language. We can use this application to help to learn English, especially in listening skills. The Poro English app offers a variety of activities and resources specifically designed to improve listening, reading, and speaking skills. The app focuses on providing engaging content, including narrative texts, which are essential for developing listening skills in meaningful contexts.

Narrative texts, characterized by their storytelling elements, are invaluable in language learning. They help students practice understanding plot structure, character development, and thematic elements, which are integral to effective listening comprehension. By engaging with narrative texts, students can improve their ability to follow and interpret spoken English in real-world scenarios.

The purpose of this study was to evaluate the impact of the Poro English app on students' narrative text listening skills. Understanding whether and how the app impacts students' ability to understand and engage with narrative texts can provide insight into its effectiveness as an educational tool. This study aims to contribute to the broader discussion about integrating technology into language education and to offer recommendations for educators seeking to improve listening instruction through innovative methods.

This background section sets the context for the study by discussing the importance of listening skills, the challenges faced by students, the role of technology, and specifically the potential impact of the Poro English app. This section provides a clear rationale for why this study is relevant and how it can benefit educational practice and theory.

Listening skill

The ideal way of teaching English must be done in an integrated manner because they cannot be separated from each other. According to Brown (2007), "the integration of the four skills is the only approach that makes sense in a communicative and interactive framework. Teachers cannot just train students to listen without communicating before or after they listen because listening precedes speaking and other language skills.

Listening, a receptive skill, will lead students to productive skills and is very beneficial if listening teaching is designed in an integrated manner (Anisa, 2023.), there are three important reasons for emphasizing listening in the development of oral language skills: as a means of interaction, a challenge for students to try to understand language as native speakers usually use it. That, and to draw the learner's attention to new forms (vocabulary, grammar, patterns new interactions) in language. In addition, proposed two reasons for using integrating activities in language classes; (1) to practice and expand the use of certain language structures or functions by learners and (2) to develop learners' abilities in the use of two or more skills in real contexts and communication frameworks. That is, by creating listening instruction that is integrated with other skills, teachers help students use language in a more natural and communicative way.

The listening material developed is expected to provide several listening exercises that are integrated with other skills such as speaking and writing. The instruction of imitating and rewriting what they hear is an example. The listening material developed also provides sufficient models and exercises that focus on several expressions that are really needed in everyday life.

Listening is a skill that until now somewhat neglected and has not yet found its proper place in language teaching. There are still very few textbook materials and tools others, such as recordings used to support teacher assignments in teaching listening for use in Indonesia. As one of the receptive skills, the listening skill becomes what must be mastered by students. It is naturally the firsttime humans understand other people's language through hearing, then concept view.

According to Brown (2006), there are 3 indicators of the listening test. These indicators are what listening assessment expected from the test-takers, they are:

a. Listening for main ideas: Understand the key points or propotitions like, points in support of an argument, or part an explanation.
b. Listening for detail: We need details when we are getting directions to someplace like a friend's home. Listening for detail asked the listener about specific pieces or information that are stated in a passage.
c. Listening and making inferences: It means the information or meaning are sometimes implies rather than stated. Listeners have to listen between the lines to figure out what is conclusion is meant.

Poro English Application

Poro English application is an application on mobile phones that helps EFL students practice English. There are features that help you learn to listen, such as listening to stories, news, etc., and there is an exercise that helps improve learning listening. In this era technology has an important role in our life because technology helps us to do our work. The development of technology like the development of the function of the smartphone/android. In the first, it can just call and send a message. Now, the smartphone can be used as a learning media.

There are many language applications that we can download, it depends on our need in learning the language. One example of a language application that we can download is the Poro English Application. This application can helps us to improve our listening skill. Poro English App is an application that we can download on our phones. This application helps the student to learn English especially to help them to improve their ability in listening. This application also has other tools like vocabulary and games.

The advantage of this Poro application is that there are many themes that can be used to learn English so that students don't get bored with the same theme. Apart from having many themes, the Poro application also has several advanced features that can help students in learning English, for example the conversation feature, students can stop speaking the narrative speaker if they feel unclear or can't hear them and there are many other features. The Poro application also has a practice feature that can be accessed by students so that students can start listening practice by arranging words that match the narrative the speaker is talking about (Kilwakit et al, 2023.)

Directions of Using Poro Application the student can download this media on their phones. There are some steps for using this media.

1. First, open the application google play store on your phone.
2. The second, search Poro English Application and then download it
3. Next, after you download that application, open it and you will look at many icons.
4. Begin to listening, the student can choose the conversation. The student also can choose the level of the audio that is suitable for their listening skills.

Narrative Text

Narrative text is one type of text that students at SMA Muhammadiyah 2 Wuluhan must master according to the syllabus. Narrative text as a type of story, both fictional and

real, which contains a series of events in which how the story is told and how the context is presented as aspects of theory construction. In listening to narrative texts, students are expected to be able to identify the main idea, specific information and a series of events. In listening skills, listening to narrative text aim at finding a specific information. Students only listen to the information provided by the narrative speaker and rearrange the words that match the narrative speaker's discussion.

RESEARCH QUESTIONS

The research objective is finding out the effect of Poro English Application on the quality of Senior High School students' listening skill.
1. There is no significant difference between the students' English listening skills of those who learn by using Poro English Application then those who do not use Poro English Application.
2. There is significant difference between the students' English listening skills of those who learn by using Poro English Application then those who do not use Poro English Application.

METHODS

In this research, the researcher used a quantitative-research. Quantitative research was explaining phenomena by collecting numerical data that was analyzed using mathematically based methods. The conceptual framework of the true-experimental research design by Batilantes (2021).
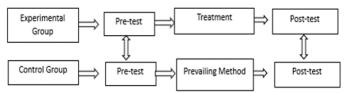

Figure 1 The Model of Experimental Classroom

The pre-testhave been given before the teacher give them the treatment and the post-test have been given after the teacher give them the treatment. This research was intended to investigate whether there was a positive and significant influence of using Poro English Application toward the students' listening performance among the eleven grade of SMA Muhammdiyah 02 Wuluhan in academic year 2024/2025.

RESULT AND DISCUSSION

The data describe all the data that the writer found while doing the research. This research has independent and dependent variables. The independent variable is the effect of Poro English Application and the dependent variable is the students' listening skills. The research was conducted on 5 August 2024 until 29 August 2024 at SMA 2 Muhammadiyah Wuluhan. The data on students' listening was taken from 22 students in each school at XI grade in the 2024/2025 academic year.

The data was collected from the experimental and control groups' pre-test and post-test scores. The test was in the from of multiple choice. The researcher gave treatment for the experimental group by using Poro English Application to learn simple past tense, and the treatment for the control group using language laboratory to learn simple past tense.

Data Description

This Research used two classes as a subject sample. The first class was XI-A as the experimental group, and the second was XI-B as the control group. The researcher gives the

pre-test for both classes before the treatment and the post-test after treatment to get the data on student grammar mastery. The final evaluation is using a post-test which is to find out significant difference in listening skill between students who are taught with Poro English Application and those who do not use Poro English Application.

Result of Post-test Experimen

Table.1. Mean Score of Post-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil_Belajar	Post_Eksperimen	22	83.73	8.282	1.766
	Post_Control	22	77.55	5.369	1.145

Table 1 shows that the mean score of post-test in experimental group is 83.73 and the mean score of post-test in control group is 77.55

Result of the independent t-test

Table. 2 Result of the independent t-test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_Belajar	Equal variances assumed	.236	.629	2.938	42	.000	6.182	2.104	1.935	10.429
	Equal variances not assumed			2.938	36.004	.000	6.182	2.104	1.914	10.450

The table 2 shows the significance is 0,000 it found that is lower than the significance level of 0,005 which means that the null hypothesis (HO) is rejected while the alternative hypothesis (H1) is accepted. It can be concluded that the students' listening skill both in the control and experimental group in the post-test have a significance difference. Furthermore, the experimental group is given treatment, that is using Poro English Application in teaching listening skill have a better achievement of mean score than the control group because the mean score experimental group and control group there is experimental group 83.73 and the mean score of post-test in control group is 77.55. It can be said the Ho is rejected and H1 is accepted. So, Poro English Application has a positive effect on students' listening skill.

Homogeneity Test

The data can be said to be homogeneous if the significance < 0.05. On the other hands if the data showed < 0.05 it means that the data is not homogeneous. Here is the result of the homogeneity test.

Table. 3 Homogenity Test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil_listening	Based on Mean	.236	1	42	.629
	Based on Median	.070	1	42	.792
	Based on Median and with adjusted df	.070	1	31.402	.793
	Based on trimmed mean	.070	1	42	.792

Table 3 shows that the result of the significance based on the mean is 0,629 < 0.05. Therefore, in the homogeneity test, the is qualified.

Hypothesis Test

The hypothesis testing is used to see whether the hypothesis acceptable or not. To reveal the hypothesis which says "There is significant difference between the student' English listening skill of those who learn by using Poro English Application then those who do not use Poro English Application"

In the analysis, independent T-test formula is applied to measure the level of difference and significance. The null hypothesis (Ho) states "There is no significant difference between the students' English listening skill of those who learn by using Poro English Application then those who do not use Poro English Application" which is alternative hypothesis (H1) states "There is significant difference between the student' English listening skill of those who learn by using Poro English Application then those who do not use Poro English Application". The null hypothesis is tasted by finding the mean difference between the post-test mean score of experimental group and control group. After the mean difference is found, the T-test formula is applied to know whether the difference is significance. IF (t) sig (2-tailed) less than ≤ 0.05, the null hypothesis is accepted which is mean the is no difference means between experimental group and control group. On the contrary, if (t) sig.(2-tailed) less than ≤ 0.05, the null hypothesis is rejected that means there is significant difference between experimental group and control group. Independent T-test result of the posttest is illustrated in the table 2.

Discussion

The assumption in this research is "There is significant difference in listening skill between of student who learn by using Poro English Application and those who do not use Poro English Application at SMA 2 Muhammadiyah Wuluhan in the 2024/2025 academic year". That assumption needs to prove, and it has been proved through this research.

Based on research at SMA 2 Muhammadiyah Wuluhan in class XI A and XI B it was found that there is a significant difference in listening skill between of student who learn by using Poro English Application and those who do not use Poro English Application. This is based on the results of the mean score from the posttest of the experimental group and the control group. From the posttest it is known that the average value for the experimental group (XI A) is 83.73. The results of the independent t-test have a significant difference of 0.000, which means it is less than ≤ 0.05. Therefore the null hypothesis is rejected which means that there is a significant average difference between the experimental group and the control group. Therefore, it can be stated that the use Poro English Application can be an alternative solution to overcome the student's difficulties in developing listening skills.

Teaching English Listening by using Poro English Application is supported by some researchers and shows that the result does not much differently with this research. The results of research conducted by Gustina Hermawati (2020) is the students whose

achievement is still under the minimum standard (KKM) learning success and most of them don't want to listen to the texts they hear. This research aims to solve students' problems in the learning process, especially listening learning using Poro English applications. The method used is classroom action research. Data were collected through listening and observation tests. The results of the study showed that students' English listening learning increased by using the Poro English Application. The Poro English application also has a significant effects such as students are more active and easy to understand in the teaching and learning process and can listen clearly.

Research results from Wawan Herry Setyawan, (2019) entitled "The Influence of Android-Based Applications on T-Mobile Learning to Improve Students' Listening Competence." Based on this research, the author states that the use of mobile applications has many advantages. This is the same as the learning results used by researchers in this study that mobile applications have many advantages, especially in listening learning. By using mobile applications, students can design their learning according to what they need.

In the research of Bonti Kilwakit & Haliah Batau, (2023) in his writing entitled "Utilization of the Poro English Application to Improve Students' English Pronunciation Learning at UPT SPF SMPN 35 Makasar". the results of the study stated that the poro english application can help improve students' English pronunciation learning. the results show that the poro application can help students improve their English learning. The difference between previous research and the research conducted by the researcher is that the previous researcher stated that the poro English application can improve students' English pronunciation, while the research conducted by this researcher is to test the effectiveness of the poro English application in students' listening learning.

The results of previous studies show that the use of Android application media is effective. Therefore, based on the results of this experimental study, the author found that the listening learning strategy using the Poro English application can be said to be effective and makes students improve their listening skills.

CONCLUSION

Based on the result, it can be concluded that there is a significant different of using Poro English Application to the students' listening skills. It was proven by the result of the score of listening test. The score of the listening test of students' in listening English using Poro English Application is better than students' in listening English who do not use Poro English Application. Then, the result of the data that was counted by software SPSS version 25.0 shows the average of students who use Poro English Application in English listening is 83.73 and the average of students who do not use Poro English Application in English listening is 77.55.

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