

A THESIS

**INCREASING STUDENTS ENGLISH-LISTENING SKILL BY
USING PORO ENGLISH APPLICATION IN SECOND
GRADE AT SMAN 12 ENREKANG**



By

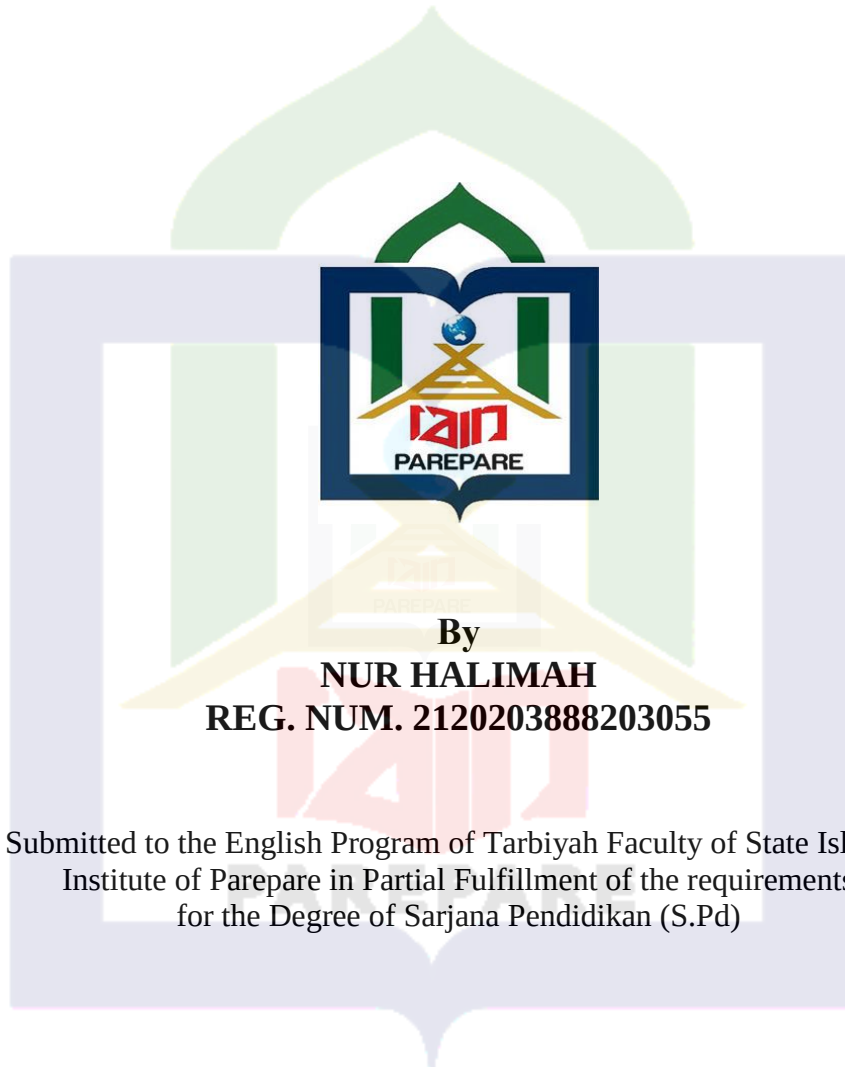
**NUR HALIMAH
REG NUM. 2120203888203055**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2025

THESIS

**INCREASING STUDENTS ENGLISH-LISTENING SKILL BY
USING PORO ENGLISH APPLICATION IN SECOND
GRADE AT SMAN 12 ENREKANG**



**By
NUR HALIMAH
REG. NUM. 2120203888203055**

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2025

SUPERVISORY COMMISSION APPROVAL

The title of thesis : Increasing Students English-Listening Skill By Using
Poro English Application In Second Grade at SMAN
12 Enrekang

Name of the student : Nur Halimah

Student Reg. Number : 2120203888203055

Study program : English Education

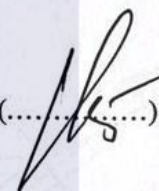
Faculty : Tarbiyah

Basis for Supervisor : Dean of the Faculty of Tarbiyah Decree
Number : 157 Year 2024

Approved By:

Consultant : Dr. Abd. Haris Sunubi, M.Pd.
EIN : 197503082006041001

(.....)



Knowing:

Dean of the Faculty of Tarbiyah



APPROVAL OF THE EXAMINING COMMISSION

Thesis title : Increasing Students English-Listening Skill By
Using Poro English Application In Second Grade
at SMAN 12 Enrekang

Name of the student : Nur Halimah

Student Reg. Number : 2120203888203055

Study program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.857/In39/FTAR.01/PP.00.9/03/2025

Date of Graduation : 06 January 2026

Approved By:

Dr. Abdul Haris Sunubi, S.S, M.Pd. (Chair)

(.....)

Dr. Mujahidah, M.Pd. (Member)

(.....)

Nur Asiza, M.Pd. (Member)

(.....)

Knowing:

Dean of the Faculty of Tarbiyah



Dr. Mujahidah, M.Pd.

EIN: 19830420 200801 2 010

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Assalamu 'alaikum warahmatullahi wabarakatuh.

In the name of Allah, The Beneficent and The Merciful. All praise is due to Allâh, the Lord of the Worlds. First of all, the writer would like to thank God Allah SWT. The Most High and Rule of the universe as well as the creator of everything in this world who still gives health, blessings, mercy to the writer so that he can finish this thesis. Greetings and Salawat Strongly agree sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated people to educated people.

In this beautiful time, the writer would like to thank profusely to all those who have supported and assisted writer in completing this thesis as well as possible. She realized that without their support and assistance, the writer would not be able to complete this "Thesis". On this occasion the writer would like to thank profusely to his beloved parents, The Late. Syarifuddin, Nasriani, my sibling who have given love, advice, support and endless prayers to become a successful student.

The writer convey high appreciation and deepest gratitude to Abd. Haris Sunubi, M.Pd. as the consultant who has patiently guided and provided advice, motivation and construction corrections to the author for its completion. this thesis. On the other hand, the author would also like to express special thanks to:

1. Prof, Dr. Hannani, M.Ag. as Rector of IAIN Parepare, Dr. H. Saepuddin, M.Pd, Dr. Firman, M.Pd, and Dr. M. Ali Rusdi, S.Th.i, M.H. as vice rector who has worked hard to manage education at IAIN Parepare,

2. Dr. Zulfah, M.Pd. as the Dean of the Faculty of Tarbiyah IAIN Parepare who has organized positive education for students at the Faculty of Tarbiyah and also allowed the author to conduct research at the Faculty of Tarbiyah.
3. Nurul Hasanah, M.Pd. as Chair of the English Program and for outstanding service to students.
4. Dr. Mujahidah, M.Pd..and Nur asizah, M.Pd.. as examiners in the research for all very good input.
5. Dr. Mujahida, M.Pd. as personal lecture (PA) who has guieded writer during study at IAIN Parepare.
6. The Tarbiyah Faculty staff who have worked hard in completing the administration of this research
7. Head master of SMAN 12 ENREKANG who has support and facilitated writer for finished this researcher.
8. To all writers KKN, PPL, CLASSMATE, and my ORGANISATION friends who always support and guieded writer since study at IAIN Parepare

Finally, the writer realizes that this thesis cannot be said to be perfect without criticism and suggestions. Therefore, the writer gladly accepts criticism and suggestions for the perfection of this thesis. Hopefully this thesis useful for all of us and for the development of English teaching and learning, Aamiin

Parepare, 04th September 2025

The writer



Nur Halimah

Reg Num. 2120203888203055

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Nur Halimah
NIM : 2120203888203055
Birthday date and place : 26th August 2003
Study program : English Education Program
Faculty : Tarbiyah Faculty
Thesis Title : Increasing Students English Listening-Skill By Using
Poro English Application In Second Grade At Sman 12
Enrekang

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 04th September 2025
The writer



Nur Halimah
Reg Num. 2120203888203055

ABSTRACT

Nur Halimah. *Increasing Students English Listening-Skill By Using Poro English Application In Second Grade At Sman 12 Enrekang* (Supervised by . Abd. Haris Sunubi)

Poro English is a mobile application designed to improve students' English listening skills through engaging audio-based learning activities. This study aims to determine the effectiveness of the Poro English application in enhancing students' listening comprehension, specifically focusing on four key indicators: understanding, remembering, evaluating, and responding. The research was conducted at second-grade students at SMAN 12 Enrekang during the 2025 academic year.

This study employed a pre-experimental research design using a one-group pre-test and post-test approach with a quantitative method. A purposive sampling technique was used to select 28 students from class XI A as the research sample. Listening tests were administered before and after the treatment to measure the improvement in students' skills. Over six meetings, students were guided to use the Poro English application's features such as daily conversations, audio repetition, bilingual subtitles, and vocabulary practice.

The results there is significant increase in students' listening scores, with the mean pre-test score of 53.57 (Average) rising to a post-test mean of 87.32 (Very Good). A paired sample t-test revealed a t-value of 24.11, which exceeded the critical t-table value at a 0.05 significance level ($p < 0.05$). Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This indicates that the Poro English application significantly improved the students' listening skills at SMAN 12 Enrekang. The poro English application's interactive and structured approach successfully enhanced comprehension, memory, evaluation, and responsive abilities in listening tasks. It can be concluded that mobile-based language learning applications like Poro English are effective tools for developing English listening skills in high school learners.

Keywords : *PORO English Application, Listening Skill, SMAN 12 Enrekang.*

TABLE OF CONTENT

COVER	ii
SUPERVISORY COMMISSION APPROVAL	iii
ACKNOWLEDGEMENTS	iv
DECLARATION OF THE RESEARCH AUTHENTICITY	vii
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF PICTURE	xii
LIST OF APPENDICES	xiii
TRANSLITERATION AND ABBREVIATIONS	xiv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	4
C. Objective of the Research	4
D. Significances of the Research	5
CHAPTER II REVIEW OF LITERATURE	6
A. Previous Research Finding	6
B. Some Pertinent Ideas	11
1. Concept of Listening	11
2. Concept of Poro english Application	17
C. Conceptual Framework	22
D. Hypothesis	23
CHAPTER III RESEARCH METHOD	24
A. Research Design	24
B. Location and Duration of The Research	24
C. Population and Sample	25

D. Instrument of Research.....	26
E. Technique of Collecting Data.....	26
CHAPTER IV FINDINGS AND DISSCUSSION	34
A. Findings	34
B. Discussion	46
CHAPTER V CLOSING	50
A. Conclusion.....	50
B. Suggestion	50
BIBLIOGRAPHY	52
APPENDICES	I
CURRICULUM VITAE	XXXIII

LIST OF TABLE

Numbers Of Tables	The Title Of Tables	Pages
3.1	Population of reaserch	25
4.1	Raw Data of pre-test	34
4.2	Result of pre-test	35
4.4	Result of indocator pre-test	36
4.5	Raw Data of pre-test	37
4.6	Descriptive statistics of pre-test	39
4.6	Result of post-test	39
4.7	Result of indicator post-test	41
4.8	Descriptive statistic of post-test	42
4.9	Indicator pre-test and post-test	43
4.10	Accumulation of pre and post-test	45
4.11	T-test paire sample test	45

LIST OF PICTURE

Number Of Picture	The Title Of Picture	pages
2.1	Poro Engglish Application Logo	19
2.2	Poro Feature	22
2.3	Poro Feature	22
2.4	Poro Feature	23
2.5	Por Feature	23
2.6	Conceptual Framework	24

LIST OF APPEDINCES

Number Of Appedinces	The Title Of Appiodences
01	Research Instrument
02	Research Output Data
03	SPSS output
04	T-Table
05	Documentation
06	Virtue of Consultant Degree
07	Researchh Permit Reccomendation
08	Permission Research
09	Letter of Research Completion
10	Curriculum VIItae

TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up

غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	'	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (").

2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhommah	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أِي	Fathah and Ya	Ai	a and i
أُو	Fathah and Wau	Au	a and u

Example :

كَيْف:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / آ	athah and Alif or ya	Ā	a and line above
يَ	Kasrah and Ya	Ī	i and line above
وَيَ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مات : māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahataurauḍatuljannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah

الْحِكْمَةُ : al-hikmah

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	: <i>Rabbanā</i>
نَجَّيْنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>
الْحَجُّ	: <i>al-hajj</i>
نُعَمِّ	: <i>nu‘ima</i>
عَدُوُّ	: <i>‘aduwwun</i>

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ	: <i>‘Arabi</i> (not <i>‘Arabiyyor‘Araby</i>)
عَلِيٌّ	: <i>‘Ali</i> (not <i>‘Alyyor‘Aly</i>)

6. Article

The article in the Arabic writing system is symbolized by the letters لا(*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ	: <i>al-syamsu</i> (not <i>asy- syamsu</i>)
الزَّلْزَلَةُ	: <i>al-zalزالah</i> (not <i>az-zalزالah</i>)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْغُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlābikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاَللّٰهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللّٰهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībīBakkatamubārakan

Syahrū Ramadan al-ladhūnzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

Swt.	= <i>subhānahūwata 'āla</i>
saw.	= <i>ṣallallāhu 'alaihiwasallam</i>
a.s.	= <i>'alaihi al- sallām</i>
H	= Hijriah
M	= Masehi
SM	= SebelumMasehi
l.	= Lahir tahun
w.	= Wafattahun
QS .../...: 4	= QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	= Hadis Riwayat

Some abbreviations in Arabic:

ص	= صفحة
دم	= بدون
صلعم	= ﷺ
ط	= طبعة
بن	= بدون ناشر
الخ	= إلى آخرها / إلى آخره
ج	= جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar

literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc



CHAPTER I

INTRODUCTION

A. Background

In Indonesia English is a foreign language. Learning a foreign language is important and difficult to learn. First Students should learn the four basic skills when learning a foreign language: Listening, speaking, reading, and writing. Those are called language skills. the four language skills, the role of listening is one of the important aspek that student must know before learning something.

Listening is the process by which a person pays attention to and understands information conveyed by another person through words. listening is a fun learning activity that is enjoyable as listening to radio, listening to english song, to watching english movie, but also involves trying to capture the meaning of what is being said.¹

Listening skills are essential in everyday communication, as they help us interact well and understand others. In an educational context, good listening can support learning and improve speaking and writing. However, it is often overlooked in teaching, despite its crucial role.

Listening is an important skill to be concerned about because listening in one's native language appears to be easy to develop, but understanding listening in a foreign language requires considerable effort². As the cornerstone of communication, listening comprehension is essential to language learning. Strong listening skills help

¹ Sya'fiatul, Masfi Ummah."The Effect of Listening Audio Media on the Listening Skills of Muhammadiyah 3 Junior High School of Depok Sleman Students Grade VII".2021.

² Jazilah and Mandarani, "Students' Motivation in Listening English Songs Comprehension at SMP Muhammadiyah 5 Tulangan."

student comprehend spoken language better, which improves their speaking, reading, and writing abilities. Through listening, students can better understand tone, pronunciation, and natural flow of conversation, with clear communication and express their thoughts clearly. Furthermore, effective listening fosters comprehension and retention of new vocabulary and grammatical structure, enabling students to apply what they learned in real-life situation. Honing listening skills helps one become more proficient in the language and also builds confidence when speaking in various context.

According to pre-observation at SMAN 12 Enrekang, students' listening skills are still a challenge. Based on discussions with English teachers at the school, students' errors and lack of ability in listening skills are often caused by various factors, such as lack of vocabulary, diverse accents, and the lack of technology or media that support listening practice. Moreover, the limited availability of teaching media also hampers the effectiveness of listening practice, making it difficult for students to engage with a variety of listening materials that could improve their skills.

Effective approaches are needed to develop these skills, one of which is by utilizing technology. Technology can provide a variety of engaging audio and video resources, such as podcasts, recorded interviews and interactive learning materials, which can enhance students' listening experience. Using digital platforms, students can listen to different accents and speaking styles and practice listening in different contexts. In addition, technology also enables more flexible teaching, where students can learn anytime and anywhere, so they can repeat material that is difficult to understand. Thus, the utilization of technology in listening learning not only makes

the learning process more interesting, but also more effective in improving students' listening skills.

Therefore, the utilization of digital technology in the learning process is needed where technology now provides various audio sources, interesting videos, podcast, and various applications that can be used to help students improve their listening skill. One of the digital application platforms that can be used is Poro English application. Poro English Listening Application is an interactive learning tool created especially to assist users in developing their English listening abilities in a fun way. The program offers a wide range of engaging and diverse audio content, from short stories to everyday conversations and dialogues, all catered to varying user skill levels, from novice to expert. Through word repetition, practice quiz questions, and the introduction of new terminology frequently used in everyday conversations, users can improve their comprehension abilities with an interactive listening practice function.

. Therefore, this research was conducted to explore the use of Poro English application in increasing students listening skills for students at SMAN 12 Enrekang. By utilizing innovative and engaging learning tools such as this, it is expected that students will show increased interest and motivation in their studies, as well as enhance their proficiency in this area of listening skill. This method also seeks to promote a more interactive and student-focused learning atmosphere, facilitating a deeper understanding of the material.

According to the explanation above, research suggests to use Poro English Application as a solution to overcome the problem. According to Aina Safitri with title "The Effectiveness Of Using Youtube In Teaching English Listening Skill To

Elementary School Student” The result of this research shows that using YouTube can improve student listening skill at Elementary School in Way Adi Sucipto Tangerang. It is proved by the increment of the students' score from the data as follows: based on the pre-test result, it is clear that students' scores ranged from 60-85. With the lowest was 60 and the highest was 85. While the range of post-test scores students between 70-95. This means that the minimum post-test score is 70 and the maximum value of 95, while the average value is 75.50. In conclusion “using Youtube can improve student listening skill at Elementary School Way Adi Sucipto Tangerang³. The researcher can conclude that the above research can improve students' listening skill by using media. So as a researcher, will use Poro English Application as a media to teach students' listening skill.

Based on the explanations above, the research aims to conduct a study using a quantitative approach with pre-experimental design. The focus of the research will be on increasing students' listening skill, through the use of Poro English application. The study will take place at SMAN 12 Enrekang.

B. Research Questions

Based on the background above, the formulation of the problem in this research is that: does the Poro English Application able to increase student English listening skill at second grade SMAN 12 Enrekang?

C. Objective of the Research

Relating to the problem statement above, the researcher formulates the objective of the research:

³ Safitri, “The Effectiveness of Using Youtube in Teaching English Listening To Elementary School Students.” *pekan ilmiah mahasiswa fkip unis* 2021.

To know the effect of using Poro English Application toward students listening skill at Second grade SMAN 12 Enrekang

D. Significances of the Research

1. Teachers

The results of this study are expected to be useful for teacher, Poro English application can help students to be able to improve their listening skill.

2. Students

This research is expected to provide information to students on how to improve their listening skill an alternative for learning model.

3. For Future Researches

The result of this research will be expected to usefull information learn about how to use Poro English Application, and can also be used as a reference for future research in listening

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Finding

Many researchers have conducted their research related to this research concept. Their findings are consecutively presented below

1. First study from Wardatus Sholehah, etc (2025) with the title “The Impact Of Emplementing Poro English On Students’ Narratuve Text Listening Ability” 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 compleate the research and prove more strongly the significant difference of English listening skill.⁴

⁴ Sholehah, Huda, and Nuraini, “the impact of implementing poro english on students ’

2. Second study from Kilwakit, etc (2023) with the title “Using Poro English Application To Improve Students’ Pronunciation Learning English At UPT SMAN 35 Makassar”. This study investigates the poro English application in teaching English pronunciation in the classroom. It aims to identify student’s responses toward the application in learning English pronunciation in which students of ninth grade of SMP Negeri 35 Makassar. This study using a qualitative method to explore teaching and learning English pronunciation in the classroom using the poro english application. The data were collected in two main instruments: observation and interviews. The observation explored the process of applies the poro English application in teaching English pronunciation. While the interviews were administered to reveal the student’s response. The result showed that poro English application in teaching English pronunciation could be applied in the classroom. In particular, most students responded positively to using the application in the learning activities. For example, they said that application really helped them to learn and made it easier for them to practice pronunciation.⁵
3. Third study from Eicha Afriyunida, etc (2021) with the title “The Use Of English Songs To Improve English Students’ Listening skills”. This study investigated students' listening skills using English songs. The reason for choosing this topic is based on the problem of listening ability. The purpose of this study was to determine the use of English songs to improve students' listening skills. The targets of this study were students in the fifth and seventh semester of the English Education study program in Universitas Teknokrat Indonesia. 100 students participated in this study. This research method is qualitative. Data collection was carried out by distributing link questionnaires

narrative text listening ability.”jurnal penelitian ilmia multidisiplin, 2025.

⁵ Kilwakit1, Batau2, and Muliati3, “using poro english application to improve students’ pronunciation learning english at upt spf smpn 35 makassar.”

to 100 students who had taken listening courses. The results showed that the progress of students' listening skills mastery during the activity could be seen from the data analysis, the researchers used tabulated data. This result shows that English songs are effective in listening skills.⁶

4. Fourth study from Vetricia Emilia, etc (2022) with the title “Dailymotion Application as a Teaching Media To Increase Students’ Listening Skill”. This study aimed to know the effect of the flipped classroom model on students' writing skill in class XI SMA Negeri 18 Makassar. This study focused on pre-experimental research one group pre-test and post-test. The population in this study were students of class XI SMAN 18 Makassar. The writer took 270 students as the population. Random sampling technique was used to take one class as the research sample, totaling 30 students. Data obtained from writing test. The results of this study used inferential analysis of the t-test by SPSS v.16, which showed a significant effect on the students’ mean score writing skill between the pretest and post-test. The mean score of the students’ writing enhanced from 52.33 in the pretest to 82.03 in the posttest. The significance value calculated 0.000 is smaller than 0.05 ($P\text{-value} = 0.000 < 0.05$). This study aims to determine whether the use of the Dailymotion Application as a learning media can improve students listening skill of eleven grade at SMA Negeri 4 Makassar. This study uses a pre-experimental research method in one class pre-test and post-test. The population of this research is the eleven grade students of SMA Negeri 4 Makassar in the academic year 2022/2023. The number of samples 30 students from class XI-8. Data obtained from listening test. The results were analyzed using the inferential t-test of the SPSS 22.0 application. And after doing research, the researcher concludes that the use of the Dailymotion Application as a learning media can improve students' listening

⁶ Afriyuninda and Oktaviani, “The Use of English Songs To Improve English Students’ Listening Skills.” *Journal of English Language Teaching and Learning* 2, 2021.

skill. This can be proven by obtaining scores based on the students' pretest and post-test. The mean score increased from 60.83 on the pre-test to 88.30 on the post-test. This shows that the H_1 hypothesis is accepted and of course the H_0 hypothesis is rejected. This means that the Dailymotion application can improve the listening skill of students in the eleven Grade of SMA Negeri 4 Makassar.⁷

5. Fifth study from Andi Ainun (2023) with the title “The Use OF Podcast In Improving Students Listening Skill At University Level”. The objective of the research was to determine whether there was a significant effect the use of podcasts on the students listening skills. This research was done at Universitas Negeri Makassar. The population of this research was the students from Universitas Negeri Makassar. The researcher used cluster random sampling to choose the sample of the research. The sample of this research was 25 students from class D 2020. The researcher used a quantitative technique. The instrument of this research was a listening test using audio podcast which was administered as a pretest and post-test. Based on the result of data analysis showed that the use of audio podcast improved the students listening skill. It was shown by the mean post-test score which was higher than the mean pretest score ($63.63 > 51.76$). Then, the researcher concluded that using audio podcasts on the listening skills has a significant effect on students listening skill.⁸

According to the explanation above, the researcher explained the similarity and differentiation of the previous research compare to this research on the table below:

⁷ Emilia,dkk “Dailymotion Application As Teaching Media.”TEFL Overseas Journal, 2023.

⁸ Ainun, Munir, and Tahir, “The Use of Podcasts in Improving Students Listening Skills at University Level.” *Performance: Journal of English Education and Literature* 2, 2023.

Table 2.1 Similarity and different between previous research

No	Author / Title	Similarity	Differentiation
1	Wardatus Sholehah, dkk (2023) “The Impact Of Emplementing Poro English On Students’ Narratuve Text Listening Ability”	The similarity between this researcher and previous research is the same is using Poro English application.	The difference between this research and previous research is This study specifically targets the improvement of Students’ Narratuve Text Listening Ability through the Poro English application
2	Wa Bonti, dkk (2023) “Using Poro English Application To Improve Students’ Pronunciation Learning English At UPT SMAN 35 Makassar”	The similarity between this research and previous research is Using Poro English application.	The difference between this research and previous research is in the skill improvement, which is prononciation.
3	Eicha Afriyunida, dkk (2021) with the title “The Use Of English Songs To Improve English Students’ Listening	The similarity between this research and previous research is same variable (y) as a listening skill.	The difference between this research and previous research is variable (x), which uses the english song.

No	Author / Title	Similarity	Differentiation
	skills”		
4	Vetricia Emilia, dkk (2022) with the title “Dailymotion Application As a Teaching Media To Increase Students’ Listening Skill”	The similarity between this research and previous research is same variable (y) as a listening skill.	The difference between this research and previous studies is in the Dailymotion application as a teaching media.
5	Fifth study from Andi Ainun (2023) with the title “The Use OF Podcast in Improving Students Listening Skill At University Level”.	The similarity between this research and previous research is same variable (y) as a listening skill.	The difference between this research and previous studies is in using podcast at university level.

B. Some Pertinent Ideas

1. Concept of Listening

a. Definition of Listening

Listening is the first skill in learning a new language that beginners have to learn. It is a receptive skill means that the beginners learning a language receive new words from what they have hear or listen. The ability to receive will affect the ability to produce If they are good at listeners; as a

result, they will understand and even have a good competency in productive skills namely speaking and writing.⁹

Listening is a listening skill that involves understanding and capturing the meaning of spoken information. Some experts define listening as an active process that requires attention and interpretation of the message conveyed. According to Lorena Majaj Sadiku Listening is not just about hearing; it also involves being open and ready to understand what is being said, so that the listener can be fully engaged in the communication process. It is important to cultivate a strong interest in becoming a better listener. It is true that listening involves more than just our ears; it requires us to pay attention to more than just sounds. In any community, being a good listener is an important skill, as effective listening is an essential part of communication. Good listeners are ready and have the ability to transform sounds into words and understand their meaning in context. They connect these meanings to their own experiences and share the responsibility of communication with the speaker.¹⁰

According to Abidin, listening means paying attention to what people say or read, listening is a series of activities to obtain and understand messages, information, and a series of adies.¹¹

According to the statement above, it also relevant to the verse of Qur'an

⁹ Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya." *Loquen: English Studies Journal* 12, 2019.

¹⁰ Lorena manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour." *European Journal of Language and Literature* 1, 2015.

¹¹ Romadhon, Sungkar, and Firmansyah, "Peningkatan Listening Siswa Dengan Menggunakan Website Learning English. Voanews.Com." *JP3M: Jurnal Pendidikan, Pembelajaran Dan Pemberdayaan Masyarakat* 3, 2021.

mention at QS. Az-Zumar (18):39 That stated:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۚ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ ۖ وَأُولَٰئِكَ هُمْ
أُولُو الْأَلْبَابِ

Translaion:

“(Yaitu) mereka yang mendengarkan perkataan lalu mengikuti apa yang paling baik di antaranya. Mereka itulah orang-orang yang telah diberi petunjuk oleh Allah dan mereka itulah ululalbab (orang-orang yang mempunyai akal sehat).”¹²

QS Az-zumar (18:39) This verse teaches the importance of listening attentively and following the best of what is heard. In the context of language learning, this means that listening well allows us to understand words and context more effectively. People who listen carefully and choose the best will be guided by Allah and have good sense. This is relevant to listening skills in language learning, because listening well is the basis for developing speaking and writing skills.

b. Type Of Listening

According to Brown some type of listening as fallow:

- 1) Intensive listening is a listening process that demands full attention to the details of the language in an utterance. Listeners must understand the phonological aspect, grammar, and sentence structure used in spoken conversations or tetxts. Intensive listening activities often involve exercises such as listening to short dialoggs, matching words to sounds, or identifying specific linguistic patterns. In this way, listeners can improve their understanding of the language more deeply and accurately.

¹² Kementerian Agama Republik Indonesia, *Al-Qur'an dan Terjemahannya*, (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019), Surah Az-Zumar (39): 18.

- 2) Responsive listening is a listening skill that involves quickly understanding short utterances and providing an appropriate response. This response can be a short answer, confirmation, or a specific action shows that listener understands the message being conveyed. An example is when someone hears a simple question like “how are you?” and responds “I’m fine, thank you”. This skill is important in everyday communication as it shows that the listener is active and engaged in the conversation.
- 3) Selective listening is a listening process that aims to understand specific information from a conversation or longer spoken text. In this activity, listeners actively look for specific information such as names, numbers, grammatical categories, directions, or specific facts and events. The goal of selective listening is not to understand global or general meaning, but rather to identify specified information within a longer spoken language context. For example, in an exercise, students may be asked to listen to and record specific names, numbers, or facts mentioned in a story or news story.
- 4) Extensive listening is the process of listening to large amounts of material with the main goal of understanding the general meaning rather than analyzing every detail of the language. It often involves listening to authentic material such as everyday conversation, podcasts, lectures, or stories that are appropriate for the listener’s level of understanding. Extensive listening helps improve global understanding of language, enrich vocabulary, and improve fluency; learners can develop their listening skills naturally and be more confident in understanding spoken language.¹³

¹³ Brown, Language Assessment Principles and Classroom Practices (San Francisco: Longman, 2021), 2004.

c. Indicator of listening

According to bebita Tyagi on her journal there are some processes of listening as follow:

1) Understanding

The comprihention indicator in listening skill include the listener's ability to capture, interpret and understand the meaning of the massege conveyed orally. This understanding spends on several factors, such as the clarity of speaker's pronunciation, the listener's backround knowlage, and context of the conversation. In iddition, a good listener must be able to recognize vocabulary, sentence structure, intonation, and nonverbal cues that accompany oral communication. By understanding these elements, can interpret information accurately and respond accordingly in communication interactions.

2) Remembering

Remembering in listening skills refers to the listener's ability to recall and retain information that has been heard for later use. This ability is very important details that can help in the communication and decision-making process. Factors such as focus, concentration play a role in improving the recall of spoken information. With good recall skills, listenersss can more effectively respond to use the information they have acquired in various communication situations.

3) Evaluating

Active listeners take part in this stage of listening. In listening skills

refers to the listener's ability to analyze, assess, and evaluate the information received based on the relevance, accuracy, and credibility of the source. This evaluation involves critical thinking to determine whether the information heard is reliable, has bias, or is appropriate for the context being discussed. Active listeners play a role in this stage by evaluating evidence, distinguishing fact from opinion, and checking for bias or prejudice in the messages received. Good listeners make sure not to start evaluation too early. With good evaluation skills, listeners can make more informed decisions and filter useful information from less relevant ones.

4) Responding

This stage requires the receiver to finish the process by giving verbal or nonverbal feedback. Since the speaker has no other way to know if the message has been received, this feedback is the only clear way for the sender to see how successful they were in getting their message across. Listening skills refer to the listener's ability to provide an appropriate response to the message that has been heard. This response can be verbal, such as answering a question or making a comment, or nonverbal, such as a nod of the head or a facial expression that shows understanding. An effective response shows that the listener is really paying attention and understands the content of the conversation. In addition, providing appropriate feedback also helps to ensure communication is going well and allows for clarification if needed. With good responding skills, listeners can actively contribute to the conversation and build more effective interactions.¹⁴

¹⁴ Babita Tyagi, "Listening: An Important Skill and Its Various Aspects." *The Criterion* An

2. Concept of Poro english Application

a. Definition of Poro English Application



Figure 2.1

Poro English Application is an education app and self-learners who want to listen English easily and effectively. The application has been available since April 2019. In the last 30 days, the app was downloaded about 9.5 thousand times. It's currently not in the top ranks. It's rated 4.55 out of 5 stars, based on 69 thousand ratings. The last update of the app was on May 24, 2024, the latest version available is 8.4.1. Designed for Android version 6.0+, and free to download.

The concept of this app is self-learner. With 750 daily dialogues, a list of lessons with various topics from greeting, introduction, shopping, business conversations, family talks, etc. It's suitable for all English learners from beginner to intermediate and advanced learners to practice listening English.

While listening to the conversation of the native speaker, try to imitate full sentences with the same intonation, pronunciation like the native speaker. Poro English Application not only learn the speaking style, pronunciation, the

way to break and intonation of native speakers and improve listening skill but also learn groups of vocabularies and useful phrases to communicate in daily talking.

b. The advantage of Poro English Application

This app The application *"Learn English - Listening And Speaking"* offers more than 750 English lessons focused on common daily conversations, each accompanied by audio recordings from native speakers. It covers a wide range of topics, from greetings, introductions, and small talk to business conversations. Every lesson includes a complete audio script that learners can follow, and it provides options to show or hide the transcript and translation. This feature helps users understand and remember how native speakers speak and also allows them to grasp the meaning of new vocabulary and full sentences in various contexts.

The app enhances listening and speaking skills by highlighting each sentence in sync with the audio, making it easier to follow the conversation. Users can also click on any sentence to replay and practice it. For convenience, there is a playlist mode that allows users to continue learning while driving or traveling—simply by activating the playlist function. Additionally, a sentence completion game is included to test users' memory of sentence structure and content.

To further enrich the learning experience, the app features English learning through news, enabling users not only to develop their listening skills and vocabulary but also to stay updated with current global events. Another engaging feature is learning English through stories, which helps learners

expand their vocabulary and understand how to express themselves in specific situations. This app is suitable for false beginners, self-learners studying at home, and those preparing for TOEIC or IELTS exams.

c. The disadvantage of Poro English Application

Besides Poro English Application Have offers a variety of useful features for improving English communication, it also has several limitations. One of the main drawbacks is that most of its content and features are more suitable for beginners and lower-intermediate learners, which may not be challenging enough for advanced users. Additionally, although the app provides transcripts and translations, these translations are sometimes not perfectly accurate or contextually appropriate, which can cause confusion for learners trying to understand nuanced meanings.

Another limitation is that the app lacks interactive speaking feedback or pronunciation assessment tools, making it difficult for users to know whether they are pronouncing words correctly without external help. The user interface, while functional, may also feel outdated or less intuitive compared to other modern language-learning apps. Furthermore, although the playlist and game modes are convenient, they do not offer adaptive learning paths or personalized recommendations based on the learner's progress, which may limit long-term engagement and effectiveness for some users.

d. Step of use Poro English application

1) This application can be download from the google play store

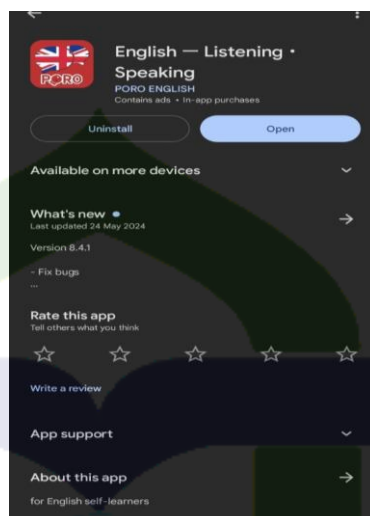


Figure 2.2 Poro Feature

2) Common conversation in daily life with audio files of native speaker



Figure 2.3 Poro Feature

3) Sentence are highlighted following the audio

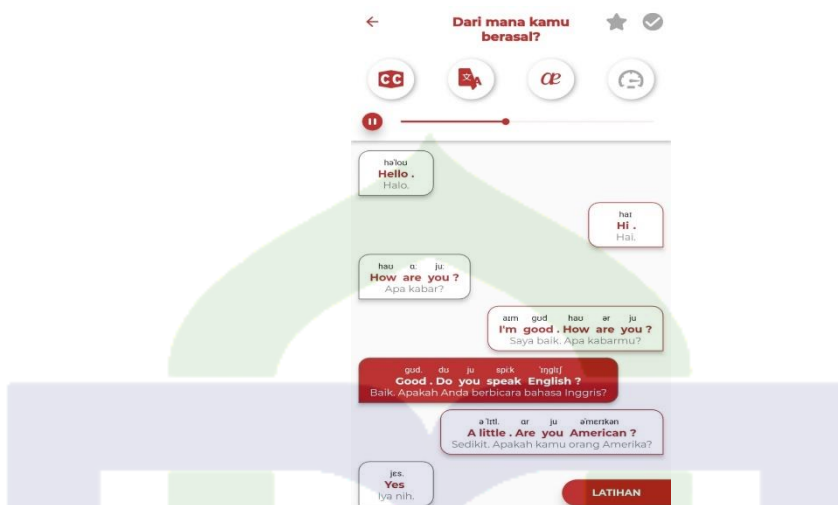


Figure 2.4 Poro Feature

4) Practice listening through news and stories



Figure 2.5 Poro Feature

C. Conceptual Framework

There are many strategies that can be presented in teaching to make students better and successful in learning English. The conceptual framework of this research by showing the diagram below:

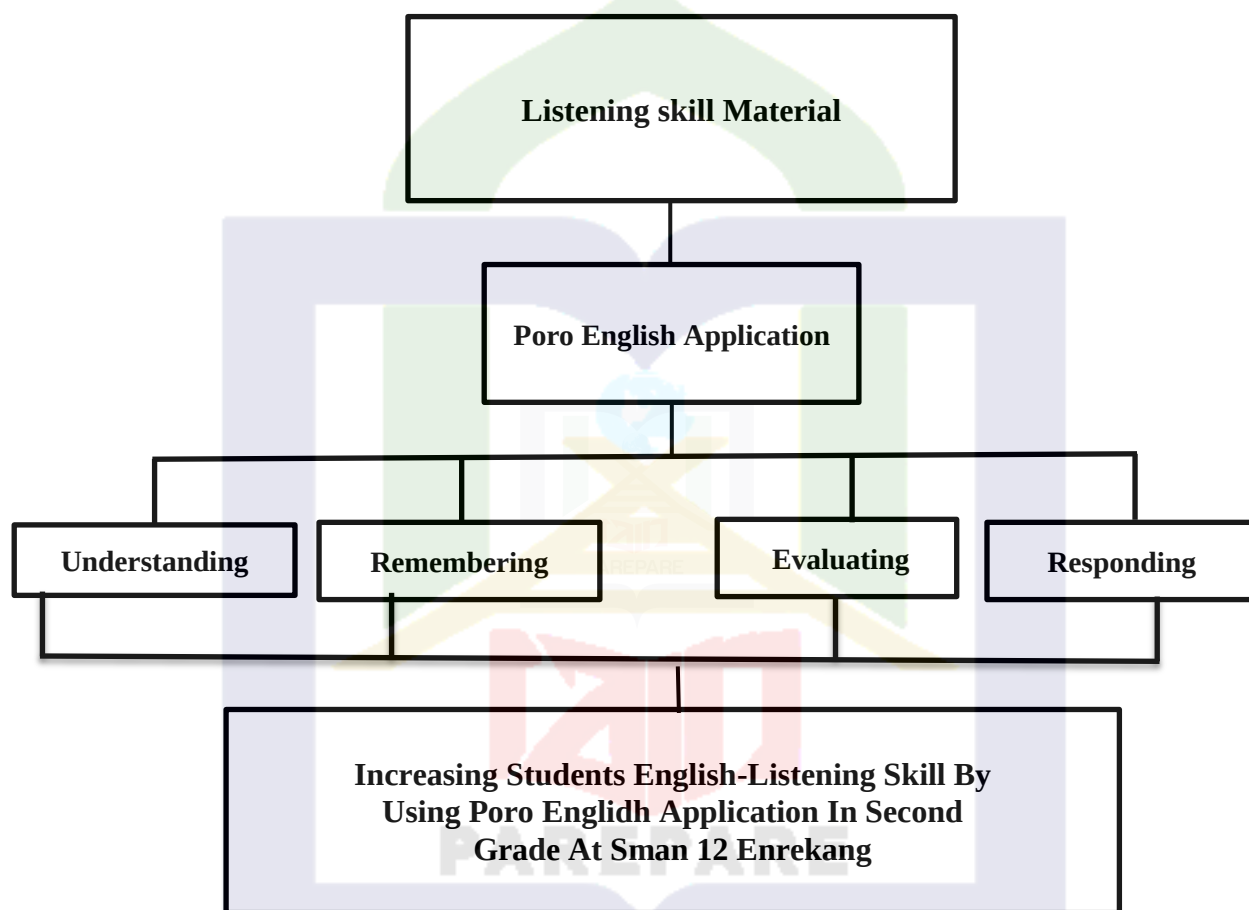


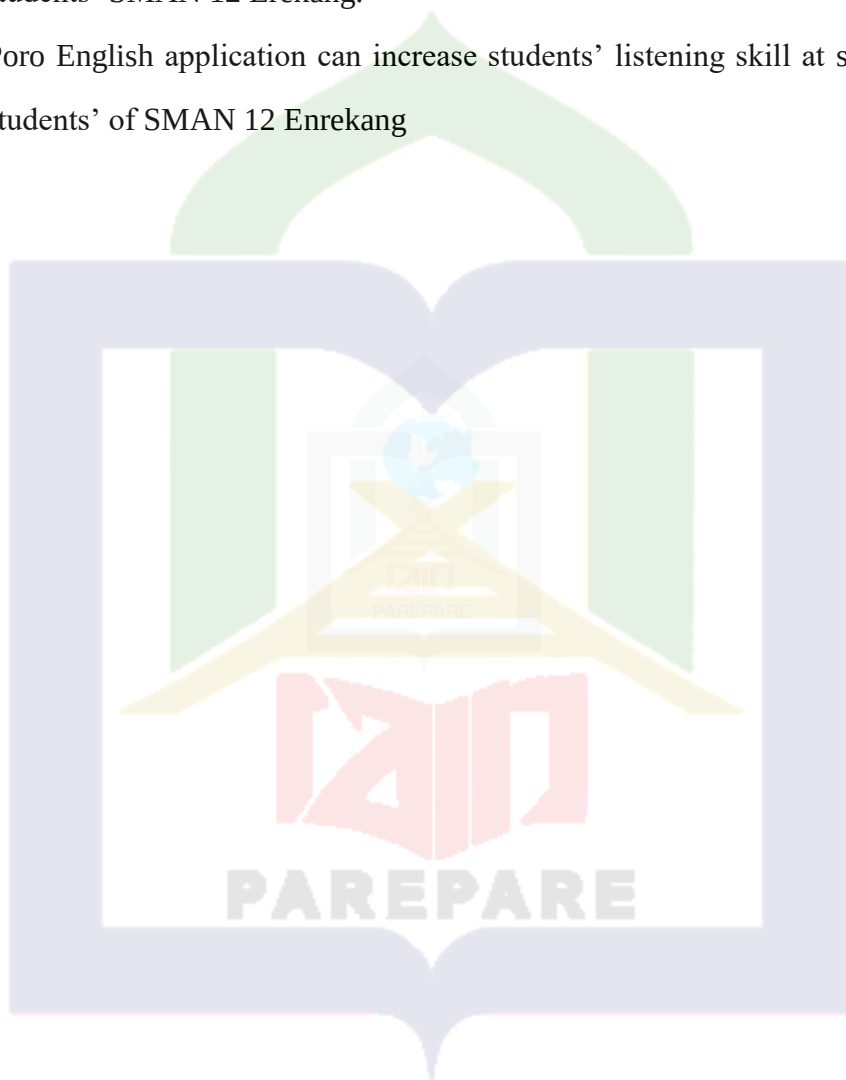
Figure 2. 6 Conceptual Framework

D. Hypothesis

The researcher formulated the hypothesis as follow :

H_0 : Poro English application can't increase students' listening skill at second grade students' SMAN 12 Ere kang.

H_1 : Poro English application can increase students' listening skill at second grade students' of SMAN 12 Enrekang



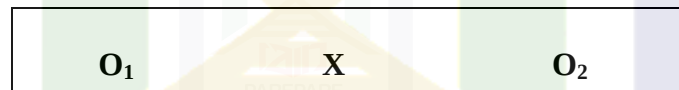
CHAPTER III

RESEARCH METHOD

A. Research Design

This research will use pre-experimental research design by using pre-test and post-test with quantitative approach. Which is applying in one group pre-test and post-test design. One group pre-test post-test design is a single group measured or observed not only after being exposed to a treatment of some sort, but also before. pre-test (O_1) was give to the student before implementing treatment through Poro English application (X) and post-test (O_2) will give after students get treatment.

The researcher design that will be apply in this research can be illustrate as follows:



Where :

O_1 : pre test

X : treatment

O_2 : post test

B. Location and Duration of The Research

The location of the researcher is at SMAN 12 Enrekang which located in Jln. Poros Malauwe-Jalikko, Buttu Batu, Kec. Enrekang, Kab Enrekang, south Sulawesi 91131, the research plans about 1 months including of analysis data. This location will be using because of the observation result and relevant to the concept of the research.

C. Population and Sample

1. Population

In this study, the researcher will take sample and population in second grade at SMAN 12 Enrekang. The population of this researcher as show in below:

Table 3.1 Population of Research

No	Class	Total Students
1	XI A	28
2	XI B	26
3	XI C	27
Total		81

Sources: Staff administration SMAN 12 Enrekang

The population in second grade of this research is the student at SMAN 12 Enrekang in academic of year 2025. The total numbers of population are 81 students, who consisting of 28 students for class XI A, and 26 students for class XI B and consisting of 27 students for class XI C.

2. Sample

Related to the total population above that consist of 81 students. The researcher will use XI A with total students 28 students. The technique for taking this class is to use a purposive sampling technique. Purpose Sampling is a sampling technique with certain considerat. The reason for using this sampling technique is because it is suitable for use in quantitative research. Purpose Sampling is a sampling technique with certain considerations according to Sugiyono¹⁵

¹⁵ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

D. Instrument of Research

The researcher uses Listening test as an instrument. The test applied for pre-test and the post-test. The pre-test will give to know the students listening skill before the treatment and the post-test will conduct to find out whether the students listening develop after the treatment.

E. Technique of Collecting Data

1. Data Collection

The procedure for collecting data in this research is as follows:

a. Pre-Test

Before giving treatment to the students, the researcher will distribute listening test. The test given consist some listening test to know the student ability before being treated.

1) Treatment

a) Meeting 1: Introduction to Poro English Application

First Meeting, students will be introduced to the Poro English application, including available features such as Daily Conversation, Listening Practice, bilingual subtitles, audio repetition, and vocabulary practice. Students are directed to install the application on their respective devices and learn the interface of the application independently with the guidance of the researcher. This activity aims to make students familiar with the use of applications that will be used in subsequent meetings.

b) Meeting 2: Focus On Understanding

During this session, learning activities are focused on developing understanding skills. Students are asked to listen to a conversation from the short daily conversation feature general sentence on the example topic “where are you from?” without the help of subtitles first. After that, they answer some comprehension questions that include basic information such as who is speaking, what is the topic of conversation, where and when the event occurred. Then, a joint discussion was held to confirm the answers and explore the meaning of the context of the conversation. To strengthen understanding, students were invited to replay the audio using the repeat feature and match the results of the discussion with the subtitles in English.

c) Meeting 3: Focus On Remembering

This session aims to expand students' memory of the information from the audio. The material used is themed advanced basic daily conversation. Students listened to the short audio twice, then noted down important vocabulary or common expressions they heard. After that, students are invited to play memory-based games such as “Who Said This?” where they match the quote with the speaker, or “Find the Word” to identify words/phrases mentioned in the audio. This activity aims to make students not only understand the content, but also remember the specific words and sentence structures they hear. The research reinforces the new vocabulary and corrects any recording errors.

d) Meeting 4: Focus On Evaluating

In this session, activities centered on the evaluating indicator. Students listen to a conversation that contains a problem and solution options, such as the topic “going to the movies” or “book club”. After listening, students are asked to evaluate the content of the conversation: whether the solution offered is relevant, whether the speaker's response is logical, and how expression or intonation is used to show feelings. Group discussions are conducted to compare opinions between students regarding the best solution from the conversation. This activity encourages students to think critically and develop the ability to objectively assess information based on what they hear.

e) Meeting 5: Focus On Responding

This session will focus on honing the skill of responding or actively responding to oral information. Students listen to an interactive dialog from the Poro English application with the theme “how old are you?”. After that, they are divided into pairs and simulate a conversation, where one student plays the role of the audio player, and the other gives an oral response according to the content of the conversation. Students are given a script as an initial reference, then directed to practice spontaneity in responding to questions or statements from their partner. The researcher observes and gives immediate feedback on the accuracy of responses, clarity of pronunciation, and fluency of speech.

f) Meeting 6: Post-Test and Reflection

The last meeting is used for the implementation of the post-test to

measure the improvement of students' listening skills after being given treatment using the Poro English application. The post-test has the same structure and number of questions as the pre-test, with coverage of all four listening indicators. After the post-test, students were also asked to fill out a simple reflection sheet regarding their experience using the application during learning, such as the level of difficulty, helpful features, and perceived benefits. This reflection provides additional insight for researchers in analyzing the effectiveness of the media used and student responses to the use of applications as listening learning tools.

b. post-Test

The post-test will assess whether the students have improved in their listening Skill after completing the treatment. The format of the post-test will be similar to the pre-test, but it will reflect the listening learned during the treatment period.

c. Technique of Data Analysis

Data analysis techniques is the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available. Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation which focused on students improving student listening skill at SMAN 12 Enrekang and some of any test before conducting infrential analysis.

1) Scoring Item

The data analysis explained about descriptive data which follow some step below:

$$x = \frac{f}{N} \times 100$$

Where:

X : Students Score

F : Frequency

Y : Score of All Aspect

N : Total

2) Descriptive Analysis

The data classification can be explained below:

Interval Score	Category Level
81-100	Excellent
61-80	Good
41-60	Average
21-40	Poor
0-20	Very poor

Sources : Arikunto, *Evaluasi Pembelajaran*

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Understanding (Ability to comprehend the main idea and details from the listening material)	Fully understands and identifies key details, main ideas, and supporting information accurately.	Understands the main idea but misses some details.	Understands only part of the message, with significant gaps.	Has difficulty understanding the main idea and supporting details.
Remembering (Ability to recall information from the listening material)	Accurately remembers key points, details, and vocabulary used in the listening material.	Remembers general ideas but forgets some key details.	Recalls limited details and struggles with vocabulary retention.	Fails to recall important details or vocabulary from the material.
Evaluating (Ability to analyze and interpret the information from the	Provides a thoughtful and accurate analysis, making logical connections.	Analyzes information well but lacks depth in interpretation.	Shows some analysis but with inconsistencies in interpretation.	Struggles to analyze the information, with little or no interpretation.

listening material)				
Responding (Ability to react to and engage with the listening material, such as answering questions or discussing ideas)	Responds accurately and fluently, demonstrating a clear understanding.	Provides a relevant response but with minor errors.	Responds with difficulty, often needing repetition or clarification.	Unable to respond meaningfully due to lack of comprehension.

Scoring System

- a) 81 - 100 points → Excellent (A)
- b) 61 – 80 points → Good (B)
- c) 41- 60 points → Everage (C)
- d) 21- 40 points → poor (D)
- e) 0-20 points → Very Poor (F)

3) T-Test

Automatic Calculate by Windows SPSS 26 The step of using SPSS

26 below:

- a) Open the Windows SPSS 26 Version
- b) Input the data Pre and Post test into Column
- c) Click Analyze > Compare Mean > Independent T Test



Figure 3.2 Analysis SPSS

- d) Choose option Variable
- e) Choose Grouping Variable
- f) Define Group of Post and Pre Test
- g) Click OK, and the Result Appear on “Output”

The interpretation will be T test become very essential test for comparing the two-result data which has different category of sample and average result. The interpretation of the data if the $T_{test} > T_{table}$, it sums that, the hypothesis H_0 is rejected.¹⁶

¹⁶ Rahayu, “2Suharsimi Arikanto, Dasar Evaluasi Pendidikan, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.”

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research did SMAN 12 Enrekang which conducted with pre-experimental approach, this research was identified PORO English Application to improve Listening Skill. The result of this research based on the research question which showed below:

1. The using of PORO English Applicaiton to improve students' Listening skill in the second grade at SMAN 12 Enrekang

Before implementing the PORO English Application as a learning tools, it is important to analyze the initial Listening ability of students at SMAN 12 Enrekang. This can be observed through the pre-test results, which serve as a benchmark to measure students' Listening skills before the intervention. The pre-test helps identify difficulties in understanding, remembering, evaluating, responding. Below are the pre-test results from the conducted study:

a. Result of Pre Test

Table 4.1 Raw Data Pre test

No	Nama	Pre Test				Total	Convert Score
		Understanding	Remembering	Evaluating	Responding		
1	ABD. RAHMAN HAMID	4	2	2	3	11	55
2	AKSA ARIEF PRAYENSA	2	3	2	3	10	50
3	ALEYA AINUN NI'MA	3	2	3	4	12	60
4	ALVIN BIN HERMAN	4	2	3	2	11	55
5	DAFFA HARDY DARMAWAN	3	3	2	3	11	55
6	FADEEL	2	3	2	4	11	55
7	FASLI FAREL	2	4	3	3	12	60
8	HIDAYAT PRATAMA	3	4	3	2	12	60
9	JURISMA NUR HASANA	2	2	4	3	11	55
10	KHAIRUNNISA	1	2	3	2	8	40
11	MUFIDATUL HUSNA	3	3	3	3	12	60
12	MUH. IRWAN KHAIRUDDIN	2	3	2	2	9	45
13	MUH YAHYA NADIR	1	4	1	2	8	40
14	MUH. AKIB	1	2	2	4	9	45
15	MUH HAMZAH FANZURY	1	3	4	3	11	55
16	MUH. MUFLI	3	4	3	2	12	60
17	MUHAMMAD AKBAR	3	3	2	4	12	60
18	MUHAMMAD SUBHIMAN RIZKI	3	2	3	4	12	60
19	NUR AMELIA	2	2	3	3	10	50
20	NUR AULIA ADMA HAEDAR	2	3	2	2	9	45
21	NURUL AIN	4	3	3	2	12	60
22	NURUL A'IN	4	2	2	3	11	55
23	NURULANISA SAHRUL	3	1	4	2	10	50
24	NURZAIMAH PARARI	2	3	4	2	11	55
25	RAHMA	2	2	4	3	11	55
16	REHAN	3	2	2	2	9	45
27	RIZNA RALI	3	3	3	3	12	60
28	ZALFA ZULFAIRAH	1	2	2	4	11	55
Rata - rata		2,46	2,71	2,71	2,82	10,71	53,57
						Maximum	60,00
						Minimum	40,00
						Standar deviasi	6,247448459

Table 4.2 Result of Pre Test

No	Initial	Average	Result Of Pre-test		Category
			Frequency	percent	
-	-	-	0	0%	(Very Good) 81-100
-	-	-	0	0%	(Good) 61-80
1.	AAN	60	9	92.86%	(Fair) 41-60
2.	FF	60			
3.	HP	60			
4.	MH	60			
5.	MM	60			
6.	MA	60			
7.	MSR	60			
8.	NA	60			
9.	RR	60			
10.	ARH	55	9	92.86%	(Fair) 41-60
11.	ABH	55			
12.	DHD	55			
13.	F	55			
14.	MHF	55			
15.	NA	55			
16.	NP	55			
17.	R	55			
18.	ZZ	55			
19.	AAP	50	4		(Fair) 41-60
20.	NA	50			
21.	NS	50			
22.	JN	50			
23.	R	45	4		(Fair) 41-60
24.	MIK	45			
25.	NAH	45			
26.	MA	45			
27.	MYN	40	2	7.24%	(Poor) 21-40
28.	KN	40			
					(Very poor) 0-20
Total			28	100%	

The table above presents the results of the students' pre-test, which were classified into five categories. Out of 28 students, none achieved scores in

the Very Good (81–100) or Good (61–80) categories, showing that no students were able to reach higher levels of achievement at the beginning of the test. The majority of students, 26 or 92%, fell into the Average category with scores ranging from 41–60, indicating that most of them were only able to perform at a moderate level. Additionally, 2 students, or 7%, were in the Poor category with scores between 21–40, while none of the students scored in the Very Poor category (<20).

Overall, these findings reveal that the students' initial ability before the treatment was still relatively low, as the vast majority only reached the average level, and a small portion even performed poorly. The absence of students in the higher categories suggests that their mastery of the material was still limited at the pre-test stage. This condition highlights the importance of applying effective teaching strategies to help students improve their skills and achieve better results in subsequent tests.

Table 4.3 Result of Indicator Pre-Test

No	Interval Score	Indicator (F)			
		Understanding	Remembering	Evaluating	Responding
1.	Very Good (81-100)	0 student	0 student	0 student	0 student
2.	Good (61-81)	0 student	0 student	0 student	0 student
3.	Average (41-60)	26 student	26 student	26 student	26 student
4.	Poor	2 students	2 students		2 students

	(21-40)				
5.	Very Poor (<20)	0 students	0 students	0 students	0 students

The table presents the distribution of students' test results across four skill indicators: understanding, remembering, evaluating, and responding. From a total of 28 students, 26 students, were categorized as Average with scores ranging between 41–60. In contrast, 2 students, were placed in the Poor category with scores between 21–40. None of the students reached the Good (61–80) or Very Good (81–100) categories, and no students were classified as Very Poor (<20).

This distribution shows that the majority of students only achieved a moderate level of performance. While most students were able to grasp the material to some extent, their results suggest that mastery of the learning indicators remains limited. The presence of students in the Poor category also highlights that some learners continue to struggle and require additional academic support. Overall, the findings imply that the current learning process has not yet enabled students to achieve higher levels of proficiency.

According to the data above, researcher conducted the data in descriptive statistics Pre Test, the result of SPSS can be explained below:

Tabel 4. 4 Descriptive Statistics of Pre Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	28	40.00	60.00	53.57	63.62

Valid N (listwise)	28				
--------------------	----	--	--	--	--

As shown in the table above, the descriptive statistics of the pre-test results for students' listening skills provide an overview of their performance prior to the treatment. The data was collected from 28 students, with the minimum score recorded at 40.00 and the maximum score at 60.00. The mean score was 53.57, indicating that, on average, the students' listening skills fell within the moderate range before any instructional intervention was applied.

The standard deviation of 63.62 suggests considerable variation in students' scores, although the range remained within the average category. This variation implies that while most students clustered around the mean, some demonstrated slightly higher or lower proficiency levels within the given score interval.

Overall, the descriptive statistics highlight that the students had not yet reached a high level of speaking proficiency prior to the treatment. The results emphasize the importance of applying effective teaching strategies in order to enhance their performance and move them beyond the average level of achievement.

b. Result of Post Test

Table 4.5 Raw Data of Post Test

No	Nama	Post Test				Total	Convert Score
		Understanding	Remembering	Evaluating	Responding		
1	ABD. RAHMAN HAMID	5	4	5	5	19	95
2	AKSA ARIEF PRAYENSA	4	5	4	3	16	80
3	ALEYA AINUN NI'MA	3	4	5	5	17	85
4	ALVIN BIN HERMAN	4	3	3	5	15	75
5	DAFFA HARDY DARMAWAN	5	4	3	5	17	85
6	FADEEL	4	5	4	4	17	85
7	FASLI FAREL	4	3	5	5	17	85
8	HIDAYAT PRATAMA	5	4	4	5	18	90
9	JURISMA NUR HASANA	4	5	3	5	17	85
10	KHAIRUNNISA	5	3	5	4	17	85
11	MUFIDATUL HUSNA	5	5	3	5	18	90
12	MUH. IRWAN KHAIRUDDIN	4	4	4	3	15	75
13	MUH YAHYA NADIR	5	3	4	3	15	75
14	MUH. AKIB	5	5	3	5	18	90
15	MUH HAMZAH FANZURY	5	4	5	4	18	90
16	MUH. MUFLI	5	5	4	4	18	90
17	MUHAMMAD AKBAR	4	4	5	4	17	85
18	MUHAMMAD SUBHIMAN RIZKI	4	5	4	4	17	85
19	NUR AMELIA	5	5	5	4	19	95
20	NUR AULIA ADMA HAEDAR	4	5	5	5	19	95
21	NURUL AIN	5	5	4	5	19	95
22	NURUL A'IN	4	4	4	5	17	85
23	NURULANISA SAHRUL	4	5	5	4	18	90
24	NURZAIMAH PARARI	5	5	4	4	18	90
25	RAHMA	4	4	5	5	18	90
26	REHAN	5	4	4	5	18	90
27	RIZNA RALI	5	4	5	5	19	95
28	ZALFA ZULFAIRAH	5	4	4	5	18	90
Rata - rata		4,50	4,29	4,21	4,46	17,46	87,32
						Maximum	95
						Minimum	75
						Standar Deviasi	5,744895694

Table 4.6 Result of Post Test

No	Iniatial	Avarenge	Result Of Post-test		Category
			Frequency	percent	
1.	ARH	95	5	85.7%	(Very Good) 81-100
2.	NA	95			
3.	NAH	95			
4.	NA	95			
5.	RR	95			
6.	HP	90	10		
7.	MH	90			
8.	MA	90			
9.	MF	90			
10.	MM	90			
11.	NS	90			
12.	NP	90			
13.	R	90			

14.	R	90	9		
15.	ZZ	90			
16.	AAN	85			
17.	DHD	85			
18.	F	85			
19.	FF	85			
20.	JN	85			
21.	KN	85			
22.	MA	85			
23.	MSR	85			
24.	NA	85			
25.	AAP	80	1	14.3%	(Good) 61-80
26.	ABH	75	3		
27.	MIK	75			
28.	MYN	75			
-	-	-	0	0%	(Fair) 41-60
-	-	-	0	0%	(Poor) 21-40
-	-	-	0	0%	(Very Poor) 0-20
Total			28	100%	

The table above presents the results of the students' post-test after the treatment was given. Out of a total of 28 students, 24 students or 86% achieved scores in the Very Good category (81–100). This indicates that the majority of the students were able to attain very satisfactory learning outcomes. Furthermore, 4 students or 14% fell into the Good category (61–80).

Meanwhile, no students scored in the Average (41–60), Poor (21–40), or Very Poor (<20) categories, each accounting for 0%. It can be concluded that all students successfully reached good to very good results, with none falling into the lower categories.

These findings demonstrate that most students mastered the material very well, and the implementation of the learning method used proved to be effective in improving the students' abilities.

Tabel 4.7 Result of Indicator Post Test

No	Interval Score	Indicator (F)			
		Understanding	Remembering	Evaluating	Responding
1.	Very Good (81-100)	24 student	24 student	24 student	24 student
2.	Good (61-81)	4 student	4 student	4 student	4 student
3.	Average (41-60)	0 student	0 student	0 student	0 student
4.	Poor (21-40)	0 students	0 students	0 students	0 students
5.	Very Poor (<20)	0 students	0 students	0 students	0 students

The table above presents the results of the students' test categorized by score intervals across four indicators: understanding, remembering, evaluating, and responding. Out of the total 28 students, 24 students achieved scores in the Very Good category (81–100) for all indicators. This means that the majority of students demonstrated excellent performance in understanding, remembering, evaluating, and responding. Meanwhile, 4 students were classified in the Good category (61–80) across all indicators, indicating that 15% of the students performed well but not at the highest level.

Interestingly, no students fell into the Average (41–60), Poor (21–40), or Very Poor (<20) categories in any of the indicators. This suggests that every student managed to reach at least a good level of achievement, with the majority excelling in their performance.

Overall, the results reflect a highly favorable outcome, showing that most students were able to master the material effectively. The dominance of the Very Good category across all indicators highlights the effectiveness of the learning process. In contrast, the presence of some students in the Good category suggests that further support may still be needed to help them reach the very best performance level.

According to the data above, researcher conducted the data in descriptive statistics Post Test, the result of SPSS can be explained below :

Table 4.8 Descriptive Statistics of Post Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post test	28	75.00	95.00	87.32	58.50
Valid N (listwise)	28				

The table presents the descriptive statistics of the post-test scores obtained from 28 students. The results indicate that the lowest score was 75.00, while the highest score reached 95.00. The mean score was 87.32, which shows that, on average, students achieved a high level of performance on the post-test. This suggests that most students were able to understand and complete the test successfully.

Furthermore, the standard deviation was recorded at 58.50, reflecting the

extent of score variation among the students. Although there was some degree of variability, the overall performance remained consistent and strong, with the majority of students scoring within the higher range.

Tabel 4.9 Indicator Pre Test and Post Test

No	Indicator	Pre Test	Post Test
1.	Understanding	2,46	4,50
2.	Remembering	2,71	4,29
3.	Evaluating	2,71	4,21
4.	Responding	2,82	4,46

The table shows the comparison between pre-test and post-test scores across four indicators: understanding, remembering, evaluating, and responding. In the pre-test, students' average scores were relatively low, with understanding at 2.46, remembering at 2.71, evaluating at 2.71, and responding at 2.82. These results suggest that before the intervention, students had only a moderate level of ability in these indicators and still faced difficulties in demonstrating strong performance.

After the intervention, the post-test results indicate significant improvement in all indicators. The scores for understanding, remembering, evaluating, and responding increased to 4.50, 4.29, 4.21, and 4.46, respectively. This consistent rise in scores demonstrates that students' skills developed positively across all areas, showing that the applied method was effective in enhancing their comprehension, memory, evaluative thinking, and response abilities.

Tabel 4. 10 Accumulation of Pre-Post Test

No	Test Result	Mean	Category
1.	Pre Test	53.57	Average
2.	Post Test	87.32	Very Good

The table presents the average scores (mean) of two types of assessments: the Pre-Test and the Post-Test, along with their respective categories. The Pre-Test shows an average score of 53.57, which falls under the "Average" category. This suggests that the initial level of understanding or performance before any intervention was moderate and had room for improvement.

In conclusion, the Post-Test reveals a significant increase in performance, with an average score of 87.32, classified as "Very Good." This notable improvement indicates that the participants experienced a substantial gain in knowledge or skills after the intervention or learning activity. The comparison between the two results clearly demonstrates the effectiveness of the PORO English Application in improving students listening skills.

According to the data between Pre and Post Test above, researcher conducted the data using T test Independent to identify the different data and increase of Pre and Post Test. The data can show below:

Tabel 4.11 T-Test Paire Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – post test	33.75	74.06	13.99	36.62	30.87	24.11	27	.000

The table presents the results of a Paired Samples T-Test conducted to determine whether there is a significant difference between the pre-test and post-test scores of the participants. The analysis shows that the mean difference between the two tests is 33.75, indicating that on average, participants scored 33.75 points higher on the post-test compared to the pre-test. This suggests a notable performance improvement. The standard deviation of 74.06 reflects some variability in individual differences, while the standard error of the mean is 13.99, representing the precision of the mean difference estimate.

Additionally, the 95% confidence interval for the difference ranges from 30.87 to 36.62, which means we can be 95% confident that the actual mean difference lies within this range. The t-value of 24.11 with 27 degrees of freedom (df) further supports the strength of the result. Most importantly, the p-value (Sig. 2-tailed) is .000, which is well below the commonly accepted threshold of 0.05. This indicates that the observed difference is statistically significant and not due to random chance. In conclusion, the test results provide strong evidence that the

intervention applied between the pre-test and post-test had a positive and significant impact on participant outcomes.

B. Discussion

Based on the analysis of the pre-test and post-test results conducted with second-grade students at SMAN 12 Enrekang, it is evident that the use of the PORO English Application had a significant impact on improving students' listening skills. The pre-test data showed that the majority of students (92%) were in the "Average" category with a mean score of 53.57, and no students achieved scores in the "Good" or "Very Good" categories. This indicates that the students' initial listening abilities were still limited and required effective instructional intervention. Following the implementation of the PORO English Application, the post-test results revealed a remarkable improvement. A total of 86% of students scored in the "Very Good" category, while the remaining 14% reached the "Good" category, raising the mean score to 87.32. This improvement was consistent across all assessed indicators understanding, remembering, evaluating, and responding all of which showed notable increases from the pre-test to the post-test.

Moreover, the paired samples t-test confirmed the statistical significance of this improvement, with a mean difference of 33.75 and a p-value of 0.000, indicating that the enhancement in students' performance was not due to chance. These findings highlight the effectiveness of the PORO English Application as a learning tool in supporting listening skill development. The application appears to have provided an interactive and engaging learning experience, which likely contributed to better comprehension, retention, and response during listening tasks. In addition, the digital

nature of the tool may have aligned well with students' learning preferences, making the material more accessible and easier to internalize. Thus, the results suggest that integrating technology-based learning platforms such as PORO English into the English language curriculum can be a powerful strategy for enhancing students' listening proficiency.

According to Wardatus Sholehah et al. (2025), the implementation of the *Poro English* application significantly improved students' listening skills in narrative texts. The study employed an experimental quantitative design and revealed that the use of Android-based media effectively enhanced students' listening comprehension. The experimental group using *Poro English* achieved a higher mean score (83.73) compared to the control group (77.55), demonstrating the application's positive impact on listening performance. The researchers concluded that integrating digital applications such as *Poro English* facilitates students' understanding and encourages independent learning, ultimately strengthening their listening proficiency.¹⁷

Kilwakitl et al. (2023) investigated the use of the *Poro English* application to improve students' pronunciation at UPT SMAN 35 Makassar. Using a qualitative approach through classroom observation and interviews, the study found that students responded positively to the use of the application. Learners reported that *Poro English* helped them practice pronunciation more effectively and increased their confidence in speaking English. Thus, the integration of mobile learning applications was shown to enhance pronunciation instruction by providing interactive and accessible learning experiences.¹⁸

¹⁷ Sholehah, Huda, and Nuraini, "the impact of implementing poro english on students' narrative text listening ability."2025

¹⁸ Kilwakitl, Batau2, and Muliati3, "using poro english application to improve students'

A study by Eicha Afriyunda et al. (2021) examined the effectiveness of using English songs to improve students' listening skills among fifth- and seventh-semester students of Universitas Teknokrat Indonesia. Employing a qualitative method through questionnaire distribution, the study revealed that listening activities using English songs significantly enhanced students' listening mastery. The findings indicate that music-based learning materials are effective in promoting listening comprehension, engagement, and motivation among EFL learners.¹⁹

According to Vetricia Emilia et al. (2022), the *Dailymotion* application as a teaching medium effectively improved students' listening skills among eleventh-grade students of SMA Negeri 4 Makassar. Using a pre-experimental one-group pre-test and post-test design with 30 participants, the study showed a significant improvement in mean scores from 60.83 to 88.30, supported by t-test analysis ($p < 0.05$). The researchers concluded that *Dailymotion* as a digital platform supports active and engaging listening practice, making it a valuable tool for enhancing students' listening comprehension and motivation.²⁰

The study conducted by Andi Ainun (2023) explored the effect of using podcasts on students' listening skills at the university level. Employing a quantitative approach with pre-test and post-test design, the results indicated a notable improvement, as the mean post-test score (63.63) surpassed the pre-test score (51.76). This demonstrates that podcasts serve as an effective medium for enhancing

pronunciation learning english at upt spf smpn 35 makassar.” Teaching Engglish as a foreign language jourmnal 11, 2023

¹⁹ Afriyunda and Oktaviani, “The Use of English Songs To Improve English Students’ Listening Skills.”journal of Engglish Language Teaching anf Learning,2021

²⁰ Emilia, “Dailymotion Application As Teaching Media.”2022

listening comprehension by providing authentic audio input and flexible, self-paced learning experiences. Consequently, the integration of podcasts in English learning fosters students' autonomy, engagement, and overall listening achievement.²¹

In conclusion, all previous studies consistently demonstrate that technology-based media, such as mobile applications, digital platforms, and audio materials, significantly contribute to the improvement of students' English listening skills. These studies highlight that digital learning tools such as *Poro English*, *Dailymotion*, and podcasts enhance learners' comprehension, motivation, and engagement through interactive and accessible learning environments. Furthermore, technology-supported instruction provides students with flexible opportunities to practice listening independently, fosters self-confidence, and increases their exposure to authentic English input. Therefore, integrating digital applications into English language teaching is an effective approach to enhancing students' listening proficiency and overall learning outcomes.

²¹ Ainun, Munir, and Tahir, "The Use of Podcasts in Improving Students Listening Skills at University Level." *Performance: Journal of Engglish Education and Literature*, 2023

CHAPTER V

CLOSING

A. Conclusion

According to the results of the PORO English Application's installation at SMAN 12 Enrekang, students' listening abilities considerably increased as a result of utilizing the application. The pre-test mean score of 53.57, classified as "Average," and the post-test mean score of 87.32, classified as "Very Good," provided evidence of this. A significant difference was also seen in the paired samples t-test results, with a t-value of 24.11 and a significance level of 0.000 ($p < 0.05$). Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

This indicates that the PORO English Application was successful in improving the listening abilities of the students at SMAN 12 Enrekang. Students' comprehension, recall, assessment, and response during listening exercises were all enhanced by the application's dynamic and captivating learning environment. All things considered, the PORO English Application's integration effectively and significantly aided in the growth of pupils' listening skills.

B. Suggestion

Based on the conclusions above, the researcher would like to give several suggestions:

1. For SMA 12 Enrekang

The institution is encouraged to integrate digital tools like the PORO English Application in English listening instruction to support students' listening comprehension through interactive, personalized, and engaging learning

experiences. Incorporating this technology into the curriculum can enhance students' ability to understand spoken English, improve their focus during listening tasks, and build overall confidence in processing auditory information.

2. For Students

Students are encouraged to use the PORO English Application independently outside the classroom as a supplementary practice tool. Regular practice with the platform allows them to engage with various listening materials and activities, helping them to improve their listening comprehension more effectively and autonomously.

3. For Future Researchers

Future researchers should investigate the long-term impact of Poro English Application or similar learning language application on students' speaking proficiency. Further studies can also explore its application in different contexts, language skills, or student proficiency levels to broaden the understanding of learning application's role in language learning

BIBLIOGRAPHY

Al- Qur'an Al- Karim.

- Afriyuninda, Eicha, and Lulud Oktaviani. "The Use of English Songs To Improve English Students' Listening Skills." *Journal of English Language Teaching and Learning* 2, 2021
- Ainun, Andi, Munir Munir, and Muhammad Tahir. "The Use of Podcasts in Improving Students Listening Skills at University Level." *Performance: Journal of English Education and Literature* 2, 2023.
- Brown, H. Douglas. *Language Assessment Principles and Classroom Practices. Sustainability (Switzerland)*. 2004. RI.
- Emilia, Vetricia. "Dailymotion Application As Teaching Media" 2022
- Fikri dkk. *Pedoman Penulisan Karya Tulis Ilmiah IAIN Parepare* (Parepare: IAIN Parepare Nusantara Press, 2023)
- Hendrawaty, Nurmala. "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya." *Loquen: English Studies Journal* 2019
- Jazilah, Rania Ni'matul, and Vidya Mandarani. "Students' Motivation in Listening English Songs Comprehension at SMP Muhammadiyah 5 Tulangan." *Pubmedia Jurnal Pendidikan Bahasa Inggris* 1, 2024.
- Kilwakit1, Bonti, Hj.St. Haliah Batau2, and Muliati3. "using poro english application to improve students' pronunciation learning english at upt spf smpn 35 makassar." *Teaching English as a Foreign Language Journal* 11, 2023.
- Rahayu, Irma. "2Suharsimi Arikanto, Dasar Evaluasi Pendidikan, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.," 2023.
- Romadhon, Syaefani Arif, M Sobri Sungkar, and M Sofyan Firmansyah. "Peningkatan Listening Siswa Dengan Menggunakan Website Learning English. Voanews.Com." *JP3M: Jurnal Pendidikan, Pembelajaran Dan Pemberdayaan Masyarakat* 3, 2021.
- Sadiku, Lorena Manaj. "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour." *European Journal of Language and Literature* 1, 2015.
- Safitri, A. "The Effectiveness of Using Youtube in Teaching English Listening To Elementary School Students." *Prosiding Pekan Ilmiah Mahasiswa Unis,*

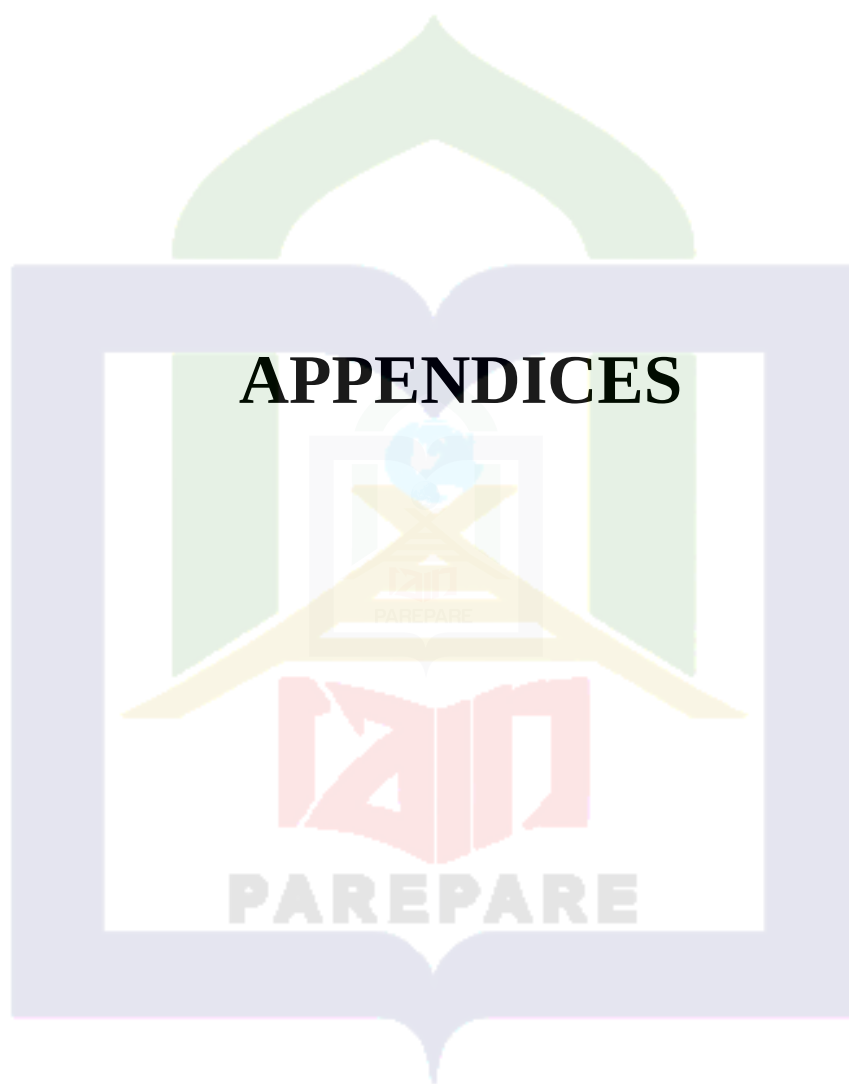
2021.

Sholehah, Wardatus, Tanzil Huda, and Kristi Nuraini. “the impact of implementing poro english on students ’ narrative text listening ability” 9,2025.

Sugiono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 2013.

Tyagi, Babita. “Listening: An Important Skill and Its Various Aspects.” *The Criterion An International Journal in English*, 2013.





Appendix I : Instrument of Research

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id , email: mail@iainpare.ac.id
	INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Name of The Student	:	Nur Halimah
The Title of Thesis	:	Increasing Students' English Listening Skill by Using Poro English Application at the Second Grade of SMAN 12 Enrekang
Student Reg. Number	:	2120203888203055
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Oral Test

PRE TEST

Please follow the instructions below!

1. Listen the teks audio below:

Understanding (Based on Text 1 and 3)

Text 1: A School Trip to Bali

Last month, our school organized a trip to Bali for the 11th-grade students. We visited several beautiful places such as Tanah Lot, Uluwatu, and Kuta Beach. On the second day, we watched the traditional Kecak dance performance at night, which was fascinating. Many of us took pictures and bought souvenirs.

1. Where did the students go for the school trip?
 - a. Lombok
 - b. Jakarta
 - c. Bali
 - d. Bandung

Jawaban: c

2. Which places did the students visit in Bali?
 - a. Mount Bromo and Sanur
 - b. Tanah Lot, Uluwatu, and Kuta Beach
 - c. Denpasar and Gilimanuk
 - d. Nusa Penida and Lovina

Jawaban: b

3. What did they watch on the second night of the trip?
 - a. A modern drama
 - b. A puppet show
 - c. A traditional music concert
 - d. A Kecak dance performance

Jawaban: d

(Base on Text 4-5)

Speaker 1: "The meeting will start at 10 a.m. in Room 204. Please don't forget to bring your presentation files."

4. What time will the meeting start?
 - a. 9 a.m.
 - b. 10 a.m.
 - c. 11 a.m.
 - d. 2 p.m.

Jawaban: b

5. Where will the meeting take place?
 - a. Room 104
 - b. Room 203
 - c. Room 204
 - d. Room 240

Jawaban: c

Remembering (Based on Text 6 and 8)

Text 2: The Importance of Learning English

English has become the most widely spoken language in the world. It is the language of international business, science, and technology. Many companies require their employees to have a good command of English. Therefore, students should realize the importance of mastering English.

6. Why has English become important globally?
- a. It is the oldest language
 - b. It is used only in literature
 - c. It is widely spoken and used in many fields
 - d. It is easier than other languages

Jawaban: c

7. Which fields use English as the main language?
- a. Art and history
 - b. Science, business, and technology
 - c. Politics and geography
 - d. Music and dance

Jawaban: b

8. Why do many companies require English skills?
- a. Because it is a hobby
 - b. To join English competitions
 - c. For international communication
 - d. To apply for art school

Jawaban: c

(Base on Text 9-10)

Speaker 1: "Today's weather will be mostly sunny with a chance of light rain in the evening. The temperature will range from 24 to 32 degrees Celsius."

9. How is the weather in the morning?
- a. Cloudy
 - b. Rainy
 - c. Sunny
 - d. Stormy

Jawaban: c

10. When might it rain?
- a. Morning
 - b. Afternoon
 - c. Evening
 - d. Night

Jawaban: c

Evaluating (Based on Text 11-12)

Text 3: A Podcast Discussion – Social Media's Impact

Host : Today, we'll talk about how social media affects teenagers. Many believe that social media helps them stay connected and express themselves.

Guest : That's true, but it can also lead to anxiety and low self-esteem when they compare themselves to others online.

Host : Yes, especially with the pressure to look perfect all the time.

11. What is the main topic of the podcast discussion?

- a. Teenagers and fashion trends
- b. The benefits of online shopping
- c. The impact of social media on teenagers
- d. Education in schools

Jawaban: c

12. According to the guest, what negative effects can social media have?

- a. Anxiety and low self-esteem
- b. Overeating and laziness
- c. Poor academic results only
- d. Lack of interest in sports

Jawaban: a

(Base on Text 13-15)

Speaker 1: "I think the new restaurant downtown is great. The food is delicious, and the prices are reasonable. But the service is a bit slow during lunch hours."

13. What does the speaker like about the restaurant?

- a. The parking
- b. The location
- c. The food
- d. The lighting

Jawaban: c

14. What is the problem mentioned?

- a. Bad taste of food
- b. Expensive of prices
- c. Slow service
- d. Dirty environment

Jawaban: c

15. When the service is lower?

- a. Dinner

- b. Morning
- c. Afternoon
- d. Lunch

Jawaban: d

Responding (Students give personal responses based on content, text 16-18)

Text : A Conversation at the Airport

Man : Excuse me, is this the line for flight JT402 to Jakarta?

Woman: Yes, it is. But I just heard there's a 1-hour delay due to bad weather.

Man : Oh no, I have a connecting flight in Jakarta.

Woman: You might want to talk to the airline staff at the counter. They can help rearrange your connecting flight.

Man : Thank you. I hope everything works out.

Woman: No problem. Travel these days can be quite unpredictable.

16. Where does the conversation take place?

- a. At a train station
- b. At an airport
- c. In a hotel lobby
- d. On a bus

Jawaban: b

17. Which flight are they talking about?

- a. Flight JT203 to Bali
- b. Flight JT402 to Jakarta
- c. Flight JT401 to Singapore
- d. Flight JT302 to Surabaya

Jawaban: b

18. Why is the flight delayed?

- a. Technical problems
- b. Engine trouble
- c. Bad weather
- d. Late crew arrival

Jawaban: c

(Base on Text 19-20)

Speaker 1: "Excuse me, can you tell me how to get to the nearest bus stop?"

Speaker 2: "Sure! Just go straight for two blocks, then turn right. You'll see it next to the supermarket."

19. What does the speaker want to know?

- a. The supermarket name
- b. The nearest bus stop
- c. The way to the hotel
- d. how far the school

Jawaban: b

20. What does the second speaker suggest?

- a. Go stright and turn right
- b. Turn left one block
- c. take a taxi
- d. ask someone else

Jawaban: a

POST TEST

Please follow the instructions below!

1. Listen the teks audio below:

Understanding (base on text 1-2)

Text : Environmental Club Project

Last week, the Environmental Club at SMA 12 Enrekang launched a campaign to reduce plastic waste. They set up recycling bins around the school and held a seminar about the dangers of single-use plastics.

1. What was the main purpose of the Environmental Club's campaign?

- a. To reduce plastic waste
- b. To clean classrooms
- c. To teach cooking skills
- d. To sell reusable bottles

Jawaban: a

2. What did the club set up around the school?

- a. Trash cans
- b. Water stations
- c. Recycling bins
- d. Posters and banners

Jawaban: c

(Base on Text 3-5)

Speaker: "The library opens at 8 a.m. and closes at 6 p.m. on weekdays. On weekends, it closes at 4 p.m."

3. What time does the library open on weekdays?
- 7 a.m.
 - 8 a.m.
 - 9 a.m.
 - 10 a.m.

Jawaban: b

4. What time the library close on weekends?
- 4 p.m.
 - 5 p.m.
 - 6 p.m.
 - 7 p.m.

Jawaban: a

5. Which days are considered weekdays?
- Monday to friday
 - Saturday to sunday
 - Friday to saturday
 - Only monday

Jawaban: a

Remembering (text 6-8)

Text : Career Talk by a Guest Speaker

During last Friday's assembly, students attended a special session with a guest speaker, Mr. Adrian Putra, an alumnus who now works as a software engineer in Jakarta. He talked about his journey, starting from his struggles in high school, his studies in computer science, and how he got his first job.

6. Who was the guest speaker at the school assembly?
- A university lecturer
 - A famous entrepreneur
 - A local politician
 - Mr. Adrian Putra, a software engineer

Jawaban: d

7. What did Mr. Adrian share during the session?
 - a. His business plan
 - b. His high school memories only
 - c. His career journey and experience
 - d. His opinion on education policies

Jawaban: c

8. What subjects did Mr. Adrian study?
 - a. Architecture
 - b. Computer science
 - c. Medicine
 - d. Law

Jawaban: b

(Base on Text 9-10)

Speaker: "Due to heavy rain, our football match has been postponed until next Saturday. Please inform all your teammates."

9. Why is the football match postponed?
 - a. Snowstorm
 - b. Lack of players
 - c. Holiday
 - d. heavy rain

Jawaban: d

10. When will the match be held?
 - a. Next sunday
 - b. Next saturday
 - c. Tomorrow
 - d. Next month

Jawaban: b

Evaluating (Text 11-13)

Text : Radio Interview – Study Habits

Host : Welcome to Student Voice. Today we're talking about how students manage their study time.

Guest : Many students struggle because they don't have a regular schedule. Studying at the last minute before a test is very common.

Host : What do you suggest for improvement?

Guest : I recommend using planners, turning off phones while studying, and breaking tasks into smaller steps. Also, getting enough rest is crucial.

Host : That's great advice!

Guest: Yes, because mental health is just as important as academic achievement.

11. What is the topic of the radio interview?
- Physical health of students
 - How students manage their study time
 - Holiday plans for students
 - School discipline issues

Jawaban: b

12. What problem do many students have?
- They skip school frequently
 - They don't enjoy reading
 - They study at the last minute without a regular schedule
 - They don't do their homework

Jawaban: c

13. Which of the following is *not* mentioned as a suggestion by the guest?
- Using planners
 - Turning off phones
 - Breaking tasks into smaller steps
 - Listening to music while studying

Jawaban: d

(Base on Text 14-15)

Speaker: "I visited the museum yesterday. The collection was fascinating, especially the ancient artifacts. However, the place was quite crowded and noisy."

14. What did the speaker like about the museum?
- The staff
 - The location
 - The collection
 - The building

Jawaban: c

15. What was the negative part of the experience?
- No food
 - Too expensive
 - Too crowded and noisy
 - Closer early

Jawaban: c

Responding (Text 16-18)

Text : Dialogue in a Café

- Waiter : Good afternoon. Are you ready to order?
 Customer : Yes. I'd like a grilled chicken sandwich and an iced lemon tea, please.
 Waiter : I'm sorry, we're out of lemon tea. Would you like something else?
 Customer : Hmm... okay. I'll take iced green tea then.
 Waiter : Got it. That will be ready in about 10 minutes.
 Customer : Thank you.

16. Where does the conversation take place?

- a. In a cofe
- b. In a bookstore
- c. In a classroom
- d. At a hospital

Jawaban: a

17. What did the customer want to order at first?

- a. Iced green tea and fries
- b. Grilled chicken and mineral water
- c. Grilled chicken sandwich and iced lemon tea
- d. Burger and soda

Jawaban: c

18. What drink was unavailable?

- a. Iced green tea
- b. Iced lemon tea
- c. Coffee
- d. Hot chocolate

Jawaban: b

(Base on Text 19-20)

Speaker 1: "Excuse me, I think you dropped your wallet."

Speaker 2: "Oh! Thank you so much. I didn't notice."

19. What does the speaker one do?

- a. Ask for help
- b. complin

c. Inform someone

d. Request a favor

Jawaban: c

20. What is the interaction mostly about?

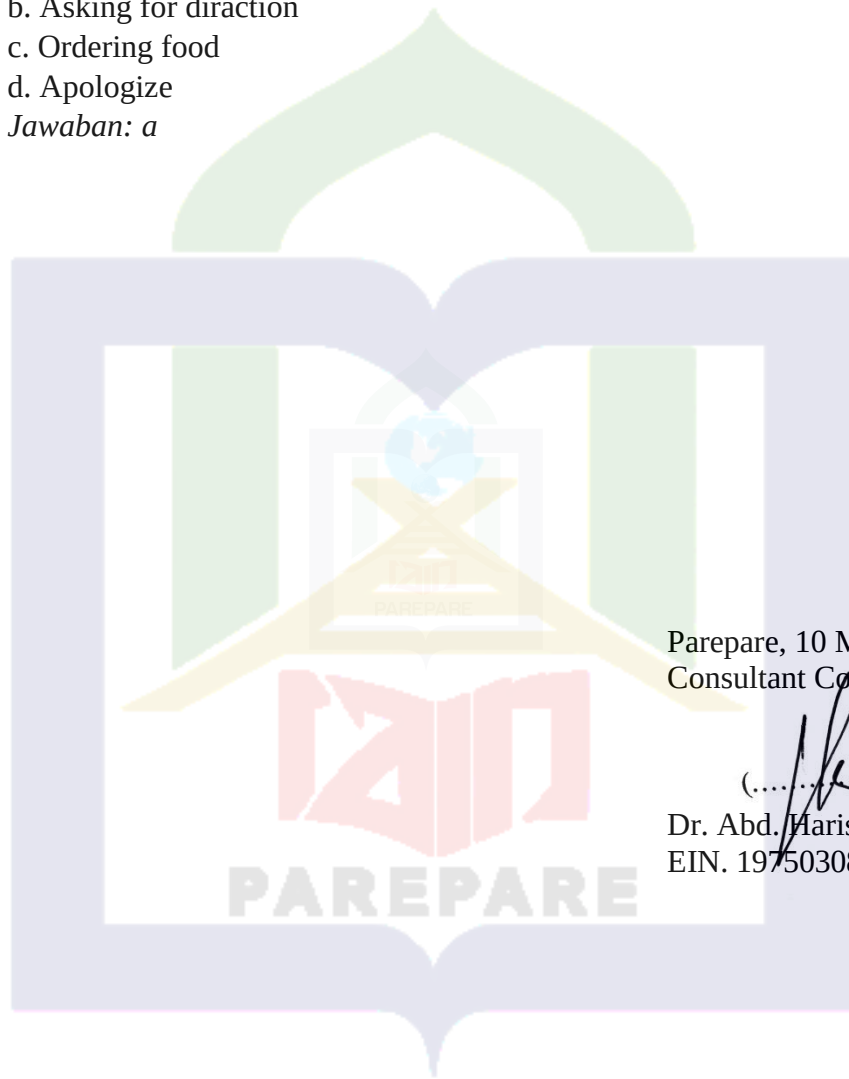
a. Helping a stranger

b. Asking for direction

c. Ordering food

d. Apologize

Jawaban: a



Parepare, 10 Maret 2025
Consultant Commissions

(.....)

Dr. Abd. Haris Sunubi, M.Pd.
EIN. 197503082006041001

Appendix II : TEACHING MODULE

MODUL AJAR DEEP LEARNING MATA PELAJARAN : BAHASA INGGRIS

A. IDENTITAS MODUL

Satuan Pendidikan	:	SMAN 12 Enrekang
Mata Pelajaran	:	Bahasa Inggris
Materi Pokok	:	Listening Comprehension With Poro English Application
Kelas/Fase/Semester	:	XI/ F / Ganjil
Alokasi Waktu	:	6 X 60 Menit
Pertemuan	:	1-6 Pertemuan

B. TUJUAN PEMBELAJARAN

1. Siswa mampu menggunakan aplikasi poro english sebagai media pembelajaran istening
2. Siswa mampu memahami informasi umum dan rinci dari audio yang ada di dalam aplikasi poro english
3. Siwa mampu mengingat kosa kata dari teks lisan dari audio yang telah di dengarkan
4. Siswa mampu mengevaluasi isi percakapan setelah mendengarkan beberapa audio yang di dengar di aplikasi poro english
5. Siswa mampu merespon percakan lisan dengan malakukan dialog dengan audio dalam aplikasi poro english

C. KEGIATAN PEMBELAJARAN PERPERTEMUAN

PERTEMUAN	FOKUS INDIKATOR	KEGIATAN INTI	HASIL YANG DI HARAPKAN
1.	Introduction	✓ Siswa mengeksplorasi fitur-fitur dasar Poro English ✓ Siswa mengikuti pre-test untuk mengukur keterampilan	Siswa mengenal aplikasi poro english

		mendengarkan awal mereka	
2.	Understanding	- Siswa mendengarkan audio pendek tanpa subtitle (contoh: “Where are you from?”). - Jawab pertanyaan pemahaman (siapa, apa, kapan, di mana) - Diskusi dan pengulangan audio dengan subtitle	Siswa dapat memahami isi audio
3.	Remembering	- Siswa mendengarkan audio dua kali dan mencatat kosakata baru. - Game “Find the Word” dan “Who Said This?”. - Diskusi makna dan penggunaan kata-kata	Siswa dapat mengingat kosa kata
4.	Evaluating	- Siswa mendengarkan dialog dengan konflik dan solusi. - Evaluasi solusi, ekspresi perasaan, dan logika percakapan. - Diskusi kelompok dan perbandingan pendapat	Siswa dapat berpikir kritis
5.	Responding	Siswa mendengarkan dialog interaktif	SSiswa dapat aktif berbicara

		(contoh: “How old are you?”). - Siswa berpasangan: satu memutar audio, satu merespons secara lisan. - Simulasi roleplay dan praktik spontanitas	
6.	Post-test	- Siswa mengikuti tes pasca untuk menilai kemajuan mendengarkan mereka. - Perbandingan hasil pre-test dan post-test. - Diskusi reflektif tentang pengalaman belajar bersama Poro English.	Peningkatan kemampuan listening siswa

D. ASSESMENT PEMBELAJARAN

Jenis Asesmen	Bentuk	Waktu	Tujuan
Diagnostik	Pre-test	Pertemuan 1	Mengetahui Kemampuan awal
Formatif	Latihan, FGD	Pertemuan 2-5	Memantau proses Belajar
Sumatif	Post-test	Pertemuan 6	Penilaian Hasil Belajar

E. MEDIA DAN SUMBER PEMBELAJARAN

No	Media / Sumber Ajar	Fungsi
1.	Poro English Application	Media Utama pembelajaran Listening
2.	Smartphone	Mengakses audio
3.	Headset / Speaker	Mendengar audio dengan jelas

4.	Internet	Akses aplikasi
----	----------	----------------

F. CAPAIN PEMBELAJARAN

Aspek	Indikator hasil
Listening	Memahami isi audio
Vocabulary	Mengingat kosakata baru
Vomprehention	Menjawab pertanyaan dengan benar
Speaking	Merespon percakapan
Attitude	Aktif dan percaya diri

TREATMENT

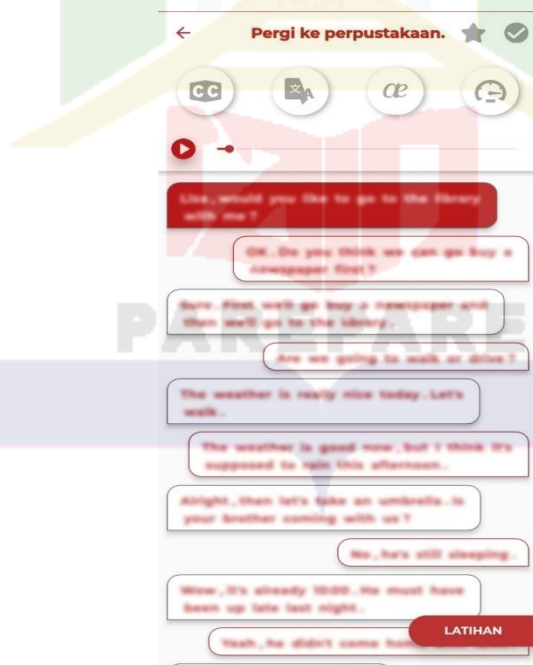
1. First Meeting (pre-test and introduction to poro english application)



2. Second Meeting (Focus On Understanding)



3. Thirth Meeting (Focus On Remembering)



4. Fourth Meeting (Focus On Evaluating)

5. Fifth Meeting (Focus On Responding)

Pergi ke bioskop.

Ann what do you want to do tonight ?

I'd like to go see a movie .

I heard Titanic is playing at the movie theater .

Oh , I've heard that's a good movie . What time does it start ?

6:30 . It's a long movie . I heard it lasts for about 3 hours .

Will you come and pick me up ?

What time ?

I think we should get there early because they might be sold out . Is 5:00PM OK ?

Yes , that'll be fine . I'll meet you at your house at 5:00 .

Do you want to get something to eat before the movie ?

I'm not sure there will be enough time

LATIHAN

Dari mana kamu berasal?

Hello .

Hi .

How are you ?

I'm good . How are you ?

Good . Do you speak English ?

A little . Are you American ?

Yes

Where are you from ?

I'm from California .

Nice to meet you .

Nice to meet you too .

LATIHAN

6. Sixth Meeting (Post-Test And Reflection)



Appendix III : The result of data excel

No	Name	Result	
		PreTest	PostTest
1.	AR	55	95
2.	AAP	50	80
3.	AA	60	85
4.	ABH	55	75
5.	DHD	55	85
6.	F	55	85
7.	FF	60	85
8.	HP	60	90
9.	JN	55	85
10.	KH	40	85
11.	MH	60	90
12.	MIK	45	75
13.	MYN	40	75
14.	MA	45	90
15.	MHF	55	90
16.	MM	60	90
17.	MA	60	85
18.	MR	60	85
19.	NA	50	95
20.	NAH	45	95
21.	NA	60	95
22.	NA	55	85
23.	NS	50	90
24.	NP	55	90
25.	R	55	90
26.	R	45	90
27.	RR	60	95
28.	ZZ	55	90
RATA-RATA		53,57	87,32

Appendix IV : SPSS Output

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	28	40.00	60.00	53.57	63.62
Valid N (listwise)	28				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post test	28	75.00	95.00	87.32	58.50
Valid N (listwise)	28				

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – post test	33.75	74.06	13.99	36.62	30.87	24.11	27	.000

Appendix V : Student Score Pre Test And Post Test

NAMA : <u>Datta Hanny Darmawan</u> 55/ KELAS : <u>XI-A</u> PRE TEST Please follow the instructions below! 1. Listen the teks audio Understanding (Based on question Text 1 and 3) 1. Where did the students go for the school trip? a. Lombok b. Jakarta c. Bali d. Bandung 2. Which places did the students visit in Bali? a. Mount Bromo and Sanur b. Tanah Lot, Uluwatu, and Kuta Beach c. Denpasar and Gilimanuk d. Nusa Penida and Lovina 3. What did they watch on the second night of the trip? a. A modern drama b. A puppet show c. A traditional music concert d. A Kecak dance performance (Based on Text 4-5) 4. What time will the meeting start? a. 9 a.m. b. 10 a.m. c. 11 a.m. d. 2 p.m. 5. Where will the meeting take place? a. Room 104 b. Room 203 c. Room 204 d. Room 240 Remembering (Based on Text 6 and 8) 6. Why has English become important globally? a. It is the oldest language b. It is used only in literature c. It is widely spoken and used in many fields d. It is easier than other languages	NAMA : <u>Fitri Peran</u> 60/ KELAS : <u>XI-A</u> PRE TEST Please follow the instructions below! 1. Listen the teks audio Understanding (Based on question Text 1 and 3) 1. Where did the students go for the school trip? a. Lombok b. Jakarta c. Bali d. Bandung 2. Which places did the students visit in Bali? a. Mount Bromo and Sanur b. Tanah Lot, Uluwatu, and Kuta Beach c. Denpasar and Gilimanuk d. Nusa Penida and Lovina 3. What did they watch on the second night of the trip? a. A modern drama b. A puppet show c. A traditional music concert d. A Kecak dance performance (Based on Text 4-5) 4. What time will the meeting start? a. 9 a.m. b. 10 a.m. c. 11 a.m. d. 2 p.m. 5. Where will the meeting take place? a. Room 104 b. Room 203 c. Room 204 d. Room 240 Remembering (Based on Text 6 and 8) 6. Why has English become important globally? a. It is the oldest language b. It is used only in literature c. It is widely spoken and used in many fields d. It is easier than other languages
NAMA : <u>Nur Amelia</u> 50/ KELAS : <u>XI-A</u> PRE TEST Please follow the instructions below! 1. Listen the teks audio Understanding (Based on question Text 1 and 3) 1. Where did the students go for the school trip? a. Lombok b. Jakarta c. Bali d. Bandung 2. Which places did the students visit in Bali? a. Mount Bromo and Sanur b. Tanah Lot, Uluwatu, and Kuta Beach c. Denpasar and Gilimanuk d. Nusa Penida and Lovina 3. What did they watch on the second night of the trip? a. A modern drama b. A puppet show c. A traditional music concert d. A Kecak dance performance (Based on Text 4-5) 4. What time will the meeting start? a. 9 a.m. b. 10 a.m. c. 11 a.m. d. 2 p.m. 5. Where will the meeting take place? a. Room 104 b. Room 203 c. Room 204 d. Room 240 Remembering (Based on Text 6 and 8) 6. Why has English become important globally? a. It is the oldest language b. It is used only in literature c. It is widely spoken and used in many fields d. It is easier than other languages	NAMA : <u>Luviana Soeloh</u> 50/ KELAS : <u>XI-A</u> PRE TEST Please follow the instructions below! 1. Listen the teks audio Understanding (Based on question Text 1 and 3) 1. Where did the students go for the school trip? a. Lombok b. Jakarta c. Bali d. Bandung 2. Which places did the students visit in Bali? a. Mount Bromo and Sanur b. Tanah Lot, Uluwatu, and Kuta Beach c. Denpasar and Gilimanuk d. Nusa Penida and Lovina 3. What did they watch on the second night of the trip? a. A modern drama b. A puppet show c. A traditional music concert d. A Kecak dance performance (Based on Text 4-5) 4. What time will the meeting start? a. 9 a.m. b. 10 a.m. c. 11 a.m. d. 2 p.m. 5. Where will the meeting take place? a. Room 104 b. Room 203 c. Room 204 d. Room 240 Remembering (Based on Text 6 and 8) 6. Why has English become important globally? a. It is the oldest language b. It is used only in literature c. It is widely spoken and used in many fields d. It is easier than other languages

NAMA : Daita Hidayat Darmasari
KELAS : XI A

85/

POST TEST
Please follow the instructions below!

1. Listen the teks audio
Understanding (1-3)

1. What was the main purpose of the Environmental Club's campaign?
a. To reduce plastic waste
b. To clean classrooms
c. To teach cooking skills
d. To sell reusable bottles

2. What did the club set up around the school?
a. Trash cans
b. Water stations
c. Recycling bins
d. Posters and banners

(Base on Text 3-5)

3. What time does the library open on weekdays?
a. 7 a.m.
b. 8 a.m.
c. 9 a.m.
d. 10 a.m.

4. What time the library close on weekends?
a. 4 p.m.
b. 5 p.m.
c. 6 p.m.
d. 7 p.m.

5. Which days are considered weekdays?
a. Monday to friday
b. Saturday to sunday
c. Friday to saturday
d. Only monday

Remembering (6-8)

6. Who was the guest speaker at the school assembly?
a. A university lecturer
b. A famous entrepreneur
c. A local politician
d. Mr. Adrian Putra, a software engineer

NAMA : FAGLI YAREN
KELAS : XI A

85/

POST TEST
Please follow the instructions below!

1. Listen the teks audio
Understanding (1-3)

1. What was the main purpose of the Environmental Club's campaign?
a. To reduce plastic waste
b. To clean classrooms
c. To teach cooking skills
d. To sell reusable bottles

2. What did the club set up around the school?
a. Trash cans
b. Water stations
c. Recycling bins
d. Posters and banners

(Base on Text 3-5)

3. What time does the library open on weekdays?
a. 7 a.m.
b. 8 a.m.
c. 9 a.m.
d. 10 a.m.

4. What time the library close on weekends?
a. 4 p.m.
b. 5 p.m.
c. 6 p.m.
d. 7 p.m.

5. Which days are considered weekdays?
a. Monday to friday
b. Saturday to sunday
c. Friday to saturday
d. Only monday

Remembering (6-8)

6. Who was the guest speaker at the school assembly?
a. A university lecturer
b. A famous entrepreneur
c. A local politician
d. Mr. Adrian Putra, a software engineer

NAMA : Amelra
KELAS : XI A

95/

POST TEST
Please follow the instructions below!

1. Listen the teks audio
Understanding (1-3)

1. What was the main purpose of the Environmental Club's campaign?
a. To reduce plastic waste
b. To clean classrooms
c. To teach cooking skills
d. To sell reusable bottles

2. What did the club set up around the school?
a. Trash cans
b. Water stations
c. Recycling bins
d. Posters and banners

(Base on Text 3-5)

3. What time does the library open on weekdays?
a. 7 a.m.
b. 8 a.m.
c. 9 a.m.
d. 10 a.m.

4. What time the library close on weekends?
a. 4 p.m.
b. 5 p.m.
c. 6 p.m.
d. 7 p.m.

5. Which days are considered weekdays?
a. Monday to friday
b. Saturday to sunday
c. Friday to saturday
d. Only monday

Remembering (6-8)

6. Who was the guest speaker at the school assembly?
a. A university lecturer
b. A famous entrepreneur
c. A local politician
d. Mr. Adrian Putra, a software engineer

NAMA : Umikriso Sahrul
KELAS : XI A

90/

POST TEST
Please follow the instructions below!

1. Listen the teks audio
Understanding (1-3)

1. What was the main purpose of the Environmental Club's campaign?
a. To reduce plastic waste
b. To clean classrooms
c. To teach cooking skills
d. To sell reusable bottles

2. What did the club set up around the school?
a. Trash cans
b. Water stations
c. Recycling bins
d. Posters and banners

(Base on Text 3-5)

3. What time does the library open on weekdays?
a. 7 a.m.
b. 8 a.m.
c. 9 a.m.
d. 10 a.m.

4. What time the library close on weekends?
a. 4 p.m.
b. 5 p.m.
c. 6 p.m.
d. 7 p.m.

5. Which days are considered weekdays?
a. Monday to friday
b. Saturday to sunday
c. Friday to saturday
d. Only monday

Remembering (6-8)

6. Who was the guest speaker at the school assembly?
a. A university lecturer
b. A famous entrepreneur
c. A local politician
d. Mr. Adrian Putra, a software engineer

Appendix VI : T-Table

dk	α untuk Uji Satu Pihak (<i>one tail test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix VII : Documentation

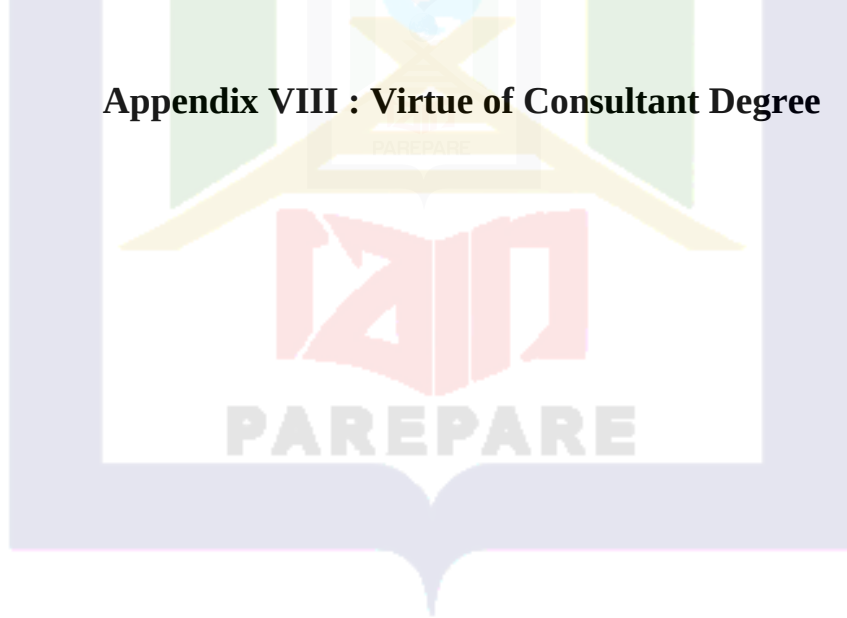








Appendix VIII : Virtue of Consultant Degree





KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3662 TAHUN 2024
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2024;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 Tahun 2024, tanggal 22 Januari 2024 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2024.
Menetapkan	:	MEMUTUSKAN	
		KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2024;	
Kesatu	:	Menunjuk saudara; Dr. Abd. Haris Sunubi, M.Pd. Sebagai pembimbing bagi mahasiswa :	
		Nama	: Nur Halimah
		NIM	: 2120203888203055
		Program Studi	: Pendidikan Bahasa Inggris
		Judul Skripsi	: Increasing Students' English-Listening Skill by Using Hilokal Application in Grade 2 at MAN 1 Parepare
Kedua	:	Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;	
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;	
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.	

Ditetapkan di : Parepare
Pada Tanggal : 10 Oktober 2024

Dekan,



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Appendix IX : Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Anwar Bakdi No. 8, Sonang, Kota Parepare 91112 ☎ (0421) 21207 📠 (0421) 24404
PO Box 909 Parepare 91110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1658/tn.39/FTAR.01/PP.00.9/12/2024

02 Juni 2025

Sifat : Biasa

Lampiran : -

Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI ENREKANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. ENREKANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: NUR HALIMAH
Tempat/Tgl. Lahir	: GARUTU, 01 Maret 2001
NIM	: 2120203888203055
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: BUNTU BATU KAB. ENREKANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI ENREKANG dalam rangka penyusunan Skripsi yang berjudul :

INCREASING STUDENTS ENGLISH-LISTENING SKILL BY USING PORD ENGLISH APPLICATION IN SECOND GRADE AT SMAN 12 ENREKANG

Pelaksanaan penelitian ini direncanakan pada tanggal 08 Juli 2025 sampai dengan tanggal 08 Agustus 2025.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP. 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix X : Permission Research



PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sudirman, Km 3 Pinang Telp./Fax (0420) 21079

SURAT KETERANGAN PENELITIAN
Nomor: 73.16/1536/DPMTSP/ENR/IP/VII/2025

Berdasarkan Peraturan Bupati Enrekang nomor 73 Tahun 2022 tentang Perubahan Atas Peraturan Bupati Enrekang Nomor 159 Tahun 2021 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang, maka dengan ini memberikan Surat Keterangan Penelitian kepada :

NUR HALIMAH

Nomor Induk Mahasiswa	: 2120203888203055
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Lembaga	: INSTITUT AGAMA ISLAM NEGERI PAREPARE
Pekerjaan Peneliti	: MAHASISWA
Alamat Peneliti	: GARUTU
Lokasi Penelitian	: SMAN 12 ENREKANG
Anggota/Pengikut	: -

Maksud dan Tujuan mengadakan penelitian dalam rangka **MENYUSUN SKRIPSI** dengan Judul :
INCREASING STUDENTS ENGLISH-LISTENING SKILL BY USING PORO ENGLISH APPLICATION
IN SECOND GRADE AT SMAN 12 ENREKANG

Lamanya Penelitian : **2025-07-08 s/d 2025-08-08**

Dengan ketentuan sebagai berikut :

1. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di : Enrekang
17/07/2025 09:51:14
KEPALA DINAS,



Dr. Ir. CHAIDAR BULU, ST, MT
Pangkat: Pembina Utama Muda
NIP. 19750528 200212 1 005

Tembusan Kepada Yth :

1. Bupati Enrekang sebagai laporan
2. Kepala Bakesbangkal Kab. Enrekang
3. Disa/Lurah/Camat tempat peneliti
4. Mahasiswa ybs.



Balai Sertifikasi Elektronik

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) Badan Siber dan Sandi Negara (BSSN)


PEMERINTAH PROPINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
SMA NEGERI 12 ENREKANG
Jalan Poros Malauwe-Jalikko KM 5, Dusun Papi Desa Buttu Batu Kec. Enrekang 91754
NPSN : 69923166 Email : smandaenrekang@yahoo.com

SURAT KETERANGAN TELAH MENELITI
 Nomor: 421/ 049/ SMA.12-EKG/ VIII/ 2025

Yang bertanda tangan di bawah ini Kepala UPT SMAN 12 Enrekang menerangkan bahwa :

Nama : Nur Halimah
 NIM : 2120203000203055
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah
 Universitas : Institut Agama Islam Negeri (IAIN) Parepare

Benar telah melaksanakan penelitian mulai tanggal 8 Juli 2025 – 8 Agustus 2025 dengan judul:

" Increasing Student English-Listening Skills By Using Poro English Application In Second Grade At SMAN 12 Enrekang"

Demikian surat keterangan di buat dan di berikan kepadanya untuk di pergunakan sebagaimana semestinya

Enrekang, 6 Agustus 2025
 Kepala Sekolah SMAN 12 Enrekang

 Suardani Damadi S.Pd.,M.M
 NIP.19681020 199404 1 001

Appendix XII : Permission Research

CURRICULUM VITAE



NUR HALIMAH, the writer was born in Garutu, August 26th 2003 South Sulawesi. She is the seventh from eleven siblings. Her father's name is Syarifuddin and Her mother's name is Nasriani. She is a student of English Education Department in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, She began his study on 2008-2009 at TK Al-Baqarah Garutu and She continued in elementary school at Min 1 Enrekang. She continued his study in Junior high school at MTSn 4 Enrekang and completed his education there in 2018. Then

She continued Her education at SMA Negeri 12 Enrekang where She graduated in 2019-2021. She decided to continue her education at the State Islamic Institute (IAIN) Parepare. Finally, he completed his thesis with the title "Increasing Students English-Listening Skill By Using Poro English Application In Second Grade At SMAN 12 Enrekang".