



## Development of Android-based Listening Practice Application (FunNy-Fun&Handy) with Popular Culture Topic as An Innovative Learning Media

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**Abstract:** This research aims to develop an Android-based application as a learning medium for student exercises containing audio on popular cultures to practice their English listening skills. This research method used research and development with the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation. Data was collected using a questionnaire for validators. A questionnaire was used to collect data for the application, material, and learning practitioner. In the development stage, the validators declare that this product was very valid and practical. It was shown that the scores given by the English lecturers were 91,4 and 90,4, and the Programmer validator gave it 94. Meanwhile, the average score collected from the practical sheet was 90. After the digital listening application was revised and evaluated, this product was stated as effective, showing that 4 students were in the B2-Upper Intermediate level, 12 students are in C1-Advance, 8 students were in C2-Proficient and no more students in the intermediate level. This app was appropriate for students to use as a platform to practice their listening skills outside the class.

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## Introduction

One of the most crucial language abilities to master is listening comprehension. Using this ability, people can converse and comprehend one another using their sense of hearing. While sound waves are received as stimuli in hearing, they must be actively interpreted in listening. A good ability to listen implies comprehending information while hearing or communicating knowledge in written or oral communication (Hadijah & Shalawati, 2016). According to (Gilakjani & Sabouri, 2016), understanding what is being heard is a collaborative process in which the listener creates meaning. Listeners can grasp spoken material through sound discrimination, past knowledge, grammatical structure, emphasis and intonation, and other linguistic or nonlinguistic instruction. According to (Gilakjani & Sabouri, 2016), hearing comprehension refers to various ways to comprehend and make sense of spoken language. Knowing speech sounds, comprehending the meaning of individual words, and comprehending sentence structure are all necessary.

Out of 150 total credits, there are 30 credits devoted to improving the mastery of English language proficiency which must be fulfilled by all students of the English Literature Study Program. The English skills that must be fulfilled include speaking, writing, reading, and listening abilities standardized by the international which are widely practiced in Europe, this is better known as the Common European Framework of Reference for Languages (CEFR).



Over the past two decades, the Common European Framework of Reference for Languages (CEFR) has emerged as one of the most extensively utilized language policy documents (Savski, 2021). CEFR is a standardized system designed to test and describe language proficiency. It is extensively utilized in Europe and various global regions to gauge language skills in different languages. The framework consists of six competency levels, spanning from A1 basic to C2 proficient (Kamil, 2023). Furthermore, (Kamil, 2023) explained that CEFR utilizes statistical and empirical validation to categorize learners' language proficiency into six levels: Basic User, Independent User, and Proficient User. These three stages are further subdivided into A, B, and C levels. Within the Basic User category, A1 and A2 levels signify the ability to interact effectively with a very basic and limited language skill set.

In detail, (Anton, 2021) delineates the six proficiency levels of the Common European Frameworks of References for Languages (CEFR). At A1, beginners cover personal details and basic interactions. Progressing to A2, learners discuss experiences and daily tasks. At B1, independent users comprehend standard issues and justify opinions. Moving to B2, they navigate diverse topics fluently, engaging with native speakers. Advanced proficiency at C1 involves understanding demanding texts and expressing ideas fluently. Proficient users at C2 understand and summarize information expertly, expressing themselves precisely, even in intricate situations.

These language skills have been designed from the general, intermediate, and advanced levels. These levels are accompanied by learning outcomes that are expected to improve student's English proficiency to Level B2, which is the requirement generally needed in work life where they are expected to be able to ask for factual information and understand the answer as well as to be able to express arguments and their own opinion to a limited extent (Cambridge, 2016). The IELTS English proficiency test results, which students must pass to complete the study program, reveal that only a tiny percentage of students may achieve Level B2. Average test results for participants in the English Literature study program are at the B1 level, while some are still at the A2 level. Naturally, this phenomenon shows that graduates' English language proficiency is not yet at its best. Given that graduates of the English Literature Study Program's key selling point is their command of the English language, this issue needs to be brought to light.

Listening Ability is one of the four English skills examined on the IELTS mentioned above English Proficiency Test that show lower scores than the other three. Even 9 credits of coursework, or roughly 105 hours if translated to hours, have been designated for courses on mastering listening skills. Only the time spent in class, excluding homework or extracurricular activities, should be able to improve listening abilities, as this is sufficient time to grow one ability from Level A2 to B2. Other English skills are affected as well by poor listening skills. As listening is a crucial skill in learning English, it is widely used in daily life and provides language input necessary for proper communication (Darti & Asmawati, 2017). Furthermore, two-way communication in English requires good listening abilities, which might help with information gathering since many learning-related information sources are available in English. Therefore, the problem described above is regrettable, given that many items were neglected due to the problem.

Integrating engaging information into lessons is one way to encourage students to be more motivated to learn. Content about popular culture can be checked for potential. Studies on the impact of popular culture integration on student motivation have been conducted, and the findings have been encouraging. According to (Rets, 2016) popular culture, which stresses the use of trendy vocabulary and emotionalism and has a worldwide transnational



character, might work as a stronger motivator for language learning. In his research, (Stavrou, 2022) discovered that using popular music, movies, and TV shows as teaching tools causes students to experience positive emotions like joy, which appears to boost their learning.

One element of the educational system is the media. According to (Arsyad, 2015), the media serves as a conduit via which messages are sent from the sender to the recipient in Arabic. Thus, media is a means for delivering or communicating educational messages. As defined by (Miarso, 2004), learning media includes anything that is used to transmit messages and can pique a learner's interest, motivation, and/or thinking to promote a deliberate, intentional, and managed learning process. Learning media are used to trigger learning patterns to promote the effectiveness of the teaching and learning process and ensure that teaching and learning activities are successful in reaching the desired goals. Any learning supported by technology or employing instructional strategies that effectively utilize technology is called digital learning. The teacher and pupils cannot physically engage since digital learning does not occur in a single space; face-to-face interactions occur electronically. As defined by (Suciati, 2018), digital learning is a tool that may encourage students to develop their skills in line with the times and is made to give them chances to practice critical thinking and problem-solving through teamwork and communication.

Based on the description above, this research creates exercises packed in an Android-based application with content incorporating pop culture subjects to inspire students to continue developing their English listening skills. The integration of popular cultural content will be accompanied by selecting content, including words from categories B2, C1, and C2, so that students are accustomed to hearing words from the groups.

## Research Method

This research method used research and development with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). According to (Branch, 2009), ADDIE is an appropriate framework for directing the creation of educational goods and other learning materials. The following describes the research methodology based on the ADDIE model: (1) Analysis Stage (Analysis) is the initial phase. At this point, the student's level of listening skill mastery was evaluated. A report of IELTS scores was taken to analyze the results of their English proficiency test. The result of their IELTS score that showed an under-expectation score, especially in the Listening Section, indicates that the English Language and Literature Department needs to create an Android-based application to train students in listening comprehension. It triggered the researchers to develop one. A questionnaire was also given to the students to find the needs of the application to practice their listening skills (2) Design Stage (Design) in which making a product design (blueprint) refers to this stage. At this stage, which pop culture content will be incorporated with other content in the upcoming application will be decided. Additionally, content, including words from the word difficulty level, will be chosen, including terms from levels B2, C1, and C2 (CEFR Description). The application development will decide the application's graphic design features and other technical issues. The items mentioned above will be decided through conversations with specialists and online data gathering. (3) Development Stage (Development) is when the created design materializes tangibly. The products are organized by the design created in the previous stage. At this point, the developed application has a form indicating that it may be accessed. The validity and practicality of the product were scored by the 2 English lecturers and the programmer as the experts. (4) The Implementation Stage (Implementation) is the execution. This stage involves testing the finished product in terms of look or usefulness. (5) Evaluation Stage (Evaluation) Evaluation is when the product



developed successfully meets the market's needs after validation by several validators. At this point, students were directed to test the application that had been constructed. Then, the post-test would be distributed to them to get their score and collect it as the effectivity data of the application.

The questionnaire distributed was constructed using the Likert Scale. Consequently, the researcher categorized students' needs into four levels: low (1-1.74), medium (1.75-2.49), high (2.50-3.24), and very high (3.25-4). The results of the analysis stage then progressed to the design phase, wherein the researcher formulated materials based on the analysis outcomes. Following this, the researcher developed materials in alignment with the design, and experts validated the resulting application for evaluation. Furthermore, the categorization of application validation was organized as invalid (5-10), reasonably valid (11-15), valid (16-20), and very valid (21-25). Subsequently, the product validated by experts underwent revision and implementation for user testing. Data were collected using a practicality sheet, with categories spanning impractical (1-1.74), fairly practical (1.75-2.49), practical (2.50-3.24), to very practical (3.25-4).

This study used the reports of IELTS scores (pre and post-test) and questionnaires as the data. This research was conducted at the Department of English Education, Faculty of Languages and Arts, State University of Medan, Jalan Willem Iskandar Pasar V Medan. The time for this research will be in the even semester of 2021-2022. Three Professionals became the validators in this research; they are the Professionals on the material, application, and learning process.

## Results and Discussion

The findings in the study are divided into several stages, including analysis, design, development, implementation, and assessment.

(1) Analysis stage: Several procedures were conducted throughout the analysis stage to analyze the current status of listening learning at the English Language and Literature Department. The research began by assessing pre-graduation language competency exams, revealing a proficiency gap with only a small percentage reaching C1 and a larger proportion at B2 or A2 levels. The evaluation of listening learning media highlighted a focus on classroom-based resources, lacking practical solutions accessible at any time and location

**Table 1. The media needed by the students**

NO.	STATEMENT	AVERAGE	CATEGORY
1.	Mobile-based media	3.81	VH
2.	The interesting media	3.68	VH
3.	The authentic materials	3.39	VH
4.	The use of video, audio, and key answer	3.65	VH

The questionnaire results reveal that students need an additional application to access from anywhere. Notably, the result showed that the need for mobile-based media scored exceptionally high at 3.81 points. Subsequently, there was a discernible desire for more engaging and sophisticated media, as evidenced by scores of 3.68 for interesting content, 3.39 for sophisticated materials, and 3.65 for platforms providing video, audio & and answer keys, each falling into the "very high" category. Based on this analysis, the researcher deemed developing an additional practice application for students was necessary. This application will focus on enhancing listening skills, be oriented towards Android-based devices, feature compelling and up-to-date content, and offer video, audio, and answer keys at the end of each practice session.





(2) The Design Stage is where the learning activities were carefully designed and created throughout the design stage based on the previous stage's analysis. The study found a scarcity of accessible learning media outside of the classroom. Recognizing the prevalence of mobile phones among students, the researchers sought to develop a learning application accessible via mobile phones. Because Android is one of the most popular operating systems, it was decided that the instructional materials would be designed exclusively for Android smartphones. To ensure student interest, the audio material was carefully selected from a variety of YouTube channels covering popular culture issues. "The James Corden Show," which contains interviews and performances by Korean musicians, was one of the YouTube series picked for inclusion. This topic was chosen because Korean culture is popular among Indonesian students, making it a relevant and interesting topic for them. Aside from choosing entertaining content, there was a deliberate emphasis on including terms at acceptable skill levels based on the Common European Framework of Reference for Languages (CEFR). Incorporating YouTube channels and popular culture content sought to pique students' interest and give authentic and contextualized listening experiences.

(3) The Development Stage is a stage where the designed learning materials and functionalities are applied throughout the development stage to produce the Android-based listening application. The development phase is geared towards the implementation of the proposed construction, following a structured approach based on specifications outlined in the preceding two steps (Stapa & Mohammad Nazeri, 2019). This stage entailed the actual development and structuring of the developed design, resulting in a concrete version of the application that students could access and use. The android-based listening application was coded and programmed first as part of the development process. The application incorporates selected popular culture content, such as videos from YouTube channels such as "The James Corden Show".

### **The Validity of the Product**

Validity is a measure of how well the data collected covers the actual investigation area (Ghauri cited in Hasmawaty et al., 2020). To ensure that the product was appropriate for the students, the researcher validated it with an expert; they were an English lecturer, and a programmer.

**Table 2. The Product Validity by English Lecturers**

No.	Indicators	Sub-Indicators	V1	V2
1	Learning Materials	Sophisticated Material	4.5	4.4
		Audio Materials	4.5	4.4
2	Exercise	Instruction	4.2	4.4
		Listening skill	4.8	4.7
3	Display Quality	Audio, and Video	4.8	4.8
<b>Total</b>			<b>22.8</b>	<b>22.7</b>
<b>Category</b>			<b>Very Valid</b>	<b>Very Valid</b>

The English lecturers validated three indicators: the materials, the form of exercises, and the display. The first validator gave 22,8 points, classified as very valid (VV). The second validator likewise gave 22,7 points that were classified as very valid. Overall, it is possible to infer that both validators declared that the listening application is valid and satisfying.

**Table 3. The Product Validity by Programmer**

No	Aspects	Sub-Indicator	Score
1	Software	User-friendly layout	4.5
		Functionality	4.8
		Responsivity & compatibility	4.6
2	Visual Communication	Appropriate & Effective	5
		Interactive	4.5
	<b>Total</b>		<b>23.4</b>
	<b>Category</b>		<b>Very Valid</b>

The application was validated by the programmer. The expert confirmed two aspects: software and visual communication. The software application aspect is divided into 3 sub-indicators, they are user-friendly layout, functionality, responsivity, and compatibility, while the visual communication is divided into 2 sub-indicators, they are appropriate and effective, and Interactive. The total score is 23.4 points which indicates that the Android-based listening application is classified as very valid.

### **The Practicality of the Product**

Practicality is a characteristic of trial usefulness that influences numerous test components. Furthermore, *practicality* is defined as a measure of extent. It can be used to produce and manage context and its application (Zulkifli, 2013). The programmer validated the application. The expert confirmed two aspects: software and visual communication. The software application aspect was divided into 3 sub-indicators: user-friendly layout, functionality, responsivity, and compatibility. In comparison, visual communication was divided into 2 sub-indicators: appropriate, effective, and Interactive. The total score was 23.4 points, which indicates that the Android-based listening application was classified as very valid.

**Table 4. The Product Practicality**

NO.	ASPECT	SCORE
1.	Product usage	3.5
2.	Utilized language	3.75
3.	Product benefit	3.5
4.	Media usage	3.8
5.	Material sophistication	3.5
	<b>Total</b>	<b>18.05</b>
	<b>Average</b>	<b>3.61</b>
	<b>Category</b>	<b>Practical</b>

Following the implementation of the product to the students, the product's practicability was also assessed. The instrument of this assessment was a practicality sheet. The results were 3.5 points for product usage, 3.75 points for utilized language, 3.5 for product benefit, 3.8 points for media usage, and 3.5 points for material sophistication. The average score was 3.61 points categorized as practical.

The app, applauded by the lecturer, features engaging content on millennial and Gen Z trends, popular artists, and popular culture. Video as the primary listening resource offers a refreshing approach, making exercises more dynamic than standard recordings. Each video includes relevant quizzes with an automatic scoring page, allowing students to learn from mistakes and reinforce comprehension. Programmer validators praised the app for its strong creativity and impressive design. The user-friendly interface, featuring registration, login, video playback, quizzes, quiz results, and profile functions, was meticulously developed with

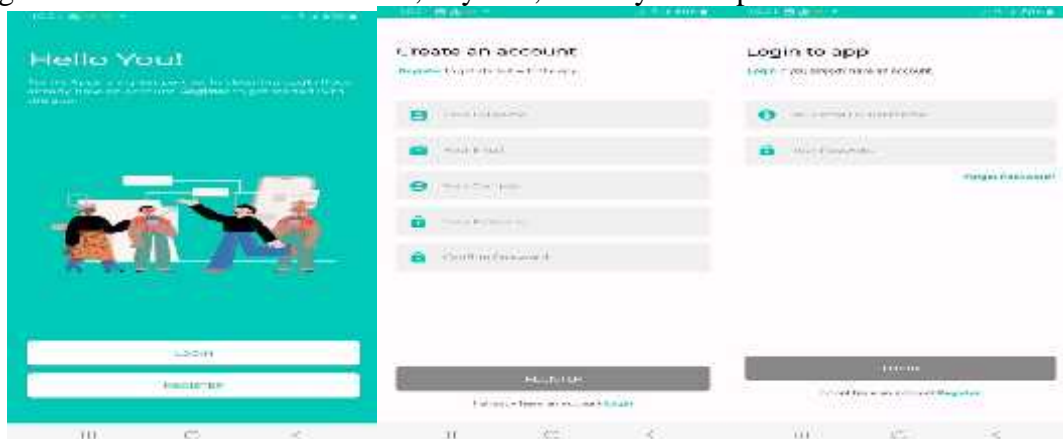
consistent color, shapes, and visualization. This approach enhances user comprehension and navigation. The app's compatibility with various Android smartphones, adapted to different specifications, underscores its accessibility. Unlike traditional materials requiring downloads or distribution, this Android-based software can be accessed via a single link, eliminating the need for physical distribution. This streamlined approach allows easy installation on students' smartphones, providing instant access to all videos and quizzes. Here is a basic link for the user to click:

<http://bit.ly.ws/FfvG>

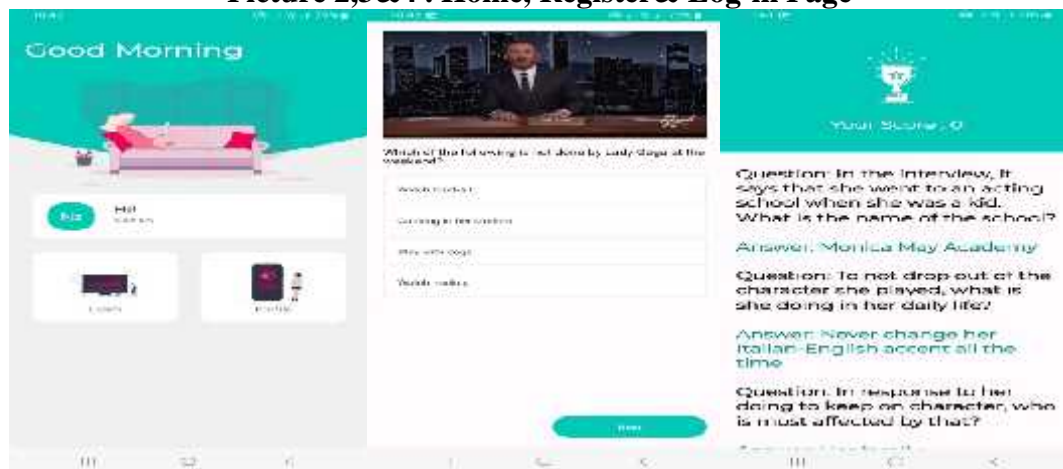
### Picture 1. Link to the application

The experts provided valuable insights and suggestions to guarantee that the Android-based listening application was appropriate and effective. Based on their feedback, interactive testing and modification were carried out to ensure that the application met the desired criteria and catered to the needs of the students.

(4) The Implementation Stage involves deploying and utilizing the Android-based listening application developed to address the need for an innovative digital practice tool in the listening comprehension class. Recognizing the necessity for a flexible and engaging solution, the researchers collaborated with an app developer to create Android-based listening media featuring popular culture videos. This strategic design aims to enhance student engagement and facilitate convenient, anytime, and anywhere practice.



Picture 2,3&4 . Home, Register & Log-in Page



Picture 5,6&7. Profile, Quizzes and Score Page

The Android app presentation includes Home, Register, Log-in, Profile, Quizzes, and Score Page, all enhanced based on validator suggestions for optimal listening practice. Consistent colors and shapes were chosen for visual appeal. Limited questions per video created a relaxed practice environment, encouraging students to try multiple sessions. The researchers had incorporated validators' suggestions, concluding the refinement process.

(5) The effectiveness and impact of the produced Android-based listening application were assessed during the evaluation stage. The purpose was to collect user feedback and insight to determine the app's success in enhancing students' listening skills and addressing the requirements. To collect data, students enrolled in the English Literature Study Program's intermediate Listening Comprehension course were directed to test the application and do the post-test.

### The Effectivity of the Product

Effectiveness stands as the ultimate criterion for evaluating the quality of the developed product, and it is gauged through the administration of the tests (Daryono et al., 2023).

**Table 5. Statistical Result for Students' Pre-Test**

Variable	Statistical Score
Research subject	24
Ideal score	5.5
Average score	5.6
Highest score	8.5
Lowest score	2
Score range	4-9

The table indicates that the average score for students' listening skills tested in the IELTS exam was 5.6, slightly higher than the ideal score required according to the CEFR B2 standard, which is 5.5. The highest score observed was 8.5, while the lowest was 2, resulting in a score range of 1-9.

**Table 6. Effectiveness Test Result**

Score Range	Frequency	Category	Percentage
4.0-5.0	0	B1-Intermediate	0
5.5-6.0	4	B2-Upper Intermediate	16,67%
6.5-7.5	12	C1-Advance	50%
8.0-9.0	8	C2-Proficient	33,33%
Amount	24		100%

The table reveals that among the 24 students, 4 students (16.67%) fall into the B2-Upper Intermediate category, 12 students (50%) are categorized as C1-Advanced, 8 students (33.33%) are classified under C2-Proficient, and there are no students (0%) in the Intermediate category. Consequently, it can be inferred that the listening skills of the students tested in the IELTS exam are "very well developed," with an average listening skill score placing English Department students in the "Advanced" category. The evaluation stage's findings validated the app's effectiveness of Android-based Listening Apps. Positive feedback and high satisfaction levels validated the success of incorporating popular culture into innovative digital learning material, shown by the increasing student scores in the IELTS post-test.

This study is supported by previous relevant studies that raise the resemblance idea about the positive effect of popular culture not only to stimulate students' motivation





(Cheung, 2001), but also to engage students in developing entertaining teaching and learning resources (Dune et al., 2016), promote and enhance students' English skill (Rizka et al., 2023), and (Luo, 2014). Furthermore, the incorporation of popular culture into new media, such as digital Android-based media, can improve results in listening skill classes. This idea is also consistent with some relevant studies by (Nabilou et al., 2021) who propose that using mobile listening applications can raise awareness of a better technique for developing listening skills and make language learning more efficient, as well (Artyushina & Sheypak, 2018), who discovered that using a mobile phone or digital media in listening skill can consolidate students' understanding of what is being presented.

This research aligns with (Pratamadita & Dwiningsih, 2022), which uses the ADDIE approach to create and evaluate interactive learning tools. Nevertheless, this study focuses on a listening app for English language students that uses popular culture content to stimulate and improve listening skills; meanwhile, the prior study focuses on an interactive e-module for high school students that focuses on visual-spatial intelligence in intermolecular force materials. Another similar study uses the Research and Development (R&D) approach, utilizing specific development models such as ADDIE and Thiagarajan to create educational tools (Muchlis et al., 2022). However, the educational objective of the articles differs, with this study focusing on improving English listening abilities with an Android-based software with popular cultural content and the other on Islamic education. In addition, it simply varies depending on the language skill being targeted, cultural context, and the integration of popular context; there is a study by (Lesmana et al., 2022).

This study also has similarities with previous studies such as (HL et al., 2023), (Handayani et al., 2023), (Mujiwati et al., 2022), and (Rochmattulloh et al., 2022), which focus on developing and evaluating educational tools or methods to enhance specific skills or learning outcomes. All the studies also employed the Research and Development (R&D) model, including the common research instruments such as validation questionnaires, practicality questionnaires for students and teachers, and pretest and posttest to measure students' abilities. What differs from this study and with previous studies mentioned above is the educational focus. One of the studies centers on improving computational thinking skills through problem-based learning and the Scratch Application meanwhile, this study focuses on improving students' listening skills through an Android-based Application.

## **Conclusion**

In conclusion, this research successfully developed an Android-based application as an effective learning tool to enhance English listening skills among students. With a focus on popular culture topics, the application progressed through the stages of analysis, design, development, implementation, and evaluation (ADDIE) with positive outcomes. This research was carried out in stages, beginning with a need analysis and development of Android-based listening apps. The requirement analysis results suggest that students require an Android-based device, feature compelling and up-to-date content, and offer video, audio, and answer keys at the end of each practice session. Because of this, the researcher is willing to modify and innovate the integrated media that students can utilize outside of class. After evaluation, this Android-based listening app (FunNy, Fun, and Handy) is ready for use. This app is appropriate for students to use as a platform to practice their listening skills outside of class.



## Recommendation

Future research should focus on the Android-based listening app's prolonged impact and user satisfaction, ensuring continual enhancements based on feedback. Emphasizing adaptability to diverse learning preferences and seamless integration into classrooms through educator collaboration is vital. Prioritizing accessibility, cross-cultural content, and strategic partnerships with educational institutions will contribute to widespread and sustained implementation. Moreover, for the lecturer, I would suggest integrating this application into their teaching methods in the classroom. Professors can enhance student engagement in self-directed learning by providing guidance to students on how to optimize the application for listening practice outside of class hours.

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