

## Students' Perspectives On The Utilization Of 'Splash' As A Tool In Learning Listening Skills

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**Abstract.** Currently, mobile technology developments are increasing rapidly. Crompton and Burke (2018) conveyed that smartphone as one of mobile technology is rapidly advancing. Approximately 90% of students possessed a smartphone, and a few even had multiple mobile phones. (Wong et al., 2010; Bhati & Song, 2019). This study aimed to examine how the students perceive the utilization of “Splash” as a media on learning listening skill. Splash is one of android program that developed by the English team in Stekom University. It is made for improve students’ listening skill and grammar skill. This research used quantitative descriptive. The sample consists of 50 students who taken language class. The result showed that there are positive attitudes from the students about the usage of “Splash” to improve listening skill. They can use it every time and everywhere without worried running out of internet package because this application doesn’t need internet package to use. The students also found that the content of this application is interesting. They also got post-activity activities and tasks to help them improve their skills.

**Keywords:** Students’ perception; “Splash”; Listening skill; Android Based

### INTRODUCTION

Currently, mobile technology developments are increasing rapidly. Crompton and Burke (2018) conveyed that smartphone as one of mobile technology is rapidly advancing. Approximately 90% of students possessed a smartphone, and a few even had multiple mobile phones. (Wong et al., 2010; Bhati & Song, 2019). With an increasing number of students owning and utilizing mobile devices, there will be expanded possibilities to integrate technology into education. Mobile learning (Gonzalez et al., 2015) refers to the use of cellular phone technology for learning purposes. According to Davidson (2006), mobile devices including cellphones, smartphones, and PDAs are commonly used in m-learning.

Around 2007 and above, applications for Android-based mobile devices became increasingly well known. At that time, many people switched to using Android cell phones. Android provides an open platform, meaning developers can easily create their own applications and by building an Android-based learning application that is attractive and able to increase student activity in learning (Nazruddin Safaat Harahap, Fatima Akmal Putri: 2017). This shows that the development of Android is increasingly rapid so that many new applications are being developed and are very promising.

According to Winny Nur Ardy Sudrajat and Elysa Ratna Astuti (2018) in their research with the title “Students’ Perceptions of the use of Toefl Preparation Online Course on the Test Performance: The Case of toefl Structure and Written Expression Test showed that students in this online learning environment express a positive attitude towards learning English, particularly TOEFL competencies, which can foster a successful atmosphere for learning. The results show that a TOEFL preparation program can help students with low proficiency levels achieve their target score on the test. This online learning environment fosters a non-threatening setting, boosting students' confidence and willingness to overcome inhibitions and learn more effectively.

Another research by Nurul Natasa and Carbiriena Solusia (2022) that discuss about how perspective of the students toward the use of short video in learning English. They found that the social media to be enjoyable, challenging, and beneficial for learning English. Students reported that learning English helps them gain new knowledge, improve their speaking and writing skills, and increase their listening abilities through social media.

Madrasah Aliyah Futuhiyyah 2 (MAF 2) is one of the Madrasah Aliyah managed by the Futuhiyyah Islamic boarding school foundation. Based on the Madrasa charter number: wk. / b . d / 99 / pgm / ma / 1983, Madrasah Aliyah Futuhiyyah 2 (MAF 2) was established on June 1 1983, under the auspices of the Futuhiyyah Mranggen Islamic Boarding School Foundation. MAF 2 was established to accommodate female students who continue their studies at Madrasah Aliyah.

English language learning for students majoring in language program at Madrasah Aliyah Futuhiyyah 2 use YouTube channel as a media for learning English. From the interviewed with the English teacher that conducted by the researcher stated that there are some weakness of Youtube as a media for learning English. First, some students have signal and internet package, so the learning videos are watched outside of class hours. Second, it is difficult to make sure whether they watch the video from the beginning to the end. Third, there are lots of inappropriate content. The large number of YouTube users makes the available content very diverse, especially with the auto play feature. There is an autoplay feature that plays videos randomly based on recommendations, it is feared that children can access videos that are actually not suitable for them to watch.

Splash is one of android program that developed by the English team in Stekom University. It is made for improve students’ listening skill and grammar skill. This English learning media product consists of a main menu screen, learning screen, question screen and score screen. On the main menu screen there are three buttons; learning button, question

button, and exit button. On the learning screen there are tenses menu, grammar menu, and listening menu. The resulting score is the value that students get after answering tenses, grammar and listening questions. Each user is given access rights to access English learning media as a whole, such as screen learning (learning), screen questions (questions), and screen scores (grades).

From the problem above, the researcher wants to conduct the research to examine the students' perception of the use of "Splash" as a media on learning listening skill.

## **METHOD**

This research used quantitative descriptive research to find out the students' perception of the use of "Splash" as a media in learning listening skill. The sample was taken using purposive sampling. There are 50 students who taken language class as the sample in this research. The data were obtained from the questionnaire that given to the students. There were consisting of 15 both questions and statements. Likert scale was used in this questionnaire; 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly disagree).

## **RESULT & DISCUSSION**

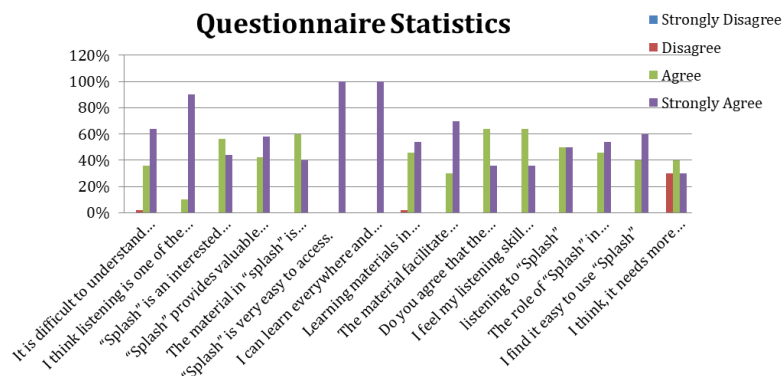
### **Result**

The questionnaire used in this research consist of questions about students' perception toward the usage of "splash" as a media in learning listening skill Students were provided with a checklist box to give their responses based on a Likert Scale with a scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), to 4 (Strongly Agree).

**Table 1.** Result of the questionnaire.

No	Question	SD	D	A	SA
1	I think listening skill is one of the important skill in learning English	0%	0%	10%	90%
2	It is difficult to understand what the speakers say when listening.	0%	2%	34%	64%
3	“Splash” is an interested media in learning listening skill	0%	0%	56%	44%
4	“Splash” provides valuable advantages in learning listening skill.	0%	0%	42%	58%
5	The material in “splash” is related to the school material,	0%	0%	60%	40%
6	“Splash” is very easy to access.	0%	0%	0%	100%
7	I can learn everywhere and every time using “Splash”.	0%	0%	0%	100%
8	Learning materials in “Splash” are presented attractively. (color, transition, and content).	0%	2%	46%	54%
9	The material facilitate students in undertaking self-directed learning activities.	0%	0%	30%	70%
10	Do you agree that the "Splash" is effective to improve listening skill?	0%	0%	64%	36%
11	I feel my listening skill improve after listening to “Splash”	0%	0%	64%	36%
12	The learning materials offer diverse listening options to inspire students and cultivate positive sentiments toward the target language (English),	0%	0%	50%	50%
13	The role of “Splash” in learning is to enrich learning specifically for listening.	0%	0%	46%	54%
14	I find it easy to use “Splash”	0%	0%	40%	60%
15	I think, it needs more listening material in “Splash”.	0%	30%	40%	30%

The data above can be seen in the graphic below:



**Graphic 1 : Questionnaire Statistics**

The first statement showed the students' opinion about the important of listening skill in learning English where 10% students responded that they agree about it, while 90% strongly agree. The second statement showed 2% disagree about the statement that conveyed the students' difficulties what the speakers say when listening while 34% agree and 64% strongly agree. the students' difficulties to understand what the speakers say when listening. The third statement showed that 56% students agree that "Splash" is an interesting media while 44% strongly agree. The fourth statement showed that 42% students agree that "Splash" gives advantages in learning listening while 58% strongly agree. The 60% students agree with the fifth statement while 40% strongly agree about it.

All of the students strongly agree with the sixth statement that discuss about the ease of use "Splash". The same as the sixth statement which showed 100% of students strongly agree with the seventh statement about the usage of "Splash" anywhere and anytime without fear of running out of internet package. The eighth statement showed that 2% students disagree, 46% agree and 54% strongly agree that the learning materials presented in "Splash" are attractively. The ninth statement showed that 30% students agree and 70% strongly agree that through "Splash" students motivate to self- directed learning. The tenth and eleventh statement showed that 64% students agree that "Splash" can improve their listening skill while 36% strongly agree with it. The twelfth statement discuss about the various kinds of listening material that offered by "Splash" increase positive feeling toward English showed that 50% students agree while 50% strongly agree. The thirteenth statement about "Splash" can improve listening skill showed 46% students agree while 54% strongly agree with it. The ease of "Splash" that conveyed in fourteenth statement showed that 40% students agree and 54% strongly agree. The last statement about students' opinion that "Splash" needs more material in it showed that 30% students disagree, 40% agree and 30% strongly agree.

## **Discussion**

Teaching is a multifaceted task that goes beyond transmitting knowledge; it also involves shaping students' behavior. Teachers must be attentive to their role in nurturing students' learning development, especially when teaching listening skills.

The dynamics of teaching and learning are greatly impacted by how students perceive the subject and the teacher's delivery of the lesson. This underscores the importance of educators considering students' preferences in crafting teaching materials and lessons. Positive perceptions foster positive thoughts, facilitating easier acceptance of the lesson, whereas negative perceptions may present hurdles to acceptance.

Tomlinson (2011) stated that learning materials play a critical part in the teaching learning process. The learning material includes information, student activities, samples, topic resources, evaluation, and learning outcomes to assist students achieve their learning goals and experiences. Learning material are not limited to books, the teacher can find and explore it from other sources to fulfill students' achievement.

COVID-19 that happened in Indonesia affecting all sector include education sector. The learning process has experienced various transformations, including changes in the creation and distribution of learning materials in online education. In traditional face-to-face learning, teachers provide material and are directly involved with students. In contrast, in online learning, there is no direct interaction between teachers and students, replaced by the use of various technological media in delivering learning material. Additionally, many learning resources are available to utilize in online classes. The teacher are forced to think more critically when selecting suitable online learning materials has led to the creation of "Splash" by Stekom University team as a resource for students to enhance their listening skills.

Based on the finding above, the students' have positive response about the usage of "Splash" to improve listening skill. They can use it every time and everywhere without think about internet package because this application doesn't need internet package to use. Actually there are number of online sources that can be used in improving students' listening skill but most of them need internet package to use. The students also found that the content of this application is interesting. They also got post-activity activities and tasks to help them improve their skills.

## **CONCLUSION**

Based on the result above, it can be inferred that by the use of "Splash" as a learning media, it is easier for students to learn English, answer English questions and after that get a score from the questions that have been answered. In addition, with the English learning media "Splash" developed by the Stekom University English team, English learning becomes more effective so that it can provide students with a better understanding of language subjects in English learning. Another important thing that can be obtained with this media was the learning process more effective because the usage of this media does not require internet package.

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