

**A SYSTEMATIC REVIEW: THE INTEGRATION OF
TECHNOLOGY INTO ENGLISH LISTENING CLASSROOM
IN INDONESIA**

THESIS



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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APPROVAL FROM BOARD EXAMINERS

It has been examined and approved by the board of examiners in fulfillments of
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MOTTO

وَإِذْ صَرَفْنَا إِلَيْكَ نَفَرًا مِّنَ الْجِنِّ يَسْتَمِعُونَ الْقُرْآنَ فَلَمَّا حَضَرُوهُ قَالُوا أَنصِتُوا
فَلَمَّا قُضِيَ وَلَّوْا إِلَىٰ قَوْمِهِم مُّندِرِينَ ﴿٢٩﴾

Meaning: “And when we turned towards you a group of the jinn, who listened to the Quran; so when they were in its presence, they said: Be silent. Then when it was finished, they turned back to their people warning (them)”. (Q.S Al Ahqaf: 29)*



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* Maulana Muhammad Ali, *English Translation of the Holy Quran with Explanatory Notes*, (U.K. : Ahmadiyya Anjuman Lahore Publications, 2010), 629

DEDICATION

It is with genuine gratitude and warm regard that I dedicate this undergraduate thesis to:

1. The one and only my role model, my beloved mother Dra. Umi Rosidah and my brother Muhammad Wildan Haqiqi who always pray and support me for everything that I decided to do and be responsible for. Both you are awesome, especially mom that have encouraged and being multirole of parents after dad passed away. I though he proud of you.
2. Special thanks to myself who always coming back stronger even with tears to face it.
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The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

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May Allah SWT reward all of the kindness of the people who helped me to finish this thesis. I believe that this thesis might have some weakness, but this thesis will be useful for future researcher.

Jember, 16 Juni 2022

Researcher



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ABSTRACT

Yulia Ainun Nadziroh, 2022: A systematic review: The integration of technology into English listening classroom in Indonesia

Keywords: *integration of technology, listening classroom, a systematic review.*

For many years, the study of listening in the English language classroom in Indonesia has been a hot topic. Although the previous research has reported the integration of technology into English language classroom, it is worth investigating how technology is integrated particularly in listening classroom. To fill this gap, this study aims to portray the integration of technology into listening classroom in Indonesia as reported by published articles indexed in SINTA journal database. This systematic review employed PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) protocol. The present systematic review is guided by the following research question, how has the integration of technology into English listening classrooms been implemented in Indonesia in the last ten year?

This research conducted a systematic review as a research design and used PRISMA to select the data based criteria of the only includes (1) studies published in one reputable database, SINTA Indonesia, (2) studies published between 2010 and 2020, and (3) studies reported were conducted in Indonesia contexts, further research on teaching and learning listening through technology needs further investigation to get which fit the criteria in this study. Data collection was conducted through several stages such as identification, screening, eligibility, and included of the journal that had been selected. After that, the data was analyzed by using thematic analysis.

As many as eighteen journal articles indexed in SINTA published between 2010 and 2020. From thematic analysis, five emerging themes were identified: 1) technologies enhanced listening learning opportunity; 2) challenges revealed in technology integrated listening learning; 3) teaching approach employed for technology mediated listening; 4) teacher's perception of teaching listening with technology, and 5) student's perception of listening learning process with technology.

This study suggests that implementing technology into English listening classroom is a catalyst for change. English teacher and teacher educators are encouraged to select suitable technology that can be used to implement in listening classroom. Finally, the study also suggests future research to conduct research particularly in listening classroom to provide more insights into English as a foreign language context.

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CHAPTER I

INTRODUCTION

This chapter presents background of research, questions of the research, objectives of research, definition of key-terms, and significances of research.

A. Research Background

The study of listening in the English language classroom has become a hot topic for many years. In the language process of teaching and learning, listening is an essential aspect of language that supports other language skills. These are some reasons why listening becomes critical thing in language teaching and learning. Highlight four benefits of developing listening skills: improving academic success, getting transferred information from the teacher, understanding teacher instruction, and developing social and relational skills.¹ Besides, listening is also crucial in the process of teaching and learning, especially in a multicultural context. In a classroom, the students probably meet another student who is different in culture. Communication is the critical part of understanding each other and trying to establish social interactions. To maintain their communication, the students need to learn to be good listeners. In this context, listening occurs while a person from one culture

¹ Heleen Bourdeaud'hui et al., "Identifying student and classroom characteristics related to primary school students' listening skills: A systematic review" *Educational Research Review* (2018), doi: <https://doi.org/10.1016/j.edurev.2018.09.005>.

receives and processes a message from another culture.² In addition, the critical function of listening skills is to communicate with people and understand what is said by others under the circumstances of the given contexts resembling natural communication dialogues.³

In listening classrooms, the teacher must focus on promoting a student-centered approach to build their autonomous learning, especially with technology utilization. The integration of technology in the listening classroom can be done through blended learning strategies. Blended learning of listening skills plays a vital role in finding the solution in the learning processes. Blended learning refers to the use of high-tech in online listening that can be blended with traditional learning in the subject of listening. Blended learning processes occur not only in the classroom or face to face but also outside the classroom using media, this learning can be called the best learning in listening skill⁴. Students are supposed to do this independent learning as well as provide the ability to choose learning materials based on their level of understanding and, more importantly, their interests both in and out of the classroom mediated by technology platforms such as Schoology, Google Classroom, LMS (Learning

²Kjetil Freitheim. "Listening to the other: Intercultural communication in times of crisis". *Journal of Intercultural Communication*. (2016). <https://immi.se/intercultural/nr42/fretheim.html>

³ Merve Deveci Demir & Zekiye Muge Tavail. "The effect of technology-based materials on vocational high school students' listening skill". *Journal of Language and Linguistic Studies*, 17(Special Issue 1) (2021), 448-457.

⁴ Mahendra Puji Permana Aji. "English listening blended learning: The implementation of blended learning in teaching listening to university students." *Kajian Linguistik dan Sastra*, (2017) <http://journals.uns.ac.id/index.php/KLS>

Management System), Edmodo.⁵ In that case, students will have a chance to improve their listening skills even with the teacher's limited guidance because they can actively decide to learn what they need during their learning.⁶

Despite its significance, some students find it difficult to improve their listening skills in both teaching and learning, especially for non-native speakers. There are five challenges in learning listening skills include speed rate or speed delivery, short-term memory, phonological features, lack of primary language, and personal factors.⁷ In addition, other study finds three challenges during academic listening skills; they are accents, speed, and vocabulary. These are the challenges that commonly occur while students are engaged in the teaching and learning course of listening.⁸

The use of technology is becoming an essential part of the learning process in and out of the classroom. Technology is used to help mediate language learning and the teaching process. It continuously grows as crucial as a tool to help teachers facilitate language learning for their

⁵ Arzal and Zulkifli Tanipu. "Blended online learning laboratory into Indonesian EFL listening classroom". . *Issues in Language Studies*. (2014) 3(2) 1-69.

⁶ Jhon Sebastian Revelo Chamorro. "The influence of Autonomous learning in the development of listening for L2 learners". (degree of B.A, University de Narino, 2015), 1-44.

⁷ Musa Nushi and Fereshte Oruji, "Investing EFL teachers' views on listening difficulties among their learners: The case of Iranian context" *SAGE Open* (2020): 1-16, DOI: 10.1177/2158244020917393

⁸ Gusti Astika and Ardiyarso Kurniawan, "The challenges of using TED Talks as authentic resources of academic listening for EFL university students", *Indonesian Journal of Applied Linguistics*. 3:9 (2020): 589-598, DOI: 10.17509/ijal.v9i3.23209.

students.⁹ Computers are regarded as an essential instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Many teachers consider computer technology to be a significant part of providing high-quality education.¹⁰ For language learners, technology provides limitless resources.¹¹ Teachers should encourage students to find computer technology activities that are acceptable for them to succeed in language learning.¹² Learners may benefit from appropriate technology materials to understand the topic of the material. Therefore, students need technology as a tool to help students' autonomous learning process in listening skills.

Furthermore, learners benefit from computer-based learning because it offers them timely information and relevant learning materials (i.e application, Web-Based learning resources, instruction, games).¹³ They go on to say that online resources enabled children to study more. Additionally, technology offers instructional materials and expands students' learning opportunities.¹⁴ With the use of technology, a significant number of authentic materials can be delivered to students and motivate

⁹ Mohammad Reza Ahmadi, "The use of technology in English language learning: A literature review", *International Journal of Research in English Education*.3:2 (2018): 116-125, DOI: 10.29252/ijree.3.2.115.

¹⁰ Henry Jay Becker, "Findings from the teaching, learning, and Computing survey: Is Larry Cuban right?", *Education Policy Analysis Archives* 8:51 (2000). 1-31

¹¹ Susan Bull and Yingxin Ma, "Raising learner awareness of language learning strategies in situations of limited resources", *Interactive Learning Environments* 9:2 (2001) 171-200, DOI: 1049-4820/01/0902-0171.

¹² Binnur Genc Ilter, "How does technology affect language learning process at an early age?", *Social and Behavioral Sciences*, (2015) 311-316.

¹³ Brian Tomlinson, "Materials development for language learning and teaching", *Language Teaching* 45 (2012), 143-179. DOI: 10.1017/S0261444811000528

¹⁴ King Luu and John G. Freeman, "An analysis of the relationship between information and communication technology (ICT) and scientific in Canada and Australia" *Computers & Education* 56 (2011), 1072-1082,

them to learn the language. Furthermore, using technology-based materials for students' listening skills indicates that it is helpful to develop the students' communicative skills and help students handle spoken English outside the classroom prepare students to use English on real-life occasions.¹⁵

Several studies in ASEAN countries have been conducted related to listening skills integrated with technology. A research was conducted in Rajbhat Rajanagarindra University in Thailand by Saitakham about enhancing English listening skills through websites practicing in Thai EFL students. This study showed the student's point of view about the advantages and the problems on the websites for practicing English in listening classrooms.¹⁶ Another survey by Guanying was conducted at Huazhong University of Science and Technology (HUST) in China investigating the efficiency of a mixed learning approach to improve the listening and speaking abilities of students. This study showed that the blended learning approach improves the students' academic performance in listening and speaking.¹⁷ Finally, a study reported by Tokada explored De-motivated Japanese College EFL students maintaining motivation to improve their English listening abilities through modified blended

¹⁵ Merve Deveci Demir & Zekiye Muge Tavitil. "The effect of technology-based materials on vocational high school students' listening skill".449

¹⁶ Kiattichai Saitakham, "Enhancing English listening skills through websites practicing: A study of Thai EFL University Students", *International Proceedings of Economics Development and Research (IPEDR)*,47:11 (2012). 50-53 DOI: 10.7763/IPEDR

¹⁷ Cui Guangying, "An experimental research on blended learning in the development of listening and speaking skills in China", *Southern African Linguistics and Applied Language Studies* 32:4 (2014). 447-460 DOI: 10.2989/16073614.2014.999989.

learning. This study found that the utilization of modified composite students can use learning approaches to establish concrete and enjoyable reasons for studying English.¹⁸

In Indonesia, teaching and learning English listening has been implemented in various ways. In the elementary education context, there are some factors to establish their listening skills, such as teachers listening to students, students listening to the teacher, and students are listening to each other.¹⁹ Meanwhile, Ovalina and Adnan concluded that Web-Based Learning Resources (WBLR) can be used as a medium where all instructional materials and activities are derived from internet-based websites.²⁰ Thus, it can become a resolution to mediate the learning of the junior high school students' listening with some considerations such as students providing a variety of authentic resources, exercises, and feedback once they've completed the exercises.

Although some previous studies have investigated the integration of technology into English listening classrooms, especially in Indonesia, little is known how technology is integrated into listening classrooms in the last ten years. Thus, this study aims to explore more about the studies related to technology integration in the listening classroom in Indonesia.

¹⁸ Yuichi Tokada, "Modified blended learning: De-motivated Japanese College EFL learners sustain motivation to improve English listening skills" *International Journal of Innovation Research in Educational Sciences* 6:2 (2019) 2349-5219

¹⁹ Juliasih Hizbar, "Developing listening skills through lesson study at Gagas Ceria Elementary School, Bandung Indonesia" *The 2nd International Conference on Elementary Education* 2:1 (2018) 1217-1223. <http://proceedings2.upi.edu/index.php/icee/article/view/733>

²⁰ Sisri Ovalina and Aryuliva Adnan, "Teaching listening to junior high school students by using Web based learning resources (WBLR)" *Journal of English Language Teaching* 7:1 (2018). 77-85. <http://ejournal.unp.ac.id/index.php/jelt>

Having searched and selected various online resources within the journals, there are some relevant studies that researchers examined, which range from 2010 to 2020. The result of the studies had found in the table based on PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) as the literature study to this systematic review.

B. Research Question

The researcher attempts to clarify how the integration of technology into English listening classrooms in Indonesia. The following research question was formulated to guide the study “How has the integration of technology into English listening classrooms been implemented in Indonesia in the last ten years?”

C. Research Objective

Based on the research question above, the objective of this study was to present the current trend of the integration of those technologies research and practice on listening classroom of Indonesia EFL students between 2010 and 2020 in Indonesia.

D. Research Significances

The result is expected to provide some theoretical and practical knowledge for the following parties:

1. Theoretically

This research is expected to provide general knowledge in identifying, analyzing, and evaluating the use of technology for the teaching and learning process especially for teaching listening in the

classroom in Indonesia. This study can contribute new insight and ideas for implementing an appropriate technology tool in teaching listening in the English classroom.

2. Practically

The outcome of this study is predictable to give some aids for English instructors and other researchers. For English instructors, this study is expected to improve the English teacher's technological knowledge regarding teaching listening in the classroom as well as the teacher's pedagogical content knowledge to design appropriate listening classroom tasks for the student. For other researchers, this study is addressed to become one of reference involving future research that can be used to conduct other research with the same topic regarding teaching listening.

E. Definition of key terms

1. Integration of Technology

Integration of technology refers to a classroom practice that demonstrates how the use of technological tools such as the internet, podcasts, and video conferencing is integrated, particularly, into listening classrooms. In this study, the studies selected ranged between 2010 and 2020 from national database journal resources called SINTA.

2. Teaching listening

Teaching listening is a classroom activity of understanding between teachers and students which consist of three basic skills,

namely listening, understanding, and judging as well as reading which is included in receptive skills. This study selected ranged between 2010 and 2020 from national database journal resources called SINTA.

3. Systematic review

The systematic review refers to a selective system of some research findings and a summary of the research evidence that is relevant to the focus of the study. Systematic review in this study presents the synthesis and the findings of selected published articles. In this study, the studies selected ranged between 2010 and 2020 from national database journal resources called SINTA. SINTA (Science and Technology Index) is an Indonesian Web-based research information system that allows researchers, institutions, and journals to measure their performance quickly, easily, and comprehensively.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

To make sure the originality of the idea in this research, the researcher will present several previous studies relevant to the present research, such as:

Research is written by Persson & Nouri entitled “A Systematic Review of Second Language Learning with Mobile Technologies” the goal of this research is to conduct the systematic review that published research in the field of mobile-assisted second language learning (MASLL) from the time when 2010. Following the discovery of 1424 sources, 54 articles were chosen based on predetermined criteria. The data identifies key educational outcomes associated with the integration of mobile devices into second language learning. Furthermore, this research contributes to a list of well-known research gaps and future research recommendations.²¹ A journal written by Lin & Lin under the title “Mobile-assisted ESL/EFL vocabulary learning: a systematic review and meta-analysis” this study expected to explore the aids and disadvantages of the mobile-assisted L2 vocabulary remembering, and used experimental studies conducted between 2005 and 2018 to see if there was a connection between mobile technology

²¹ Veronica Persson and Jalal Nouri, “A systematic review of second language learning with mobile technologies”, *International Journal of Emerging Technologies in Learning (iJET)*, (2018), DOI: 10.3991/ijet.v13i02.8094.

use and L2 word retention.²² Another research conducted by Maru, Pikirang, and Liando under the title “Integrating writing with listening in EFL class: A Systematic Review” this research used a systematic review to provide descriptive data on the context, participants, goal, methods, and main outcomes of integrating writing and listening skills with activities such as writing a listening diary and journal and then singing.²³ A study from Moorhouse & Kohnke entitled “Responses of the English language teaching community to the COVID-19 pandemic” The key of knowledge generated by the English language teaching community during the pandemic was identified and analyzed using a systematic review in this study.²⁴ Furthermore, a research by Seraj, Klimova, and Habil under the title “Use of mobile phones in teaching English in Bangladesh: A systematic review (2010-2020)” the empirical research on the use of mobile phones in ELT was published in Scopus and Web of Science indexing journals in Bangladesh from 2010 to 2020. This study reveal that mobile phone use is effective in ELT by facilitating feasible, ubiquitous, and effective learning environments, albeit with some drawbacks, such as

²² Jen-jiun Lin and Huifen Lin, “Mobile-assisted ESL/EFL vocabulary learning: a systematic review and meta-analysis”, *Computer Assisted Language Learning*, (2019) 1744-3210, DOI: 10.1080/09588221.2018.1541359.

²³ Mister Gidion Maru, Chis Caesar Pikirang, and Nihta Liando, “Integrating writing with listening in EFL class: A systematic review” *Proceedings of the 3rd International Conference on Social Sciences 473*, (2020) 222-226, DOI: 10.2291/assehr.k.201014.048.

²⁴ Benjamin Luke Moorhouse and Lucas Kohnke, “Responses of the English language teaching community to the COVID-19 pandemic”, *RELC Journal*, (2021) 1-20, DOI: 10.1177/00336882211053052.

charging issues, a small screen, affection, and a lack of teacher confidence.²⁵

Table 1
The Similarities and Differences
Previous Research and the Researcher's Study

No	Researcher's Name and Title	Similarities	Differences
1	Research is written by Persson & Nouri (2018) entitled "A Systematic Review of Second Language Learning with Mobile Technologies"	<ul style="list-style-type: none"> a. Both researchers using a Systematic Review b. Both kinds of research explore technology-based learning 	<ul style="list-style-type: none"> a. The previous research explored Second Language Learning b. Database resources are "ACM (Association for Computing Machinery)", "IEEE (Institute of Electrical and Electronics Engineers)", "ERIC (Education Resources Information Center)", "JSTOR", "ScienceDirect", "SAGE Journal Online", "Inderscience Online", and "Wiley online library". c. Academic publication between 2010 and 2017 d. The research conducted in Sweden
2	A journal is written by Lin & Lin (2019) under the title "Mobile-assisted ESL/EFL vocabulary learning: a	<ul style="list-style-type: none"> a. Both researchers use a systematic review 	<ul style="list-style-type: none"> a. The previous study focused on vocabulary learning for ESL/ESL

²⁵ Prodhon Mahbub Ibna Seraj, Blanka Klimova, and Hadina Habil, "Use of mobile phones in teaching English in Bangladesh: A systematic review (2010-2020)", *Sustainability*, (2021) DOI: 10.3390/su13105674.

	systematic review and meta-analysis”	b. Both researchers explore technology-based learning	b. Database resources are “Academic Search Premier (EBSCO HOST)”, “Arts & Humanities Citation Index (AHCI)”, “Online Computer Library Center (OCLC)”, “Cambridge Collection Online”, “Periodicals Archive Online (PAO)”, “Project Muse”, “Directory of Open Access Journals (DOAJ)”, “JSTOR Arts and Sciences IV Collection”, “ProQuest Digital Dissertations (PQDD)”, and “National Digital Library of Theses and Dissertations (NDLTD)”. c. Academic publication between 2005 and 2018 d. The research conducted in Taiwan
3	Another research conducted by Maru, Pikirang, & Liando (2020) under the title “Integrating writing with listening in EFL class: A Systematic Review”	a. Both researchers use A Systematic Review b. Both research applying to Indonesia	a. The previous research explored the integration of writing with listening b. Database resources “ERIC” and “Google Scholar” c. Academic publication between 2014 to 2019
4	A study from Moorhouse & Kohnke (2021) entitled “Responses of the English language teaching	a. Both kinds of research use A systematic review	a. The previous research explored the impact on the COVID-19 disease

	community to the COVID-19 pandemic”		<ul style="list-style-type: none"> has impacted English language teaching. b. Database resources journals indexed in “Web of Science” and “SCOPUS” c. Academic publication between January 2020 and October 2020
5	A research from Seraj, Klimova and Habil (2021) under the title “Use of Mobile Phones in Teaching English in Bangladesh: A Systematic Review (2010-2020)”	<ul style="list-style-type: none"> a. Both kinds of research use A systematic review b. Academic publication between 1 January 2010 to 31 December 2020 	<ul style="list-style-type: none"> a. The previous research explored mobile phones used in teaching English b. Scopus and Web of Science (WoS) c. The research conducted in Bangladesh

Although the previous research have investigated (see table 1) the integration of technology into English classrooms, it could be seen that all of the researchers present different approaches to examining the integration of technology in English teaching skills they have focused on. Therefore, the present systematic review focuses on portraying the integration of technology in the English listening classroom in Indonesia by systematic review approach of the table constructed on PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses).

B. Theoretical Framework

1. Teaching listening in ESL and EFL contexts

In the broader context of teaching English, four skills on English subjects cannot be neglected, especially listening skills. From this notion, the researcher believed that enriching knowledge about teaching listening strategies is a necessity.²⁶

The following studies showed several types of teaching listening practice. A study by Cahyono found that the EFL context of teaching listening dealt with various types of the three-phase practices technique of teaching (i.e., through the application of the pre-, while-, and post-teaching activities). It is suggested since it relates to the principles of effective strategies in learning to listen in a second language.²⁷ Other study by Sevik conducted teaching listening skills through “Listen and Do” songs in order the teachers all over the world can use this lesson to make their students active participants in the listening activities from beginning to end. The lesson plan follows online song sources for teaching younger ESL/EFL learners.²⁸ Additionally, Saricoban & Karakurt develop in the EFL context, the use of task-based activities to improve listening and speaking skills. The study shows that it is beneficial in enhancing English learners'

²⁶ Mohammad Reza Ahmadi, “The use of technology in English language learning: A literature review”, 121.

²⁷ Bambang Yudi Cahyono and Utami Wdiati, “The teaching of EFL listening in the Indonesian context: the state of the art”, *The Teaching of EFL listening (TEFLIN Journal)*20:2, (2009),194-211.

²⁸ Mustafa Sevik, “Teaching listening skills to young learners through “Listen and Do” songs”, *English Teaching Forum* 3, (2012) 10-17.

listening and speaking abilities.²⁹ As a result, task-based learning should be implemented as an alternative method of teaching English in the sense that it enables learners to communicate in the foreign language they are learning through interaction simply especially, in teaching listening because one's personal experiences are valued in the classroom. Thus, students will be able to link their classroom learning experiences with language use outside the classroom, in real life, in later stages.

Students can process information by listening, which is regarded as a receptive skill. Maru, Pikirang, and Liando contend that listening is "a basic ability of language" and "an essential process in the interpretation context".³⁰ Nation underlines the role of listening skills in communication "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in the naturalistic acquisition of other languages) are dependent on listening".³¹

Classroom performance types for listening are broader techniques or tasks, and they are sometimes the sum of a technique's activity.³²

²⁹ Arif Saricoban and Leyla Karakurt, "The use of task-based activities to improve listening and speaking skills in EFL context", *Sino-US English Teaching*13:6, (2016), 44-459, DOI: 10.17267/1539-8072/2016.06.003.

³⁰ Mister Gidion Maru, Chis Caesar Pikirang, and Nihta Liando, "Integrating writing with listening in EFL class: A systematic review", 223.

³¹ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL listening and speaking* (New York: the Taylor & Francis e-Library, 2009), 37.

³² H. Douglas Brown, *Language Assessment principles and classroom practices* (Longman, 2003), 120.

- a. Reactive (an interactive classroom is in brief choral or individual drills that concentrate on pronunciation)
- b. Intensive (considered to be intensive as contrasting to extensive in their obligation that students single out certain basics of spoken language)
- c. Responsive (Short stretches of teacher language designed to elicit immediate responses make up a significant portion of classroom listening activity)
- d. Selective (able to pinpoint critical information in a sea of potentially distracting data)
- e. Extensive (aims to develop a global understanding of spoken language from the top-down)
- f. Interactive (As learners actively participate in discussions, debates, conversations, role plays, and other pair and group work, including all five of the above types)

Based on the explanation above in the English language teaching context of listening is an essential skill for students because that tolerates them to notice the meanings of information, process it, and respond to it in both written and spoken form in the classroom.

2. Strategies in teaching listening

In teaching listening skills, language learners are facilitated to adapt to their listening behavior to deal with various situations, types

of input, and listening purposes.³³ According to Buck, Top-down and bottom-up listening strategies are two types of listening strategies.

The top-down strategy is listener-centered: listeners have prior knowledge of the topic, listening context, text type, and language, and they assist listeners in interpreting the ideas they have heard. Listening for the main idea, predicting, drawing inferences, and summarizing are all top-down strategies.³⁴

Meanwhile, Listeners use linguistic knowledge to understand the information in the bottom-up strategy, which is text-based. To arrive at the final message, the listener relies on the language in the message, which is a combination of sounds, words, and grammar. Bottom-up strategies are used to teach students how to focus on specific details while listening and recognize word-order patterns, for example.

Some previous research in teaching listening through either bottom-up or top-down strategies has been widely documented in the past ten years. The first study, Batova presented in a communicative competence framework, it is also critical to use lexical access to activate background knowledge and expectations (top-down), as well as to make language learners effective listeners to natural speech, to piece together linguistic data until a contextual meaning of an

³³ D. Renukadevi, "The role of listening in language acquisition; the challenges & strategies in teaching listening", *International Journal of Education and Information Studies* 4:1, (2014), 59-63.

³⁴ Gary Buck, *Assessing Listening*(South Africa: Cambridge University Press, 2001)

utterance is reached (bottom-up).³⁵ Second, Hammad found that according to the qualitative data, the EFL teachers of Gaza high school had difficulty in the instruction of listening skills from the top down. Shortage of facilities, the nonexistence of motivation from the outside for educators and learners, teachers' internal dissatisfaction, learners' lack of linguistic competence (i.e., vocabulary and knowledge), and the variation in accents between EFL teachers and native English speakers, and the insignificance of materials for listening to students' background experience are all factors to consider, a lack of in-service training programs, the difficulty of listening, and a lack of time devote to listening were some of the problems.³⁶ The last, Maliwan showed the results of the research of TOEIC listening skills it was discovered that students can use both strategies to improve their listening skills and increase their ability to take the TOEIC test. According to the findings, successful listening requires the use of both of these tactics (Bottom-Up and Top-Down). Top-down and bottom-up strategies are used to create activities that are suitable for each skill. This form of instruction aims to prepare students to be good listeners in the reality.³⁷

³⁵ Natalia Batova, "Academic listening: is there a place for bottom-up processing?", *International Journal of Education and Research* 1:4, (2013), 1-10.

³⁶ Enas Abdullah Hammad, "An investigation of Top-down listening processing skills taught by EFL teachers in Gaza Governmental High Schools", *Arab World English Journal* 5:4, (2014) 254-275.

³⁷ Suwimon Maliwan, "Enhancing TOEIC listening skills by applying bottom-up and top-down listening strategies for students of aviation personnel development institution at Kasem Bundit University", *RSU International Research Conference*, (2020), 1067-1075.

3. Challenges and opportunities in teaching listening in EFL settings

According to a study the message, the speaker, the listener, and the physical context were all aspects that contributed to listening difficulties. Speech rate, vocabulary, and pronunciation were thought to be the source of the problems. It was considered that students' problems resulted from the speed with which information was delivered, new vocabulary and concepts, difficulty focusing, and physical environment.³⁸

Other study reported the following are the main reasons why students find listening difficult: lack of practice, topic unfamiliarity, and lack of vocabulary.³⁹ Furthermore, a study investigated the points of view of EFL teachers on their students' listening difficulties. The teachers classified the students' listening difficulties into three groups: problems with pronunciation, individual characteristics, and content, according to the study. This study reveals that, while it is possible to help teachers and students in the classroom, overcoming listening issues without considering effective listening methods appears to be substantially more time-consuming.⁴⁰ As a result, if some class time is allocated to familiarize pupils with the strategies such as the Top-

³⁸ D. Renukadevi, "The role of listening in language acquisition; the challenges & strategies in teaching listening", 60

³⁹ Elma Junita Pakpahan and Silvia Agatha Simbolon, "Students' difficulties in listening comprehension at SMP Swasta Kenanga Medan", *Elite Journal* 6:2, (2019), 210-221, DOI: <https://doi.org/10.24252/elite.v6i2a8>

⁴⁰ Musa Nushi and Fereshte Orouji, "Investigating EFL teachers' views on listening difficulties among their learners: The case of Iranian context", *Journal SAGE*, (2020), 1-16, DOI: 10.1177/2158244020917393.

down and Bottom-up strategies, it will help both students and teachers.

Some researchers have found alternative ways for teaching listening as follows: a research demonstrated how song lyrics can be used to teach listening skills. The students appeared to enjoy their listening activity, which was noteworthy. As a result, they responded positively and enthusiastically to the lesson, and they were easily engaged throughout the learning process.⁴¹ More study reported that Podcasts can help EFL students learn to listen and speak in a variety of ways in the trend of using ICT in language teaching growths.⁴² Other research presented that integrative learning models taught to students performed better than experiential learning models taught to students. Interactions between learning models and cognitive styles have an impact on listening abilities. Field-independent students who are taught using integrative learning models have better listening skills than students who are taught using experimental learning models.⁴³

With these barriers and benefits, teachers should be creative to hold the listening classroom activities by knowing the situation and condition of the students based on their level of knowledge and needs.

⁴¹Mellasari Hadian, "The use of song lyrics in teaching listening (A case study of Junior High School grade 8 in Bandung)", *Journal of English and Education* 3:1, (2015), 96-105

⁴²Marisa Yoestara and Zaiyana Putri, "PODCAST: An alternative way to improve EFL students' listening and speaking performance", *Englisia*, 6:1 (2018), 15-26 DOI: <http://dx.doi.org/10.22373/ej.v6i1.3805>

⁴³Agus Supriyadi, Ilza Mayuni, and Ninuk Lustyantie, "The effects of learning model and cognitive style on students' English listening skill", *International Online Journal of Education and Teaching (IOJET)* 6:3, (2019) 545-561, DOI: <https://iojet.org/index.php/IOJET>

In order, the teacher gives students enough material with appropriate teaching methods and tools.

4. Integration of technology into listening classrooms

Technology integration is increasingly being used in the classroom to improve teaching and learning both within and outside of the classroom. The rapid advancement of technology integration has provided a better model for producing new teaching methodologies. As a result, it has a significant impact on language learning and instruction.⁴⁴ The teaching and learning of listening skills can be taught and learned using various media including computers, which can enhance the skill and aid in the production of better results.⁴⁵ A computer in an EFL classroom can provide access to the large number of different types of multimedia content, as well as language models that are both pedantic and authentic, all of which can be accessed with individual control.

A research found about the mobile technology for the learners' attention to input during the focus on form listening task Classroom mobile technologies show promise that it was worth investigating under an attentional framework to SLA. MALL In the classroom, instructional technology can be used to achieve a specific pedagogical

⁴⁴ Abbas Pourhosein Gilakjani, "A review of the literature on the integration of technology into learning and teaching of English language skills", *International Journal of English Linguistics*7:5, (2017) 95-106 DOI: 10.5539/ijel.v7n5p95

⁴⁵ Safia Mujtaba Alsied and Mustafa Mubarak Pathan, "The use of computer technology in EFL classroom: Advantages and Implications", *International Journal of English Language & Translation Studies*, (2013) <https://www.researchgate.net/publication/301612905>

goal. Technology should not obstruct, but rather aid, the attentional and language processing mechanisms of students.⁴⁶ Other study investigated students' listening comprehension in an EFL classroom using podcasts that students were more motivated to study English since podcasts provided real materials, exciting activities such as listening exercises, and relevant objectives.⁴⁷ Furthermore, a research presented teaching listening skills using YouTube as a learning tool. Teachers cannot leave YouTube out of the classroom because it provides all of the benefits of a more valuable and sensational teaching experience. The use of YouTube videos is enjoyable for students. Students can learn more about the culture of the language they are studying by watching YouTube videos.

These advantages enable dynamic and creative EFL teachers to plan and execute difficult tasks in their listening classrooms that engage and students are empowered and thought and production are stimulated, and increase authentic interactions between learners using the target language.

5. Systematic review as a research method

“Symbolic interactionism is theoretical perspective in sociology that addresses the manner in which society is generated and

⁴⁶ Maria Jose de la Fuente, “Learners’ attention to input during focus on form listening tasks: the role of mobile technology in the second language classroom”, *Computer Assisted Language Learning*, 27:3 (2014) 261-276, DOI: <http://dx.doi.org/10.1080/09588221.2012.733710>

⁴⁷ Tryanti Abdulrahman, Nonny Basalama, and Mohammad Rizky Widodo, “The impact of podcasts on EFL students’ listening comprehension”, *International Journal of Language Education* 2:2, (2018), 23-33 DOI: <https://doi.org/10.26858/ijole.v2i2.5878>.

maintained through face-to-face, repeated, meaningful interactions among individuals”.⁴⁸ Symbolic interactionism is the methodological framework underlying the concept of content analysis used to conduct systematic review. “Systematic literature reviews are a method of making sense of large bodies of information, and a means of contributing to the answers to questions about what works and what does not- and many other types of the question too”.⁴⁹ As a study states that “systematic review is a summary of the research literature on a single situation to identify, select, appraise and synthesize all high-quality research evidence relevant to that situation”.⁵⁰

According to Sayfour, the following elements of a systematic review should include a published and peer-reviewed protocol: 1) A strategy for finding all available studies, including journals, grey literature, and unpublished research, 2) In consultation with users, a relevant research question was developed (if applicable), 3) To select the studies for review, a set of inclusion and exclusion criteria were used, 4) A quality appraisal strategy that is relevant for the review

⁴⁸ Michael J. Carter and Andrea Montes Alvarado, “Symbolic interactionism as a methodological framework”, *Handbook of Research Methods in Health Social Sciences*, (2019), p. 169, DOI: https://doi.org/10.1007/978-981-10-5251-4_62.

⁴⁹ Mark Petticrew and Helen Roberts, *Systematic Reviews in the Social Sciences: A practical guide*, (India: BLACKWELL PUBLISHING, 2006), 2.

⁵⁰ Hamad H. Alsowat, “A Systematic review of research on teaching English language skills for Saudi EFL students”, *Advances in Language and Literary Studies*, (2017), p. 33 DOI: <http://dx.doi.org/10.7575/aiac.alls.v.8n.5p.30>.

question and the types of studies under consideration, and 5) Methods for synthesizing studies based on the type of information available.⁵¹

The research selection methodology of the present study follows the PRISMA (Preferred Reporting Item for Systematic Reviews and Meta-Analyses) report's recommendations. Ample study has employed PRISMA in systematic review methods.⁵² First, study reported that The PRISMA approach was used to conduct the systematic review once the results were analyzed. This study aims to identify immersive virtual reality's structures, educational approaches, technologies, and breaks for the study of a foreign or second language.⁵³ Secondly, a study found out as a formal systematic review guideline for data gathering, the Preferred Reporting Items for Systematic Reviews (PRISMA) report was employed. The purpose of this study is to conduct a systematic review of graduate employability and competency growth from a global perspective. It discusses the significance of higher education institutions in the development of employability.⁵⁴

⁵¹ Nasrin Sayfour, "An alternative method of literature review: Systematic review in English language teaching research", *Social and Behavioral Sciences*, (2014), 1693-1697 DOI: 10.1016/j.sbspro.2014.03.595.

⁵² David Moher et al., "Preferred reporting items for systematic review and meta-analyses: The PRISMA statement" *International Journal Surgery*, (2010), DOI: 10.1016/j.ijssu.2010.02.007

⁵³ Bruno Peixoto, "Immersive virtual reality for foreign language education: A PRISMA Sstematic review", *IEEE Acces*, (2021), DOI: 10.1109/ACCESS.2021.3068858.

⁵⁴ Marta Abelha et al., "Graduate employability and competence development in Higher education- A systematic literature review using PRISMA", *Sustainability*, (2020) DOI: 10.3390/su12155900

Contextually speaking, the present systematic review focuses on exploring how teaching listening in Indonesia is integrated into technology to mediate the process of teaching and learning in the EFL context. Additionally, this research uses a database to screen out as a set of guidelines for reporting systematic reviews and meta-analyses, Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) were developed.



CHAPTER III

RESEACH METHOD

A. Research Design

The present study employed a systematic review approach. It aimed to portraying in synthesize the articles on the integration of technology into English listening classrooms in Indonesia. “Systematic reviews may use qualitative research to explore barriers or facilitators of the implementation of interventions or to synthesize qualitative evidence on people’s experiences”.⁵⁵ This research contained the phases of a systematic review procedure as follows: to determine which characteristics of the input and process at the topic were related to the integration of technology into an English listening classroom, especially in Indonesia. First, the research was found by scanning the relevant database on Science and Technology Index (SINTA) in the last ten years (2010-2020). Second, these researches were examined and accepted based on the PRISMA statement's recommendations for the inclusion and the exclusion criteria. After that, the data from the chosen studies were abstracted and examined in the third step. Two educational effectiveness researchers are part of an interdisciplinary

⁵⁵ Mark Petticrew and Helen Roberts, *Systematic Reviews in the Social Sciences: A practical guide*, p. 150

research team and one literacy researcher discussed all phases of the review.⁵⁶

B. Data resources

The data resource of this study had been taken from the Indonesian database resource on Science and Technology Index (SINTA) which has been proven in the last ten years from 2010-2020. In general, this journal is a trusted reference; this journal contains a variety of articles that has been published especially in the field of listening classroom education in Indonesia, which can easily access on the internet through <https://sinta.kemdikbud.go.id/> website. “SINTA is an indexing machine which compiles the entire journals in Indonesia using SINTA database to explore the mapping of the development of Indonesian literature”.⁵⁷ Based on that reason, the researcher chose to mention SINTA (Science and Technology Index) journals as a data source in this study. The study selection protocol followed the PRISMA (Preferred Reporting Item for Systematic Reviews and Meta-Analysis) statement's recommendations. From the total number of records found to those that were involved and omitted, the flow diagram of PRISMA (Figure. 1) depicts the various stages of the systematic review.

⁵⁶ Heleen Bourdeaud'hui et al., “Identifying student and classroom characteristics related to primary school students’ listening skills: A systematic review”, p. 8.

⁵⁷ Anas Ahmadi, “The use of SINTA (Science and Technology Index) database to map the development of literature study in Indonesia”, *International Journal of Mechanical Engineering and Technology (IJMET)*, 10:2 (2019)918-923, <http://www.iaeme.com/ijmet/issues.asp?JType=IJMET&VType=10&IType=02>
ISSN Print: 0976-6340 and ISSN Online: 0976-6359

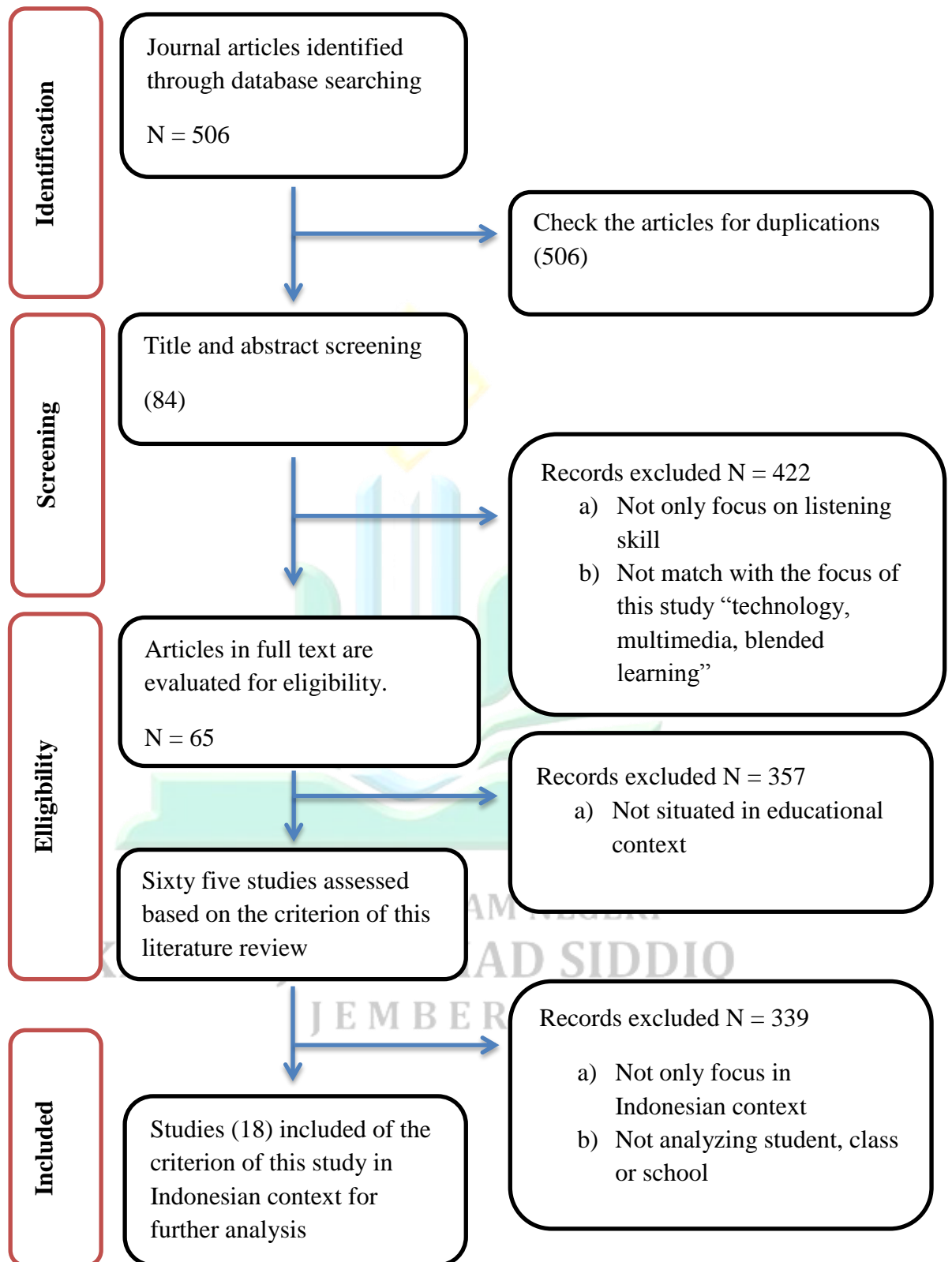


Figure 1. The overview of the PRISMA statement based on the search protocol adopted from Widiasih, Hermayanti & Ermiati (2020), p. 30

C. Data Collection Technique

The data collection technique of this research is the researcher carried out several stages. First, the researcher navigated some journal database resources on Science and Technology Index (SINTA) which has been proven in the last ten years from 2010-2020 related to several keywords that had been determined before. Second, screened and selected the journals that accordance with the topic of this study. The words screened out in this set study include “listening”, “listening technology”, “listening multimedia”, “listening blended learning”, “and “integration of technology listening”. Third, abstracted and analyzed the journal by inclusion and exclusion from the selected studies.

D. Data review procedures

In this research, the data analyses focused on studies published in Science and Technology Index (SINTA) journals that had been peer-reviewed. This study was done a formal review procedure; As a result, the study's limitations maximized the study's validity and reliability (if it was considered for inclusion). In examining the findings of the current study, the researcher adopted the content analysis theory by Moorhouse & Kohnke to analyze the data.⁵⁸ The steps that had been done by the researcher explained as the following explanation:

- 1) The details of the journal and the main suggestions

⁵⁸ Benjamin Luke Moorhouse and Lucas Kohnke, “Responses of the English language teaching community to the COVID-19 pandemic”, *RELC Journal*, (2021), DOI: 10.1177/00336882211053052.

In the first step of publication details and summary, the researcher had been reread the documents and extract the information as follows: year of periodical, location, the context of education, methodology of the research, study goals, key results, and suggestions. (See Table 2.1 for the details of the journal and the main suggestions).

2) The number of educational articles that have been published

The second step showed that the majority of research was done at current levels. (See Table 2.2 for the number of educational articles that have been published).

3) The interpretation and representing

In this step, the researcher had been provided further explanation about the integration of technology into English listening classrooms in the Indonesian context thematically based on findings from Moorhouse & Kohnke.⁵⁹ The researcher presented the data by applying descriptive qualitative with a content analysis approach. Ary. D et al., states that “content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents” that are contextually under the topic of this study.⁶⁰

⁵⁹ Benjamin Luke Moorhouse and Lucas Kohnke, “Responses of the English language teaching community to the COVID-19 pandemic”, p. 12

⁶⁰ Donald Ary et al., *Introduction to research in Education 8th edition*, (Canada: Wadsworth Cengage learning, 2010), p. 29

E. Data credibility and trustworthiness

Given the lack of systematic reviews in higher education literature, it is important to consider the advantages of following such a strict and time-consuming literature review methodology.⁶¹ As a study subject to the rigorous review procedure, this study expected to the limitations of this study help to maximize the studies that considered for inclusion were valid and reliable. Because this study drive benefits the future researcher and teacher, the researcher had limited the review to peer-reviewed research published in the SINTA journals.⁶² Peer review is a step in the research process that evaluates the research's validity, quality, and originality.

First, peer review is important because it helps to maintain the quality of the literature while also contributing to scientific knowledge advancement by weeding out bad research.⁶³ Prolonged engagement enables a researcher to recognize and "bracket" their preconceptions, spot and challenge data distortions, and ultimately come to see and understand a setting as insiders do.⁶⁴

Second, expert review was the next method that had been used to improve this research. Expert review is defined as the informed

⁶¹ Margaret Bearmen et al., "Systematic review methodology in higher education", *Higher Education Research & Development*, 31:5, (2012) 625-640. DOI: 10.1080/07294360.2012.702735.

⁶² Benjamin L. Moorhouse, "Responses of the English language teaching community to the covid-19 pandemic", p.3

⁶³ Kiron Koshy et al., "Peer review in scholarly publishing part A: why do it?", *International Journal of Surgery Oncology*. (2017) 1-3 DOI: 10.1097/IJ9.000000000000056.

⁶⁴ Amanda Barusch, Christina Gringeri, and Molly George, "Rigor in qualitative social work research: A review of strategies used in published articles", *National Association of Social Workers*, (2011) 11-19.

opinion of individuals classified as competent experts who can provide information, judgments, and assessments about the research. One of the English lecturers who expertly reviewed this research and happened to be the supervisor of the author of this study was the expert reviewer.

Furthermore, In order to validate the data, the researcher took some steps. For the first time, the researchers looked at each piece of data separately. The researcher then moved on to peer review. The researcher then discussed the findings with one of the English lecturers as part of the study's expert review. The researcher then checked the outcome of the discussion and accepted it as the research's valid data.



Table 2.1. The Table of publication details and short summary of listening in EFL Classroom. Document sheet adapted from (Moorhouse & Kohnke, 2021)

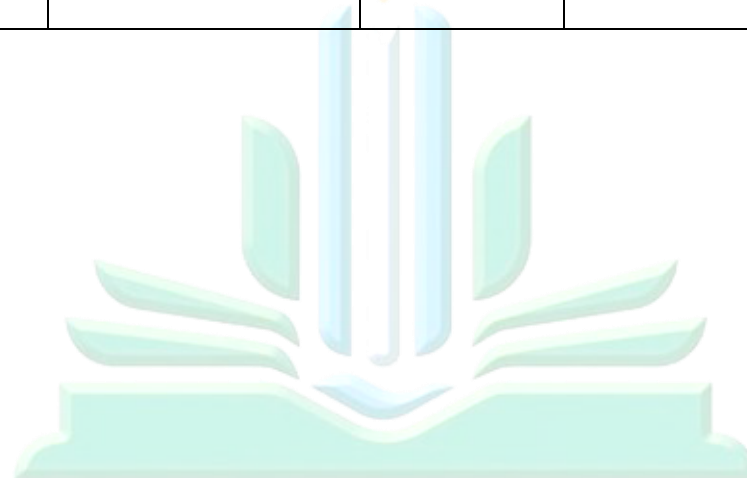
No	Authors	Year	Application/ technology integration	Education context	Method	Key implications
1	Jakob. C.J and Afdaliah, N “Using Oxford smart choice Multi-Rom to develop the students’ listening ability”	2019	Using Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM as an audiovisual learning software	Senior High School	Quai-experimental	After students were taught using CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM, their development significantly improved.
2	Rokhaniyah, H and Utama, N. U “Developing IELTS material through Schoology to EFL learners’ listening comprehension”	2019	Schoology platform	College student	R&D	IELTS listening recordings, practice, the instructors' guide, and learners' worksheets are all available on the Schoology platform.
3	Al-Bana, J.B “The comparison of listening achievement using media podcast with media audio-visual at different listening habit at the students of SMA Catur Sakti AC 2012/2013”	2013	Media podcast and audio-visual (e.g watching movie and television)	Senior High School	Quantitative	Students' listening achievement can also be influenced by their listening habits. As a result, the researcher advises teachers to use media podcasts to help students improve their listening skills in a variety of situations.
4	Rizal. A, Rahmah. A and	2018	Audio-visual	Junior High	Quantitative	There is no significant difference in

	Rahmi. M. E “Comparison of audio-visual and get a star method on students listening ability”			School		listening ability between students who use the Get a Star method and those who use the Audio Visual method.
5	Latif. A “Developing podcast of English song as media for ELT listening”	2015	Podcast	Senior High School	R&D	The majority of the students noticed the listening course to be enjoyable and exciting, and PES (Podcast of English song) media was useful; the students were active, very enthusiastic, and excited about PES media.
6	Anggraeni. C.W and Indriani. L “Teachers’ perception toward TED-ED in listening class insight the Era of Disruptive technology”	2018	YouTube	Teachers	Qualitative	When teachers consider several factors, such as the listening assignments given, the role of the teachers, and information about the technology used in the classroom, disruption of technology in listening class can be avoided.
7	Syamsuddin and Jimi, A.A “The use of blended learning method in enhancing students’ listening skill”	2019	Facebook group media	College student	Classroom Action research	Students' achievement and motivation to learn could be improved by using a blended learning method to teach listening.
8	Mulyono, H and Vebriyanti D.N “Developing native-like listening comprehensive	2016	Text-to-speech (TTS) application	Junior High School	Mixed method	Because both the teacher and the student expressed a positive attitude toward the NLS material for listening comprehension, it can be

	materials perceptions of a digital approach”					concluded that teachers are more confident in teaching listening skills while by using technology.
9	Miranty, D and Rachmawati, D “Designing podcast for students: A prototype for teaching English in listening class”	2016	Podcast	College student	Mixed method	Many benefits from using podcast as a tool in the listening class, as well as positive responses after they received many benefits from using podcast in the listening class.
10	Puspita, D and Amelia, D “TED-TALK: A supplement material to promote students’ autonomy in listening”	2020	YouTube	College student	Mixed method	Some elements from the categories of autonomy factors have improved, so it is possible to say that students’ learning autonomy is increasing. Learner control, critical reflection, motivation, and information literacy are the categories that are improving the most.
11	Sari, P., Susilowati. S and Fadloeli “Improving listening skill using learn English by listening application”	2019	Application of smartphone	Vocational High School	Classroom Action research	Students will have a lot of fun using the Learn English By Listening application to improve their listening skills, especially if they use it on their smartphone.
12	Sholihah, F.A, Permadi, M.B and Umamah, A “Blended learning and extensive listening: A promising collaboration to enhance listening skill”	2018	Edmodo	College student	Classroom Action research	The use of a blended learning approach combined with portfolio-based extensive listening activities can greatly improve listening ability.

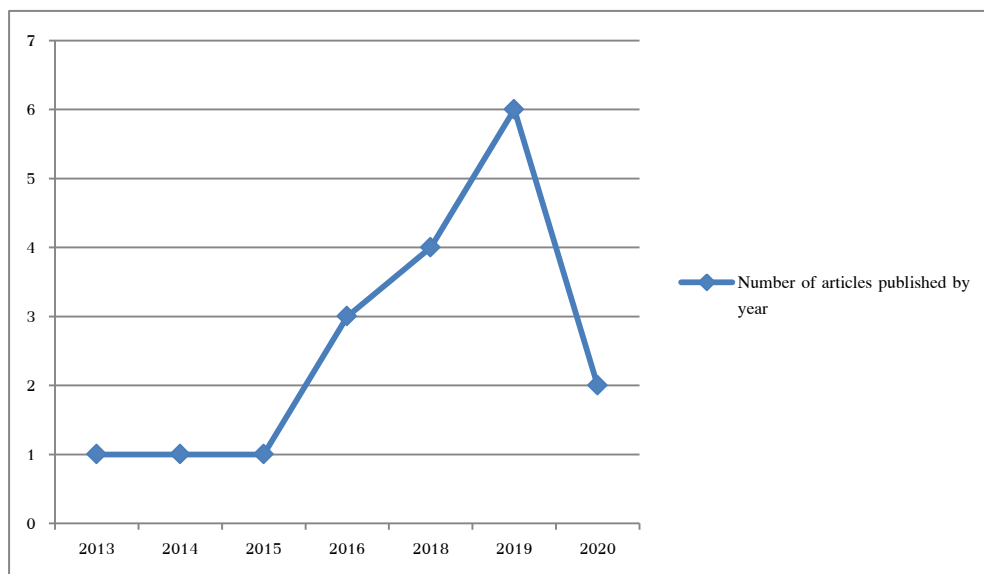
13	Trisnawati, C.C.A and Robiasih, H.R “Developing IT-based supplementary listening material for Bahasa Inggris kelas XIIa”	2019	Audio recording which created using listening media and cool edit deluxe programs	Senior High School	R&D	The developed IT-based supplementary listening materials produce effective listening materials for students, and the product's effectiveness aids students in achieving their goals.
14	Nurdiawati, D “YouTube animated movies as an alternative media to enhance students’ listening skills”	2019	YouTube	Junior High School	Quantitative	Investigate whether using YouTube animated movies as an alternative media improves students' listening skills and what attitudes students have toward using YouTube animated movies as an alternative media for learning.
15	Prasetya,M.D, Vianty, M and Jaya, H.P “Using podcast to improve students listening comprehension on descriptive text”	2014	Podcast	Junior High School	Quasi-experimental	Students' listening comprehension improved significantly after they were taught listening comprehension through podcasts.
16	Liya, U., Astuti, Y.P and Subhiyakto, E.R “Designing a listening Quiz through android-based application”	2020	Android based application	College student	Mixed method	Designing a listening quiz using an android application, with the expectation that the app will be used to assess listening classes during online learning.
17	Rakhmawati, I and Rachmajanti, S “Multimedia-based listening materials for	2018	CDs/DVDs	Junior High School	R&D	In terms of topics, listening activities, and animations, the listening materials were engaging and motivating for students to learn

	lower secondary school students”					descriptive text.
18	Asilestari, P. “An improving students listening skill through interactive multimedia at XI grade of SMK Negeri 1 Bangkinang kota”	2016	Sight and auditory	Vocational High School	Quasi-experimental design	to learn about the activities of students who are learning critical listening through interactive multimedia, and to assess the effectiveness of that multimedia in improving students' listening skills



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JEMBER

Figure 2. Number of articles published by year



The data navigation results of journals from SINTA Indonesia journal database using PRISMA statement (see Figure 1). In the first round, a total of 506 articles were found. In the second round, the researcher read the titles and abstracts and eliminated studies that were not related to the topic of technology integration in English listening classrooms in Indonesia. In addition, for the study's limitation, the researcher included papers based on the keyword; 84 articles remained. In the third round, the researcher read each paper and excluded papers that were not relevant to the review. The researcher discovered that some studies mentioned technology but did not provide responses to it; these studies were eliminated. There were 18 papers in total that were reviewed for this study. (see Table 2.1 for the Table of publication details and short summary of listening in EFL Classroom). The researcher went over the papers again and noted the following details: publication year, educational context, research methodology, and key implications. The first four parameters were clear and could be

numerically represented (see Table 2.2 – 2.3). However, in order to identify and categorize themes and trends, careful analysis of the objectives, findings, and implications was required. The researcher examined publication details to ensure that reviews are presented in context. Figure 2 illustrates the progress of publishing over the last ten years. As a result, more studies are likely to be published in and after 2019.

Table 2.2. Number of articles published in the educational context

Educational context	Number of articles published
Tertiary	6
Secondary	11
N/A	1

Table 2.2 displays that the vast majority of the studies were conducted at the secondary level, as evidenced by the graph. Because technology has infiltrated every listening classroom level of education, secondary teachers' and students' reactions will most likely need to be investigated further.

**Table 2.3. The Table number of articles published in the research method.
Document sheet adapted from (Moorhouse & Kohnke, 2021)**

Research method	Number of research method
Quantitative	3
Qualitative	1
Mixed method	4
Classroom Action research	3
Research and Development	4
Quasi-experimental design	3

Meanwhile, Table 2.3 displays that researchers have used a variety of methods to investigate the integration of technology into English listening classrooms, as evidenced by this study.

Finally, it is important to note that the present study only looked at empirical studies published in peer-reviewed academic journals that were indexed in SINTA. As a result, the researcher did not include relevant studies published in non-indexed journals in this systematic review.



CHAPTER IV

FINDING AND DISCUSSION

Drawing from the analysis of the data garnered from the PRISMA statement, the integration of technology into English listening classroom in Indonesian context. The first section was finding including the results data navigation of journals based on data based resource SINTA Indonesia. The second section was discussion that described interpretative data analysis according to the finding that related to research focus include (1) technology enhanced listening learning opportunity, (2) challenges revealed in technology integrated listening learning, (3) Teaching approached employed for technology mediated listening learning, (4) Teaching approached employed for technology mediated listening learning, (5) Students' perception of listening learning process using technology.

A. Findings of the Study

1. *Technology enhanced listening learning opportunities*

Some articles reported that the English listening classrooms integrated with technology provide ample opportunities for considerations of integrating multimedia in listening classroom to improve student's listening skill or to mediate teaching and learning activities. Saputra and Noor reported that there was a significant improvement of listening achievement through the use of media podcast with audio-visual. They found out that audio-visual podcasts gave students chances to listen the tasks with the help of visual media.⁶⁵ The

⁶⁵ Juni Bayu Saputra and Marzuki Noor, "The comparison of listening achievement using media podcast with media audio-visual at different habit at the students of SMA Catur Sakti year

other study conducted by Latif also indicated that the students' feels motivated when they were engaged in listening activities mediated by podcast of English song. The study found out that podcast was applicable for their learning process in their context.⁶⁶

Meanwhile, Sari and Susilowati found out that that using multimedia as a teaching media trough application of smartphone improved student listening skills. This is demonstrated by the pretest and posttest results, which show that students' interest in learning has increased significantly as a result of their use of smartphone applications.⁶⁷ The other study by Rakhmawati and Rachmajanti found that the teacher could remotely access students in listening activities by using multimedia-based listening materials on CDs/DVDs that included topics, animations, and encouraged students to learn descriptive text.⁶⁸ Furthermore, a study from Umaroh, Astuti, and Subhiyakto stated that during online learning, the teacher could remotely assess the students' progress by creating listening quizzes using an android-based application. During the COVID-19 outbreak, it was to contribute to online learning activities.⁶⁹ Then, a study by Nurdiawati explained that students' listening skills can be improved by using YouTube

academic 2012/2013”, *Journal of English Education and Applied Linguistics (PREMISE)*, 2:1 (2013), 53-62 DOI: <http://dx.doi.org/10.24127/pj.v2i1.1091>

⁶⁶ Amirudin Latif, “Developing podcast of English song as media for ELT listening”, *Premise Journal*, 4:2 (2015), 32-40. DOI: <http://dx.doi.org/10.24127/pj.v4i2.290>

⁶⁷ Neri Permata Sari and Santi Susilowati, “Improving listening skill using learn English by listening application”, *Professional Journal of English Education (PROJECT)*, 2:4 (2019), 455-460 DOI: [10.22460/project.v2i4.p455-460](https://doi.org/10.22460/project.v2i4.p455-460)

⁶⁸ Isna Rakhmawati and Sri Rachmajanti, “Multimedia-based listening materials for lower secondary school students”, *J-ELLiT (Journal of English Language, Literature, and Teaching)*, 2:1 (2018), 27-36 DOI: <http://dx.doi.org/10.17977/um046v2i1p25-34>

⁶⁹ Liya Umaroh, Yanti Parti Astuti, and Egia Rosi Subhiyakto, “Designing a listening quiz through android-based application”, *ETERNAL (English Teaching Journal)*, 11:1 (2020), 68-74 DOI: <https://doi.org/10.26877/eternal.v11i1.6071>

animated movies. It showed that YouTube has long been regarded as a valuable teaching resource and an effective learning medium for student learning content. In addition, it could also be a good way to learn new words and cultures, and using YouTube animated movies has a lot of advantages.⁷⁰ Other study by Puspita and Amelia showed that YouTube TED-TALK material boosted students' autonomy in several areas, including learner control, metacognitive awareness, critical reflection, motivation, learning range, and information literacy. It gave the positive impression that they would continue to use it as an additional listening learning resource in the future.⁷¹ Then, Jakob and Afdaliah found out that students improved their listening after learning through Oxford Smart Choice Multi-ROM who is taught by using audio player. It could be seen from the result of the pre-test and post-test for the level of significance. It means that the use of CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM was successful.⁷² The last study by Sholihah, Permadi and Umamah through blended learning activities and extensive listening, have a positive influence on the student, such as motivation, and improve the student's activities. It was made possible by the Edmodo application, which supported blended activities and extensive listening so that students had a greater chance of experiencing target language

⁷⁰ Dede Nurdiawati, "YouTube Animated movies as an alternative media to enhance students' listening skills", *English Focus*, 2:2 (2019), 121-131 DOI: 10.24905/efj.v2i2.66

⁷¹ Dian Puspita and Dina Amelia, "TED-TALK: A supplementary material to promote students' autonomy in listening", *ELTIN Journal*, 8:2 (2020), 91-102 DOI: <https://doi.org/10.22460/eltin.v8i2.p91-102>

⁷² Juvrianto Chrissunday Jakob and Nihla Afdaliah, "Using oxford smart choice Multi-ROM to develop the students' listening ability", (*Edulite*) *Journal of English Education, Literature, and Culture*, 4:1 (2019) 25-34 DOI: <http://dx.doi.org/10.30659/e.4.1.25-34>

exposure.⁷³ Based on the previous research, it can be concluded that integration of technology such as podcast, YouTube, mobile application, CDs/DVDs, Oxford Smart Choice Multi-ROM and Edmodo could support the learning activities in English listening classrooms.

2. Challenges revealed in technology integrated listening learning

The literature showed some difficulties in implementing technology on English listening classrooms such as the student's difficulty to identify the event of the monologue while the process of learning listening by using audio-visual because the students only focused on watching the movie better than listening to the movie itself.⁷⁴ The other study by Sholihah, Permadi and Umamah stated that student constraint limited internet access while using Edmodo in blended learning approach with portfolio-based extensive listening activity. It could be seemed that sometimes the student need support evidence such as good signal and internet speed access.⁷⁵ Furthermore, Anggraeni and Indriani reported that the student got internet trouble while watching the video TED-ED because sometimes teacher and student there were any locations that rarely provide internet connection.⁷⁶ Other researches by Nurdiawati establish

⁷³ Fitri Awaliyatus Sholihah, Mukhamad Bayu Permadi, and Atik Umamah, "Blended learning and extensive listening: A promising collaboration to enhance listening skill", *ELT-Echo*, 3:2 (2018), 88-96 DOI: [10.24235/eltecho.v3i2.3323](https://doi.org/10.24235/eltecho.v3i2.3323)

⁷⁴ Juni Bayu Saputra and Marzuki Noor, "The comparison of listening achievement using media podcast with media audio-visual at different habit at the students of SMA Catur Sakti year academic 2012/2013", *Journal of English Education and Applied Linguistics (PREMISE)*, 2:1 (2013), 53-62

⁷⁵ Fitri Awaliyatus Sholihah, Mukhamad Bayu Permadi, and Atik Umamah, "Blended learning and extensive listening: A promising collaboration to enhance listening skill", *ELT-Echo*, 3:2 (2018), 88-96 DOI: [10.24235/eltecho.v3i2.3323](https://doi.org/10.24235/eltecho.v3i2.3323)

⁷⁶ Candradewi Wahyu Angraeni and Lilia Indriani, "Teachers' perception toward TED-ED in listening class insight the era of Distruptive technology", *METATHESIS: Journal of English Language and Teaching*, 2:2 (2018), 222-235 DOI: [10.31002/metathesis.v2i2.925](https://doi.org/10.31002/metathesis.v2i2.925)

that students were frustrated because the characters in YouTube animated movies because the characters on the movie speak too quickly during the listening learning process.⁷⁷

Meanwhile, a study by Syamsuddin and Jimi found that the students not able to understand the instruction from the teacher maximally while the teaching process through blended learning and extensive listening was implemented.⁷⁸ In developing IT-based supplementary listening material, students needed more listening materials to familiarize them with listening to English words.⁷⁹ Furthermore, a study by Prasetya, Vianty, and Jaya stated that students who are having trouble understanding native speakers while use the podcasts media. It caused by most of the students rarely did listening activities using podcast.⁸⁰ Based on the results of the research above, there are several things that become obstacles in the listening learning process using technology according to the type of media used.

3. Teaching approached employed for technology mediated listening learning

From the analysis, integration of technology into English listening classrooms was various such as using collaborative listening activities a study by Miranty and Racmawati in creating a podcast for students using prototyping

⁷⁷ Dede Nurdiawati, "YouTube Animated movies as an alternative media to enhance students' listening skills", *English Focus*, 2:2 (2019), 121-131 DOI: 10.24905/efj.v2i2.66

⁷⁸ Syamsuddin and Andi Azis Jimi, "The use blended learning method in enhancing students' listening skill", *ETERNAL (English Teaching Learning and Research Journal)*, 5:1 (2019), 1-10 DOI: 10.24252/Eternal.V5i1.2019.A1

⁷⁹ Chatarina Catur Ani Trisnawati and Rr. Hasti Robiasih, "Developing IT-Based Supplementary listening material for 'Bahasa Inggris Kelas XII'", *Journal of English Language and Pedagogy*, 1:2 (2018), 1-16 <http://jurnal.ustjogja.ac.id/index.php/ELP>

⁸⁰ Mifta Danu Prasetya, Machdalena Vianty, and Hariswan Putra Jaya, "Using podcast to improve students' listening comprehension on descriptive text", *JELE (The Journal of English Literacy Education)*, 1:2 (2014), DOI: <https://doi.org/10.36706/jele.v1i2.2077>

for a listening class. It aided students in developing their interaction skills as well as their self-confidence in order to improve their critical listening skills.⁸¹ The other study by Latif developing a podcast of an English song as a media for ELT listening is a collaborative learning activity. It aimed to assist the teacher in the teaching of listening and to pique the interest of the students in the listening course.⁸² Furthermore, a study by Trisnawati and Robiasih found out a collaborative learning activity involving the creation of IT-based supplementary listening material for English classrooms in order to assist students in achieving the desired competences.⁸³

Meanwhile, Mulyono and Vebriyanti found that to develop native-like listening comprehensive materials, teachers should use a digital approach. It promoted the use of technology in the classroom through integrated training.⁸⁴ Other study from Sari, Susilowati, and Fadloeli establish that by using a smartphone application to enhance students' listening skills, a multimedia teaching approach based on listening applications could be used to improve students' listening skills. It has the ability to pique students' interest in the

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⁸¹ Delsa Miranty and Dina Rachmawati, "Designing podcast for students: A prototype for teaching English in listening class", *The Journal of English Language Studies*, 1:2 (2016), 105-120 DOI: <http://dx.doi.org/10.30870/jels.v1i2.961>

⁸² Amirudin Latif, "Developing podcast of English song as media for ELT listening", *Premise Journal*, 4:2 (2015), 32-40 DOI: <http://dx.doi.org/10.24127/pj.v4i2.290>

⁸³ Chatarina Catur Ani Trisnawati and Rr. Hasti Robiasih, "Developing IT-Based Supplementary listening material for 'Bahasa Inggris Kelas XII'", *Journal of English Language and Pedagogy*, 1:2 (2018), 1-16 <http://jurnal.ustjogja.ac.id/index.php/ELP>

⁸⁴ Herri Mulyono and Devi Nur Vebrianti, "Developing Native-Like listening comprehension materials: Teachers' and Pupils' perception of a digital approach", *Journal of ELT Research*, 1:1 (2016), 1-20 DOI: https://doi.org/10.22236/JER_Vol1Issue1pp1-20

lesson and make them enthusiastic about it.⁸⁵ Then, a study by Sholihah, Permadi and Umamah found that a portfolio-based extensive listening activity is used in a blended learning approach. It greatly enhances listening skills significantly through Edmodo application.⁸⁶ The other research by Syamsuddin and Jimi reported that blended learning was successfully used to teach the listening process through Facebook group media. It was successful in increasing student achievement and motivation to learn listening.⁸⁷ The last study by Puspita and Amelia using learner autonomy approach to promoted students listening ability through TED-TALK. It gave the good implication in the future that will continue using it as their additional learning material in listening and the consistence of students' autonomy in learning will significantly improve student's comprehension level.⁸⁸ Therefore, teacher should be wisely creative to choose the suitable teaching and learning approach in listening classroom through technology, in order to achieve and support teaching goals.

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⁸⁵ Neri Permata Sari and Santi Susilowati, "Improving listening skill using learn English by listening application", *Professional Journal of English Education (PROJECT)*, 2:4 (2019), 455-460 DOI: [10.22460/project.v2i4.p455-460](https://doi.org/10.22460/project.v2i4.p455-460)

⁸⁶ Fitri Awaliyatus Sholihah, Mukhamad Bayu Permadi, and Atik Umamah, "Blended learning and extensive listening: A promising collaboration to enhance listening skill", *ELT-Echo*, 3:2 (2018), 88-96 DOI: [10.24235/eltecho.v3i2.3323](https://doi.org/10.24235/eltecho.v3i2.3323)

⁸⁷ Syamsuddin and Andi Azis Jimi, "The use blended learning method in enhancing students' listening skill", *ETERNAL (English Teaching Learning and Research Journal)*, 5:1 (2019), 1-10 DOI: [10.24252/Eternal.V5i1.2019.A1](https://doi.org/10.24252/Eternal.V5i1.2019.A1)

⁸⁸ Dian Puspita and Dina Amelia, "TED-TALK: A supplementary material to promote students' autonomy in listening", *ELTIN Journal*, 8:2 (2020), 91-102 DOI: <https://doi.org/10.22460/eltin.v8i2.p91-102>

4. *Teacher's perception of teaching listening with technology*

In this point, writer present the teacher's perception while teaching English in listening classroom through technology among a study by Prasetya, Vianty and Jaya the teacher found that using podcasts to improve students' listening comprehension on descriptive text made it easier to manage the class. The teacher did not have to be concerned about the podcast's source because it is widely available on the internet.⁸⁹ Other study by Miranty and Rachmawati establish that while prototyping the process of designing podcasts for students to listen to in class, the teacher could consider the interaction. It could aid the teacher in boosting students' self-esteem and improving critical listening skills.⁹⁰ Mulyono and Vebriyanti found that by using a digital approach, the teacher can be more confident in teaching listening skills, and the application can assist in the creation of appropriate material for the learning syllabus. Using text-to-speech (TTS) technology, teachers attempted to create native-like (NLS) listening materials for EFL learners.⁹¹ Then, a study by Anggraeni and Indriani reported that when using TED-ED in a listening class in the Era of Disruptive Technology, teachers should choose the assignment carefully. By using TED-ED videos, it was demonstrated that teachers can serve as role

⁸⁹ Mifta Danu Prasetya, Machdalena Vianty, and Hariswan Putra Jaya, "Using podcast to improve students' listening comprehension on descriptive text", *JELE (The Journal of English Literacy Education)*, 1:2 (2014), DOI: <https://doi.org/10.36706/jele.v1i2.2077>

⁹⁰ Delsa Miranty and Dina Rachmawati, "Designing podcast for students: A prototype for teaching English in listening class", *The Journal of English Language Studies*, 1:2 (2016), 105-120 DOI: <http://dx.doi.org/10.30870/jels.v1i2.961>

⁹¹ Herri Mulyono and Devi Nur Vebrianti, "Developing Native-Like listening comprehension materials: Teachers' and Pupils' perception of a digital approach", *Journal of ELT Research*, 1:1 (2016), 1-20 DOI: https://doi.org/10.22236/JER_Vol1Issue1pp1-20

models for teaching and learning.⁹² Last study by Rohkaniyah and Utama stated that the opinion of the instructor was used. Schoology was an effective platform for developing IELTS listening materials because it used appropriate materials and was simple to use. It demonstrated that the product could increase learners' motivation to learn IELTS by providing materials that were relevant to their needs and based on the IELTS syllabus.⁹³ From those studies the responses of the teachers revealed several factors that revealed the benefits of using technology in English listening classrooms.

5. Students' perception of listening learning process using technology

In teaching and learning activities, student perception is one of the important things because it could indicate that the learning processes were successful. Several journals establish about student's perception in the use of technology in listening learning such as a study by Saputra and Noor the student's view point podcast with media audio-visual was easy to understand, very useful, and easy to practice. It aided students in being able to work independently or without cheating on their peers.⁹⁴ The other study by Prasetya, Vianty, and Jaya students was excited and more active in the teaching listening process by using Podcast to comprehend their listening on descriptive

⁹² Candradewi Wahyu Angraeni and Lilia Indriani, "Teachers' perception toward TED-ED in listening class insight the era of Distructive technology", *METATHESIS: Journal of English Language and Teaching*, 2:2 (2018), 222-235 DOI: 10.31002/metathesis.v2i2.925

⁹³ Hesti Rokhaniyah and Shoffin Nahwa Utama, "Developing IELTS material through Schoology to EFL learners' listening comprehension", *LANGKAWI (Journal of The Association for Arabic and English)*, 5:2 (2019), 102-114 DOI: <http://dx.doi.org/10.31332/1kw.v5i2.1426>

⁹⁴ Juni Bayu Saputra and Marzuki Noor, "The comparison of listening achievement using media podcast with media audio-visual at different habit at the students of SMA Catur Sakti year academic 2012/2013", *Journal of English Education and Applied Linguistics (PREMISE)*, 2:1 (2013), 53-62 DOI: <http://dx.doi.org/10.24127/pj.v2i1.1091>

text. It allowed students to listen to native English speakers.⁹⁵ More study by Miranty and Rachmawati stated that designing Podcast encourage students effective interaction in listening classroom during prototyping activities. It enhanced creative group through technology so the teacher required paying attention in learning situation.⁹⁶

Meanwhile, the other study by Asilestari perform student's interactive listening skill in the used of multimedia in teaching listening skills. It stimulated the students' thinking, feelings, attention, and willingness to learn.⁹⁷ Other study by Sholihah, Permadi and Umamah students argued that it was easier, faster, and simpler to submit the assignment to mediate extensive listening using the Edmodo application. It involved students in online learning, which is the most feasible and possible way for them to advance their learning in this digital era.⁹⁸ More study by Rakhmawati and Rachmajanti stated that students experienced were easily access and easily get help with multimedia-based materials.⁹⁹ Then, other study by Sari and Susilowati the students argued that quite fun in the use of application of smartphone to improve students

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⁹⁵ Mifta Danu Prasetya, Machdalena Vianty, and Hariswan Putra Jaya, "Using podcast to improve students' listening comprehension on descriptive text", *JELE (The Journal of English Literacy Education)*, 1:2 (2014), DOI: <https://doi.org/10.36706/jele.v1i2.2077>

⁹⁶ Delsa Miranty and Dina Rachmawati, "Designing podcast for students: A prototype for teaching English in listening class", *The Journal of English Language Studies*, 1:2 (2016), 105-120 DOI: <http://dx.doi.org/10.30870/jels.v1i2.961>

⁹⁷ Putri Asilestari, "An improving students' listening skill through interactive multimedia at XI grade of SMK Negeri 1 Bangkinang Kota", *Journal of English Language and Education*, 1:2 (2016), DOI: <https://doi.org/10.31004/jele.v1i2.16>

⁹⁸ Fitri Awaliyatus Sholihah, Mukhamad Bayu Permadi, and Atik Umamah, "Blended learning and extensive listening: A promising collaboration to enhance listening skill", *ELT-Echo*, 3:2 (2018), 88-96 DOI: [10.24235/eltecho.v3i2.3323](https://doi.org/10.24235/eltecho.v3i2.3323)

⁹⁹ Isna Rakhmawati and Sri Rachmajanti, "Multimedia-based listening materials for lower secondary school students", *J-ELLiT (Journal of English Language, Literature, and Teaching)*, 2:1 (2018), 27-36 DOI: <http://dx.doi.org/10.17977/um046v2i1p25-34>

listening skill. It increases students listening ability.¹⁰⁰ Other study by Nurdiawati stated that students feels was interested and happy while using YouTube animated movie to enhance their listening skills. It motivated them in learning and helps them enhance their listening skills.¹⁰¹ And the last study by Puspita and Amelia students' experiences in the listening classroom using YouTube TED-Talks were interesting, good, informative, and provided good implications for the future in the process of autonomy. The result of their post-test in the listening test proves it.¹⁰²

6. Discussion and Implication

1. Discussion

The results show that the main topics trends include the use of technology in English listening classrooms in Indonesia in response to the research questions include the delivery of quality education that facilitates listening learning, investigation of learners' concepts, and ways of using technology for the teaching and learning process. The majority of studies focused on technology, such as phone or computer applications, such as Oxford Smart Choice Multi-ROM, Schoology platform, Facebook group media, smartphone application, YouTube, audio recording, and cool edit

¹⁰⁰ Neri Permata Sari and Santi Susilowati, "Improving listening skill using learn English by listening application", *Professional Journal of English Education (PROJECT)*, 2:4 (2019), 455-460 DOI: [10.22460/project.v2i4.p455-460](https://doi.org/10.22460/project.v2i4.p455-460)

¹⁰¹ Dede Nurdiawati, "YouTube Animated movies as an alternative media to enhance students' listening skills", *English Focus*, 2:2 (2019), 121-131 DOI: [10.24905/efj.v2i2.66](https://doi.org/10.24905/efj.v2i2.66)

¹⁰² Dian Puspita and Dina Amelia, "TED-TALK: A supplementary material to promote students' autonomy in listening", *ELTIN Journal*, 8:2 (2020), 91-102 DOI: <https://doi.org/10.22460/eltin.v8i2.p91-102>

deluxe programs for teacher professional development to improve students' listening skills.

The findings further reveal that technology devices are introduced in order to achieve better results in language teaching especially listening skill. This occurred there were five selected thematic analysis found by the researcher. There are technologies enhanced listening learning opportunity, challenges revealed in technology integrated listening learning, teaching approach employed for technology mediated listening, teacher's perception of teaching listening with technology, and student's perception of listening learning process with technology. First, the opportunities for a more productive listening learning time are discussed, as well as attractive teaching variations. For example, a significant increase in listening achievement through the use of media podcasts, which allowed students to listen to tasks using visual media, students felt motivated, and it was applicable to their learning process in their context. This is supported by Yoestara and Putri reported that Podcasts can help EFL students learn to listen and speak in a variety of ways in the trend of using ICT in language teaching growths.¹⁰³

Furthermore, students' listening skills can be improved by using YouTube animated movies. It showed that YouTube has long been regarded as a valuable teaching resource and an effective learning medium for student learning content. In addition, it could also be a good way to

¹⁰³ Marisa Yoestara and Zaiyana Putri, "PODCAST: An alternative way to improve EFL students' listening and speaking performance", *Englisia*, 6:1, (2018), DOI: <http://dx.doi.org/10.22373/ej.v6i1.3805>

learn new words and cultures, and using YouTube animated movies has a lot of advantages and YouTube TED-TALK material boosted students' autonomy in several areas, including learner control, metacognitive awareness, critical reflection, motivation, learning range, and information literacy. It gave the positive impression that they would continue to use it as an additional listening learning resource in the future. Based on previous research by Pratama, Arifin, and Widianingsih presented teaching listening skills using YouTube as a learning tool. Teachers cannot leave YouTube out of the classroom because it provides all of the benefits of a more valuable and sensational teaching experience. The use of YouTube videos is enjoyable for students. Students can learn more about the culture of the language they are studying by watching YouTube videos.¹⁰⁴

Second, there were some difficulties in implementing technology on English listening classrooms. For example, the student's difficulty to identify the event of the monologue while the process of learning listening by using audio-visual because the students only focused on watching the movie better than listening to the movie itself, students were frustrated because the characters in YouTube animated movies because the characters on the movie speak too quickly during the listening learning process, the students not able to understand the instruction from the teacher maximally while the teaching process through blended learning and extensive listening was implemented. In developing IT-based

¹⁰⁴ Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, "The use of YouTube as a learning tool in teaching listening skill", *International Journal of Global Operations Research*, 1:3, (2020) 123-129, DOI: <https://doi.org/10.47194/ijgor.v1i3.50>.

supplementary listening material, students needed more listening materials to familiarize them with listening to English words, students who are having trouble understanding native speakers while use the podcasts media. It caused by most of the students rarely did listening activities using podcast. Based on the results of the research above, there are several things that become obstacles in the listening learning process using technology according to the type of media used. It supported by Pakpahan & Simbolon reported the following are the main reasons why students find listening difficult: lack of practice, topic unfamiliarity, and lack of vocabulary.¹⁰⁵

Third, teaching approach integration of technology into English listening classrooms were various such as using collaborative listening activities in creating a podcast for students using prototyping for a listening class. It aided students in developing their interaction skills as well as their self-confidence in order to improve their critical listening skills; developing a podcast of an English song as a media for ELT listening is a collaborative learning activity. It aimed to assist the teacher in the teaching of listening and to pique the interest of the students in the listening course. Furthermore, a collaborative learning activity involving the creation of IT-based supplementary listening material for English classrooms in order to assist students in achieving the desired competences. This supported by Cahyono found that the EFL context of

¹⁰⁵ Elma Junita Pakpahan and Silvia Agatha Simbolon, "Students' difficulties in listening comprehension at SMP Swasta Kenanga Medan", *Elite Journal* 6:2, (2019), 210-221 DOI: <https://doi.org/10.24252/elite.v6i2a8>.

teaching listening dealt with various types of the three-phase practices technique of teaching (i.e., through the application of the pre-, while-, and post-teaching activities). It is suggested since it relates to the principles of effective strategies in learning to listen in a second language.¹⁰⁶

Furthermore, developing native-like listening comprehensive materials; teachers should use a digital approach. It promoted the use of technology in the classroom through integrated training, using a smartphone application to enhance students' listening skills; a multimedia teaching approach based on listening applications could be used to improve students' listening skills. It has the ability to pique students' interest in the lesson and make them enthusiastic about it. Then, a portfolio-based extensive listening activity is used in a blended learning approach. It greatly enhances listening skills significantly through Edmodo application; blended learning was successfully used to teach the listening process through Facebook group media. It was successful in increasing student achievement and motivation to learn listening and using learner autonomy approach to promoted students listening ability through TED-TALK. It gave the good implication in the future that will continue using it as their additional learning material in listening and the consistence of students' autonomy in learning will significantly improve student's comprehension level. Therefore, teacher should be wisely creative to choose the suitable teaching and learning approach in listening classroom

¹⁰⁶ Bambang Yudi Cahyono and Utami Widiati, “, The Teaching of EFL listening in the Indonesian context: the state of the art”, *TEFLIN Journal* 20:2, (2009), 194-211, DOI: 10.15639/teflinjournal.v20i2/194-211.

through technology, in order to achieve and support teaching goals. Based on theory of Brown classroom performance types for listening are broader techniques or tasks, and they are sometimes the sum of a technique's activity such as reactive, intensive, responsive, selective, extensive, and interactive.¹⁰⁷

Fourth, teacher's perception while teaching English in listening classroom through technology among, the teacher found that using podcasts to improve students' listening comprehension on descriptive text made it easier to manage the class. The teacher did not have to be concerned about the podcast's source because it is widely available on the internet; prototyping the process of designing podcasts for students to listen to in class, the teacher could consider the interaction. It could aid the teacher in boosting students' self-esteem and improving critical listening skills, using a digital approach, the teacher can be more confident in teaching listening skills, and the application can assist in the creation of appropriate material for the learning syllabus. Using text-to-speech (TTS) technology, teachers attempted to create native-like (NLS) listening materials for EFL learners, using TED-ED in a listening class in the Era of Disruptive Technology; teachers should choose the assignment carefully. By using TED-ED videos, it was demonstrated that teachers can serve as role models for teaching and learning, the opinion of the instructor was used. Schoology was an effective platform for developing IELTS listening

¹⁰⁷ H. Douglas Brown, *Language Assessment principles and classroom practices* (Longman, 2003).

materials because it used appropriate materials and was simple to use. It demonstrated that the product could increase learners' motivation to learn IELTS by providing materials that were relevant to their needs and based on the IELTS syllabus. This is supported by Moorhouse & Kohnke state that the widespread use of technology in teaching and learning has the potential to drastically alter the educational landscape. Indeed, as we begin to figure out how to live with the virus as we transition from pandemic to endemic status, new technologies and pedagogical models are being developed and implemented.¹⁰⁸

Fifth, in teaching and learning activities, student perception is one of the important things because it could indicate that the learning processes were successful. Several students' perception in the use of technology in listening learning such as the student's view point podcast with media audio-visual was easy to understand, very useful, and easy to practice. It aided students in being able to work independently or without cheating on their peers, students was excited and more active in the teaching listening process by using Podcast to comprehend their listening on descriptive text. It allowed students to listen to native English speakers, that designing Podcast encourages student's effective interaction in listening classroom during prototyping activities. It enhanced creative group through technology so the teacher required paying attention in learning situation. Based on the previous research by Abdulrahman, Basalama, and Widodo

¹⁰⁸ Benjamin L. Moorhouse, "Responses of the English language teaching community to the COVID-19 pandemic", *RELC Journal*, (2021), DOI: 10.1177/00336882211053052.

investigated students' listening comprehension in an EFL classroom using podcasts that students were more motivated to study English since podcasts provided real materials, exciting activities such as listening exercises, and relevant objectives.¹⁰⁹

Meanwhile, perform student's interactive listening skill in the used of multimedia in teaching listening skills. It stimulated the students' thinking, feelings, attention, and willingness to learn, students argued that it was easier, faster, and simpler to submit the assignment to mediate extensive listening using the Edmodo application. It involved students in online learning, which is the most feasible and possible way for them to advance their learning in this digital era. More students experienced were easily access and easily get help with multimedia-based materials. Then, the students argued that quite fun in the use of application of smartphone to improve students listening skill. It increases students listening ability. This is supported by As de la Fuente found about the mobile technology for the learners' attention to input during the focus on form listening task Classroom mobile technologies show promise that it was worth investigating under an attentional framework to SLA. MALL In the classroom, instructional technology can be used to achieve a specific pedagogical goal. Technology should not obstruct, but rather aid, the

¹⁰⁹ Tryanti abdulrahman, Nonny Basalama, and Mohammad Rizky Widodo, "The impact of podcast on EFL students' listening comprehension", *International Journal of Language Education*, 2:2, (2018) 23-33 DOI: 10.26858/ijole.v2i2.5878.

attentional and language processing mechanisms of students.¹¹⁰ Furthermore, that students feels was interested and happy while using YouTube animated movie to enhance their listening skills. It motivated them in learning and helps them enhance their listening skills and students' experiences in the listening classroom using YouTube TED-Talks were interesting, good, informative, and provided good implications for the future in the process of autonomy. The result of their post-test in the listening test proves it. Based on the previous study by Pratama, Arifin, and Widianingsih presented teaching listening skills using YouTube as a learning tool. Teachers cannot leave YouTube out of the classroom because it provides all of the benefits of a more valuable and sensational teaching experience. The use of YouTube videos is enjoyable for students. Students can learn more about the culture of the language they are studying by watching YouTube videos.¹¹¹

Based on the finding and discussion above, the present study offers implication of the teaching and learning listening mediated by technology that can be effectively implemented. First, teachers need to consider implementing blended learning supported by multimedia or application i.e Schoology, Edmodo, YouTube, mobile application, and CDs/DVDs. Teachers can design activities that integrate online and offline learning

¹¹⁰ Maria Jose de la Fuente, "Learners' attention to input during focus on form listening tasks: the role of mobile technology in the second language classroom", *Computer Assisted Language Learning*, 27:3 (2014) 261-276 DOI: 10.1080/09588221.2012.733710.

¹¹¹ Shadam Husaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, "The use of YouTube as a learning tool in teaching listening skill", *International Journal of Global Operations Research*, 1:3, (2020) 123-129, DOI: <https://doi.org/10.47194/ijgor.v1i3.50>.

activities that promote better listening classroom environment. Secondly, teachers can design listening projects such as asking students to create individual or collaborative podcast that reflected on students' experience in learning listening. In addition, this podcast project can be employed as students' listening tasks.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections: the first deals with the conclusion of the research findings, and the second deals with suggestions.

A. Conclusion

Based on the finding and discussion, the researcher concluded that the total of 18 journals that selected through PRISMA analysis technique of listening classroom mediated by technology in Indonesia there are five aspects selected thematic analysis that there were five selected thematic analysis found by the researcher. There are technologies enhanced listening learning opportunity, challenges revealed in technology integrated listening learning, teaching approach employed for technology mediated listening, teacher's perception of teaching listening with technology, and student's perception of listening learning process with technology. In the last ten years, technology has been integrated into English listening classrooms in Indonesia. Generally, enhance students listening that supported by various multimedia or application i.e Schoology, Edmodo, YouTube, mobile application, podcast and CDs/DVDs.

B. Suggestions

1. Future researcher

Although this review study has some limitations in that it only includes (1) studies published in one reputable database, SINTA Indonesia, (2) studies published between 2010 and 2020, and (3) studies reported were conducted in Indonesia contexts, further research on teaching and learning listening through technology needs further investigation. Researcher may find international database sources which publish journal articles to conduct systematic review. The present study can also be a reference for future to conduct research particularly in listening classroom because it shows reviews of recent published articles.

2. English teachers and teacher educators

The teacher can apply various multimedia or newest consider the benefits of technology based on the trends that found out in this study. The teacher can use this study as reference for choose suitable technology that implement to listening classroom.

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Appendix I

RESEARCH JOURNAL
COLLECTED DATA FROM SINTA JOURNAL THROUGH PRISMA
ANALYSIS

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	February 7 th 2022	<ul style="list-style-type: none">Deciding criteria of journals through PRISMA analysis
2	Diving the data	February 14 th 2022	<ul style="list-style-type: none">Choosing the data on the https://sinta.kemdikbud.go.id/ source that would be analyzed based on the criteria of analysis
3	Counting the data	March 14 th 2022	<ul style="list-style-type: none">Counting the chosen data. How much the data on the SINTA source that would be analyzed
4	Mapping the data	March 21 st 2022	<ul style="list-style-type: none">Presenting the data in form of table to every journal had chosen
5	Analyzing the data	April 18 th 2022	<ul style="list-style-type: none">Analyzing the data in every journal
6	Representing the data	May 09 th 2022	<ul style="list-style-type: none">Representing the finding of analysis in the sheet of analysis
7	Validation of data	May 16 th 2022	<ul style="list-style-type: none">Checking and validating the data (The supervisor as expert and one reviewer as peer review)
8	Conclusion	May 30 th 2022	<ul style="list-style-type: none">Concluding the data, based on the result of analysis data

Appendix II

Matrix of research

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
A systematic review: The integration of technology into English listening classroom in Indonesia	1. Listening	1. Technology 2. Systematic review	<ul style="list-style-type: none"> - Opportunities - Challenges - Teaching approach - Teacher's perception - Student's perception 	1. SINTA Indonesia	<p>1. Research Approach : Qualitative Approach</p> <p>2. Types of research Systematic review</p> <p>3. Technique of Data Collection: PRISMA analysis technique</p> <p>4. Data Analysis: Thematic analysis</p>	<ol style="list-style-type: none"> 1. What studies have been undertaken on English listening classrooms of Indonesian EFL students between 2010 and 2020? 2. How has the integration of technology into English listening classrooms been implemented in Indonesia in the last ten years?

Appendix III

DECLARATION OF AUTHORSHIP

The undersigned below:

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State that thesis entitled “**A systematic review: The integration of technology into English listening classroom in Indonesia**” is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 15th June 2022

Author



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Appendix IV

CURRICULUM VITAE



Personal information

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Educational background

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