
THE INFLUENCE OF USING THE RANDALL'S ESL CYBER LISTENING LAB TO THE STUDENT LISTENING SKILL

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Abstrak—Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan *Randall's ESL Cyber Listening Lab* terhadap keterampilan menyimak siswa kelas X-4 SMAN 1 Loceret pada tahun ajaran 2024/2025. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain *pre-experimental*, yang melibatkan satu kelompok tanpa kelompok kontrol. Instrumen penelitian berupa tes menyimak yang diberikan sebelum (*pre-test*) dan sesudah (*post-test*) perlakuan. Hasil uji-t menghasilkan nilai *Sig. (2-tailed)* $0.000 < 0.5$, yang berarti terdapat perbedaan yang signifikan antara hasil *pre-test* dan *post-test* siswa. Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan pada kemampuan menyimak siswa setelah menggunakan *Randall's ESL Cyber Listening Lab* dibandingkan dengan sebelum menggunakan *Randall's ESL Cyber Listening Lab*. Dengan demikian, dapat disimpulkan bahwa penggunaan media pembelajaran digital seperti *Randall's Lab* dapat meningkatkan keterampilan menyimak siswa dalam pembelajaran bahasa Inggris. Disarankan agar guru bahasa Inggris memanfaatkan media digital untuk meningkatkan kualitas pembelajaran, khususnya dalam keterampilan menyimak.

Kata Kunci— Randall's Esl Cyber Listening Lab1; Keterampilan Menyimak2.

Abstract—This study aims to investigate the influence of using Randall's ESL Cyber Listening Lab on the listening skills of Grade X-4 students at SMAN 1 Loceret during the academic year of 2024/2025. The research employed a quantitative method with a pre-experimental design, involving a one group without a control group. Data were collected through pre-tests and post-tests to measure students' listening skill before and after the treatment. The result of the paired sample t-test shows that the significance value is $0.000 (< 0.05)$, which means that there is a significant difference between the students' pre-test and post-test. The findings indicate a significant influence in the listening skills of students after using the Randall's ESL Cyber Listening Lab compared to before using the Randall's ESL Cyber Listening Lab. The results suggest that the integration of online listening platforms like Randall's Lab can enhance students' listening skill in learning English as a foreign language. Therefore, it is recommended for English teachers to consider the use of digital listening tools to support and improve students' listening skill.

Keywords— Randall's ESL Cyber Listening Lab1; Listening Skill2.

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INTRODUCTION

In English language learning, listening skills play a crucial role as they serve as the foundation for language acquisition. Listening fosters strong relationships, enhances comprehension, accelerates the learning process, and reduces misunderstandings by ensuring accurate interpretation of messages (Sadiku, 2015). To research by Mendelsohn, listening accounts for approximately 40–50% of total communication time, making it the most dominant aspect of communication compared to speaking, reading, and writing (Movva et al., 2022). Listening in language learning involves an active and complex cognitive process, including attention, perception, memory, and comprehension. However, in Indonesia, this skill is often neglected in classroom instruction, which tends to focus more on grammar and writing (Nadhira & Warni, 2021). As a result, students face several challenges such as limited vocabulary, lack of practice in authentic contexts, and minimal interaction with native speakers. Some of the major challenges in listening include difficulty in capturing specific information such as numbers and names (Gu, 2018), understanding the speaker's main intent (Wahyuni, 2018), struggling to grasp the gist due to focusing too much on individual words, and the inability to make inferences from information that is not explicitly stated. To address these issues, Randall's ESL Cyber Listening Lab offers solutions through its key features. First, the site provides practice focused on extracting specific information through multiple-choice quizzes and leveled conversations. Second, transcripts accompanied by explanations of idioms or complex vocabulary help students understand the speaker's intent in a structured manner. Third, pre-listening activities and contextual topics encourage students to listen for the main idea holistically. Fourth, the idioms-in-context feature fosters students' inferencing skills, as idioms often carry implicit meanings. With these features, Randall's ESL Cyber Listening Lab effectively supports students in developing comprehensive listening skills ranging from capturing detailed information and understanding main ideas to drawing conclusions from context.

Listening skill refer to the ability to actively hear, understand, interpret, and respond to spoken messages. It goes beyond simply hearing words and involves fully engaging with the speaker, processing the information correctly, and understanding the meaning behind both verbal and non-verbal communication (Yurko & Styfanyshyn, 2022). The ability to listen is not just about catching the sounds or words being spoken, but also involves an active process of understanding the message as a whole. Listening well means we need to focus on the speaker, grasp the implied meaning in the words, and pay attention to non-verbal cues such as facial expressions and body language. This is important for effective communication because, without a deep understanding, the message being conveyed could be misinterpreted or not absorbed properly. Listening is an active receptive activity, encompassing three stages: understanding, evaluating, and reacting. This process involves full attention, comprehension, appreciation, and interpretation to obtain information and grasp the

meaning of communication conveyed by the speaker through speech or oral language (Afriyuninda & Oktaviani, 2021). This requires the listener to give full attention, not only to catch the words, but also to appreciate and interpret the meaning conveyed by the speaker. Thus, listening skills that involve understanding, evaluation, and active response are crucial to ensure smooth communication and that the message is conveyed accurately. From these definitions, it can be concluded that listening skill is not merely about hearing sounds, but rather an active process involving attention, understanding, evaluation, and response to a message conveyed orally.

Listening skill has many types, according to (Handi Pratama et al., 2020), listening skill has four types, there are : intensive, responsive, extensive and selective. Intensive listening refers to listening with full attention to every detail of the information being conveyed. This type of listening is typically used in situations where one needs to process and understand information thoroughly. The characteristic are focus on each word or phrase used and requires high concentration and the ability to grasp small details. Intensive listening evaluates phonemes, words, discourse markers, and intonation; Extensive listening involves listening with the goal of gaining an overall understanding or general idea of the topic being discussed. The characteristics are listening for a long period without needing to capture every single detail, understanding the main ideas or concepts as a whole, and can make inferences give the main idea; Responsive listening is when the listener reacts or responds appropriately to the information being received. The goal is to show that the listener is engaged in the conversation and provides feedback based on their understanding of the message being communicated. The characteristics are listening while giving verbal or non-verbal feedback, providing relevant reactions, such as nodding or commenting. Responsive listening tests stretch languages such as greetings, questions, and commands which involve a short answer; Selective listening is when the listener focuses only on specific parts of the conversation. The listener does not process all the information presented, but instead chooses to focus on certain points that are important or engaging. From these types of listening skills, it can be concluded that listening skills can be divided into several types, each with a different focus and purpose. There are four main types: intensive, responsive, selective, and extensive listening. Intensive listening requires the listener to pay attention to small details in the conversation, such as words, intonation, and discourse markers. Meanwhile, responsive listening involves reactions or feedback from the listener, both verbal and non-verbal, based on what is heard. Selective listening allows the listener to focus only on important parts of the conversation, while extensive listening emphasizes understanding the big picture and the main ideas of a longer conversation or text. Each of these types of listening plays an important role in the development of communication skills.

Besides type, listening also has several aspects. According to (Demir & Tavil, 2021) listening has 4 factors. The common effective factors can be classified as; listener factors like speed of speech,

speaker factors like pronunciation and connected Speech, stimulus factors like intonation and accent, context factors like topic. According to Karakoc (2019) list of Listening subskills collected from some proficiency tests. The subskill in intermediate listening is understanding main idea, understanding facts and details, understanding speaker's attitude and purpose, inferring information from a context, listening and completing sentences with missing words/phrases, listening and repeating the words/phrases/sentences, matching words from listening to their definitions, listening and completing a table, taking notes, matching statements/extracts to pictures, and discussing listening text questions alone/in pairs. According to Yagang as cited in the research Hardiyanto et al (2021) Listening mainly came from four aspects; the message content, the speaker, the listener, and the physical settings. From these listening aspect, Listening skill is shaped by several interrelated factors. These factors can be categorized into listener factors, such as the speed of speech; speaker factors, including pronunciation and connected speech; stimulus factors like intonation, stress, and accent; and context factors, which involve the context and topic of the conversation. Additionally, listening is influenced by four main aspects: the content of the message, the speaker, the listener, and the physical environment. The listener's role is particularly important, as it is determined by linguistic factors, the situational context, and the speaker's intentions. All these elements combine to affect how effectively a listener can understand and process spoken language.

In learning English, especially in listening skills, there are several media that are used. The media is audio recordings, video, interactive media, and Authentic Materials. Audio recordings refer to sound-only materials used in listening instruction, such as podcasts, songs, radio interviews, or recorded conversations (Sudewi & Isma, 2023). This type of media helps learners focus solely on auditory elements like intonation, pronunciation, rhythm, and speech speed. Since there are no visual cues, students develop active listening skills by relying entirely on what they hear. Audio recordings are also flexible and can be replayed multiple times to aid comprehension. Teachers can use them for activities such as answering comprehension questions, completing cloze (fill-in-the-blank) exercises, or discussing the meaning of specific phrases. With consistent practice, students become familiar with various accents and speaking styles. Videos combine audio and visual elements is media which providing learners with both verbal and non-verbal context. This includes facial expressions, gestures, and settings that support comprehension. Materials like movies, news clips, vlogs, or interviews make the listening experience more engaging and realistic, helping learners grasp meaning more easily and stay motivated (Lokanita et al., 2020). In the classroom, videos can be used for tasks like watching and identifying key information, answering questions, or discussing the message conveyed. Video also introduces learners to cultural elements and body language, which are important for real-life communication and understanding beyond just words. Interactive media is media to listening learning includes digital tools and applications that allow learners to actively engage with listening materials,

such as language learning apps or online listening platforms (Shvaikina & Popel, 2023). These tools often provide instant feedback, adjustable difficulty levels, and a variety of listening exercises that adapt to individual learning needs. Students can interact with exercises like matching audio to images, filling in missing words, or completing quizzes after listening. Teachers can assign these tasks for homework or as extra practice. Interactive media makes listening practice more flexible, personalized, and fun, especially for independent learners. Authentic materials are real-life listening sources created by native speakers for native speakers (Fenuku, 2024). Examples include live news broadcasts, public podcasts, YouTube videos, or everyday conversations. These materials present natural language use, including idioms, informal speech, and native speaker speed, which help learners experience realistic communication. Although often more challenging, authentic materials prepare students for real-world situations outside the classroom. Teachers can design tasks such as identifying main ideas, summarizing the content, or discussing opinions. Regular exposure to authentic media builds both listening confidence and comprehension skills.

In learning English listening skills, the learning media used can also be in the form of websites, one of which is Randalls. Randall's ESL Cyber Listening Lab is a popular online resource designed to help learners of English as a Second Language (ESL) improve their listening, vocabulary, and speaking skills. It created by Randall Davis, it provides a wide range of audio lessons, quizzes, and exercises tailored for different proficiency levels (beginner, intermediate, and advanced). The website offers a variety of topics, such as daily conversations, business English, travel English, and academic English (Acurio, 2023). Randall's ESL Cyber Listening Lab provides a variety of listening exercises categorized by purpose and difficulty level, idioms, ranging from general listening quizzes for various levels on everyday to academic topics, interviews with native speakers, AI-based discussions on education and relationship topics, and short videos introducing aspects of English-speaking culture, offering a comprehensive approach to practicing audio comprehension in a variety of contexts. To maximize learning effectiveness, each listening exercise in Randall's ESL Cyber Listening Lab is equipped with an audio transcript that helps learners check comprehension, vocabulary exercises to expand vocabulary, comprehension quizzes to test information retention.

In listening skills learning, there are three steps which are introductory activities, main activities, post-task activities. Introductory activities to help students anticipate what they are going to hear and increase their chances of success in a listening task, teachers often introduce a pre-listening activity before playing an audio, video, or conversation. These activities may include key vocabulary or questions designed to activate students' prior knowledge of the topic. In addition to stimulating curiosity and building self-confidence, such activities also help improve comprehension, as listening is considered one of the most challenging language skills to master. Main activities is a set of tasks that students complete while listening to a passage to demonstrate their understanding of what they

hear, such as activities aimed at developing listening skills for detail, gist, and overall comprehension. Additionally, these tasks provide an opportunity to identify certain errors during the listening process, and at the end of the lesson, students can receive feedback on their activities. Post-task activities is the main goal of this stage is to encourage students to reflect on their listening experience. These exercises, which involve expressing opinions and discussing the topic, are carried out after the teacher has completed the pre-listening and while-listening activities. At this stage, students are encouraged to analyze and share their thoughts about what they have just listened to. This helps them deepen their understanding of the material and connect what they heard with their prior knowledge. The activities typically include group discussions. This process not only strengthens their comprehension but also enhances their critical thinking. Additionally, it provides the teacher with an opportunity to assess how well students have understood the content and offer appropriate feedback, ensuring further improvement. By reflecting on the listening experience, students also develop a greater awareness of their strengths and areas for growth in language learning.

Table 1. Teaching and Learning Step

Researcher/teacher	Students
Day 1	
The researcher asks students about their experiences hearing conversations in English in daily activity.	The students respond to the questions about their experiences hearing conversations in English in daily activity.
The researcher gives a brief explanation about the purpose of the study.	The students listen to the explanation from the researcher.
The researcher distributes the pre-test to the students and explains its purpose.	The students do the pre-test.
The researcher instructs the students to submit the pre-test.	The students submit the pre-test.
Day 2	
The researcher instructs the students to open Randall's ESL Cyber Listening Lab.	The students open Randall's ESL Cyber Listening Lab.
The researcher explains Randall's ESL Cyber Listening Lab and how to use it.	The students listen to the explanation from the researcher.
The researcher instructs the students to use the Randall's ESL Cyber Listening Lab.	The students use Randall's ESL Cyber Listening Lab.
Day 3	
The researcher gives the post-test to the students.	The students do the post-test.
The researcher instructs the students to submit the post-test.	The students submit the post-test.
Day 4	
The researcher and students have a discussion about the students' listening skill comprehension before and after using Randall's ESL Cyber Listening Lab as a treatment.	The researcher and students discuss the students' listening skill comprehension before and after the treatment using Randall's ESL Cyber Listening Lab.

Several studies have explored the effectiveness of Randall's ESL Cyber Listening Lab in enhancing student learning outcomes. The research conducted by (Nafisa & Wahyuni, 2024) found the

contribution of Randall's ESL Cyber Listening Lab in increasing student motivation and engagement in ESL classes. The results show that the platform significantly improves students' listening skills, increases their motivation to participate in learning activities, as well as fosters their interest in practicing English outside of classroom.

Similarly, a study conducted by (Chaikovska, 2022) found that the use of materials from Randall's ESL Cyber Listening Lab can enhance students' listening skills. According to the study, 75% of the participants had a positive attitude toward the use of internet resources in English as a Foreign Language (EFL) learning. Most students reported that the materials from Randall's ESL Cyber Listening Lab helped them improve their listening skills and expand their vocabulary. The study recommends incorporating websites like Randall's ESL Cyber Listening Lab into lesson plans to enhance students' listening abilities through well-designed listening activities, vocabulary games, and internet-based research.

Similarly, a study conducted by (Miranty, 2017) found that the use of Randall's ESL Cyber Listening Lab in the Interpretive Listening class was positively received by students. The platform was found to enhance their interest, motivation, and understanding of the material, especially due to its relevant social topics, integration with grammar, and engaging visual aids. Students also believed that the content was meaningful and applicable to their future lives, making Randall's ESL Cyber Listening Lab a recommended learning tool for both in-class and independent listening practice.

Similarly, a study conducted by Pokhrel, 2024 found that the use of Randall's ESL Cyber Listening Lab significantly improves listening comprehension among intermediate-level students. Learners not only showed progress in their listening skills but also expressed positive attitudes toward using technology in English language learning. The materials from the website were seen as effective in expanding vocabulary and enriching the overall learning experience

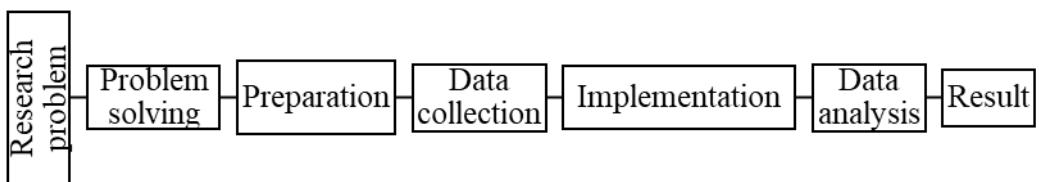
Moreover, a study conducted by (Fatih, 2022) found that the use of Randall's ESL Cyber Listening Lab materials significantly improves students' listening skills. Students who used Randall's ESL Cyber Listening Lab materials demonstrated greater improvement in their listening abilities compared to those who used conventional teaching methods. The average post-test scores of students using Randall's ESL Cyber Listening Lab were higher, indicating that this material is effective in helping students understand and respond to audio content in English. The study concludes that Randall's ESL Cyber Listening Lab has a positive impact on students' listening skills and recommends it as an effective learning resource in English language teaching.

The difference between the researcher's research and this previous research is this previous research focuses on effectiveness of using ESL-Lab materials to teach Listening Skills, focuses on motivation to participate in listening activities in ESL classrooms, engage in listening to vocabulary audios, audios for academic purposes, life stories, and controversial issues to expand their vocabulary

and improve their listening comprehension, meanwhile the researcher focuses on influence of using the Randall's ESL Cyber Listening Lab to the student subskill listening skill; specific information, listening for gist, listening for specific details, and making inference. This research obtains to help teachers to conduct a good teaching and learning process especially in listening practice. Teachers are able to help students to understand about how to find information from the recordings. Sometimes students cannot explain what information they have got from the recordings. It is very crucial because one of the listening subskill is understanding specific information which students need more effort to get this kind of information. This research is hoped to enrich the knowledge of the teachers to expand learning method. Students need to learn about how to find specific information and they will have more experience of it by taught using Randall's ESL Cyber Listening Lab.

RESEARCH METHOD

This research uses a quantitative research approach, which is a type of research that generates new findings through the application of statistical procedures or other methods of quantification. This study applies a pre-experimental design using one group pre-test and post-test design. It means without a control group that does not receive the intervention. The research sample consisted of one class (X-4) with 35 students, taken from a population of 212 students in class X at SMAN 1 Lokeret. The class will be given a pre-test before the treatment and a post-test after the treatment as instruments for data collection. This design is appropriate as it allows the researcher to assess the effect of using Randall's ESL Cyber Listening Lab on listening learning while controlling for potential confounding variables. The pre-experimental approach is chosen because random assignment is not possible, as the study will take place in a natural classroom setting at SMAN 1 Lokeret, where students are already grouped according to their class schedules.



Based on the picture above, the research sample will undergo pre-tests and post-tests to measure changes in students' learning outcomes before and after the treatment using Randall's ESL Cyber Listening Lab. Before the treatment, the class will take a pre-test approximately 45 minutes to assess their listening skill and given instructions on how to complete the questions, which include 10 multiple-choice. The treatment class will use the Randall's ESL Cyber Listening Lab. After the treatment, the class will take a post-test approximately 45 minutes to assess the development of their

knowledge and skills, with the post-test covering the same material as the pre-test to compare learning outcomes between the pre-test and post-test.

Data collection techniques were carried out through tests, documentation (photos and students' listening skill result). Data analysis was conducted quantitatively IBM SPSS Statistics 25. The analysis included descriptive statistics (mean, percentage, standard deviation) to describe students' listening skill before and after the treatment using Randall's ESL Cyber Listening Lab. Furthermore, a normality test was conducted using the Shapiro Wilk test because the sample size was <50 , and a paired sample t-test was conducted to determine whether there was a significant difference between the pre-test and post-test.

Table 2. Research Instruments (Pre-test and Post-test)

Teaching Material	Indicators	Number of Question
Listening Skill	Identifying main idea from the dialogue	1
	Identify specific details (name, place, events)	2, 3, 4, 5
	Determine the purpose of the conversation	6
	To infer the meaning of a dialogue	7, 8, 9, 10
Total Question		10

Supporting Tools

- LCD : Used to display step Randall's ESL Cyber Listening Lab
- Sound System : Ensures high-quality audio playback of the dialogue for accurate listening and skill

Table 3. Students' Achievement

Score	Categorization	Description
90-100	Excellent	The student fully understands the entire content of the audio; is able to catch detailed information, main ideas, and implied meanings.
70-80	Good	The student understands most of the audio content; is able to identify the main ideas and make some inferences.
60	Fair	The student understands a large part of the audio content and is able to answer factual questions correctly.
40-50	Poor	The student understands only a small portion of the audio and is only able to answer a few basic questions.
0-30	Very Poor	The student is unable to understand the audio content and cannot answer the questions correctly.

To ensure the validity of the instrument, the researcher use item validity. Item validity refers to the extent to which an item (question or statement in an instrument such as a questionnaire or test) accurately represents the construct or concept being measured. Its purpose is to ensure that each item is relevant, contributes to the construct, and does not deviate from the intended purpose of the measurement. The stage is carried out in the following way:

- a. Enter the scores of all participants (total or per criteria).
- b. Click Correlate > Bivariate
- c. Enter the score into the Variables List.
- d. Choose Pearson. Click OK.

Then to ensure the reliability of the instrument, the researcher used test-retest reliability. The listening test was administered twice to the same group of students within a certain time interval under similar conditions. The purpose was to determine the consistency and stability of the students' scores across both test sessions. The results showed that the scores from the two tests were relatively consistent, indicating that the instrument was reliable for measuring students' listening skills. This stage is carried out to measure consistency between assessment question.

This stage is carried out in the following way:

- a. Enter scores per question as columns (e.g. Q1 = question 1, Q2 = question 2, etc.)
- b. Click Analyze > Scale > Reliability Analysis.
- c. Enter all question into Items.
- d. Choose the model: Cronbach's Alpha. Click OK.

Quantitative techniques will be used to process the data collected from the listening tests and questionnaires. The analysis methods include:

1. Descriptive Statistics

This will be used to describe the results of the listening tests, such as mean scores, standard deviation, and the distribution of scores for class.

a. Determining Mean

The mean (also known as the average) is a descriptive statistical measure used to determine the central value of a set of data. It is calculated by adding all the data points together and then dividing the total by the number of data points.

b. Determining Percentage

Percentages were used in this study to determine the overall distribution of student skill. Students' pre-test and post-test data were classified into five categories: very poor, poor, fair, good, and excellent. These categories were determined based on the scores specified in the previous subsection.

c. Determining Standard of Deviation Score

The standard deviation score is a statistical measure used to indicate how much individual data points deviate from the mean. A high standard deviation means that the data points are spread out over a wider range of values, while a low standard deviation indicates that the data are clustered closely around the mean. This measure is essential in statistical analysis because

it provides additional insight into the variability or consistency of the results, beyond what the mean alone can show.

2. Normality

Before conducting a hypothesis test using a paired sample t-test, researchers must first conduct a normality test on the pre-test and post-test data. The normality test aims to determine whether the data used in this study is normally distributed or not, because data normality is one of the basic assumptions in parametric tests. For this research data, the normality test was conducted using IBM SPSS Statistics version 25, through two types of commonly used statistical tests, namely:

- a. Kolmogorov-Smirnov, for data with samples > 50 .
- b. Shapiro-Wilk, for data with samples < 50 .

This stage is carried out in the following way:

- a. Enter the scores of all participants (total or per criteria).
- b. Click Analyze > Descriptive Statistics > Explore.
- c. Enter the score into the Dependent List.
- d. Click Plots > Normality plots with tests. Click OK.

The decision criteria for normality testing are as follows :

- a. If the $\text{Sig.} > 0.05 \rightarrow$ the data is normally distributed.
- b. If the $\text{Sig.} < 0.05 \rightarrow$ the data is not normally distributed.

1. Paired Sample T-Test

The statistical test will be used to investigate whether there are significant variations in the listening test scores between before and after the intervention. The paired sample t-test is conducted using IBM SPSS version 25.

- a. Enter the scores of all participants (total or per criteria).
- b. Click Analyze > Descriptive Statistics > Explore.
- c. Enter the score into the Dependent List.
- d. Click Plots > Normality plots with tests. Click OK.

With the following interpretation results:

- a. If $\text{Sig} > 0.05 \rightarrow$ normal data.
- b. If $\text{Sig} < 0.05 \rightarrow$ data is not normal.

The t-test will test the hypothesis that the use of Randall's ESL Cyber Listening Lab influences students' listening. and the results will show Sig. (2-tailed), which is the probability value for a two-tailed test.

- a. Alternative Hypothesis (H_a): if Sig. (2-tailed) < 0.05 , there is a significant difference between the pre-test and post-test results (H_a accepted, H_0 rejected).

b. Null Hypothesis (H0): if $\text{Sig. (2-tailed)} > 0.05$, there is no significant difference between the pre-test and post-test results (H0 accepted, Ha rejected).

RESEARCH FINDINGS AND DISCUSSION

In this section, the researcher presents the research finding. The research was conducted over four days in class X-4 at SMAN 1 Lokeret in the 2024/2025 academic year. In the first day, the activity began with an opening and an explanation of the purpose of the research to the students. The researcher explained that the activity would take place over four days and would focus on discovering the extent to which the use of Randall's ESL Cyber Listening Lab can influence students' listening skills. The importance of listening skills in English language learning was also emphasized, along with a brief introduction to the media that would be used, namely Randall's ESL Cyber Listening Lab. After the explanation, students were given a pre-test consisting of audio-based listening questions in multiple-choice format. This test aimed to assess the students' initial listening skills before the treatment was given. The results of the pre-test were then collected for further analysis as the baseline data for the research. On the second day, the students were given treatment using Randall's ESL Cyber Listening Lab. The researcher also demonstrated how Randall's ESL Cyber Listening Lab works. The researcher guided the students to access the website and choose listening materials appropriate to their level, such as those categorized under "Easy" or "Intermediate." The learning activity focused on listening to audio independently, answering the questions available on the website, and try the audio and transcript feature before taking the post test. The teacher or researcher assisted the students throughout the process, helping them understand difficult vocabulary and discussing the answers together. In addition, the teacher clarified sentence structures or audio content that students found confusing. During the learning process, the teacher also took notes on student participation, their responses to the material, and any difficulties or impressions they had while using the Randall's ESL Cyber Listening Lab platform for observation purposes. The third day was used to assess the students' influence after receiving the treatment. The researcher administered a post-test with a similar format and structure as the pre-test, consisting of audio and multiple-choice questions, but with different content of equal difficulty. This was intended to ensure that the test results remained valid and reliable for comparison with the pre-test. After the post-test, the results were collected and compared with those from the pre-test. The aim of this comparison was to determine whether the use of Randall's ESL Cyber Listening Lab had a significant impact on the students' listening skills. The researcher also began an initial analysis of the data collected from both tests. In the fourth day, The final day of the research focused on providing feedback and reflecting on the activity. The researcher presented a general comparison of the pre-test and post-test results to the students without mentioning individual scores and gave appreciation for their active participation throughout the research. A

reflective discussion followed, during which students had the opportunity to share their thoughts about using Randall's ESL Cyber Listening Lab. They were encouraged to express what aspects of the media helped them and what difficulties they encountered during the learning process. The activity concluded with a closing session, where the researcher motivated the students to continue improving their listening skills independently and encouraged them to make use of online learning media actively outside of regular class.

Table 4. Students Pre-test and Post-test Score

No	Name	Pre-test Score (X)	Post-test Score (Y)	D (y-x)	D (y-x) ²
1	AHMAD ALFIAN YUSAQ P.	60	80	20	400
2	AHMAD ALFIN MAULANA	50	70	20	400
3	ALFI KINANTI	40	60	20	400
4	APREZA WIDY CKRISTIAN	60	90	30	900
5	ARIP SUDARSONO	30	50	20	400
6	AZZAHRA NAYLA	50	80	30	900
7	BEAUTYCA AGUSTINA N. F	20	60	40	1600
8	CINDY MEYTA ANGGREINI	10	70	60	3600
9	DENIS ARISTA	40	90	50	2500
10	DEZTA AULIA FAIRUZ	60	70	10	100
11	DWI AGUSTINA PUTRI	10	30	20	400
12	DWI ARINI	20	60	40	1600
13	ELISYA YOLANDA F.	30	90	30	900
14	FALIL TRIANGGA A. H.	60	90	30	900
15	LINTANG SARI PERWITA	10	50	40	1600
16	LULUK VIVIN NGAINIYA	50	80	30	900
17	LUQMANUL HAKIM M.	10	40	30	900
18	MAHENDRA ROHMAD P.	20	80	60	3600
19	MAWAR RAHAYU	40	60	20	400
20	MUHAMMAD DZIKRULLOH A.	30	100	70	4900
21	MUHAMMAD RIFA'I	10	70	60	3600
22	NA'IMUN NURUL W.	50	60	10	100
23	NAYSHA AURELLIA	50	60	10	100
24	NEVITA DWI RAHMANIA	20	60	40	1600
25	PUPUT ANGGRAINI	60	90	30	900
26	RADITYA GALIH PRIYANGGA	40	60	20	400
27	RINDA TRI WAHYUNI	40	50	10	100
28	SALAIASA NAZIN NIKMAH	60	70	10	100
29	SALSA WIDYA M. E. P.	10	90	80	6400
30	SALSHYA PUTRI AYU DY	30	80	50	2500
31	SANTANA ADI DARMA	60	100	40	1600
32	SEPTIYA RAHMADHANI	20	40	20	400
33	THALITA FEBRIANTI	10	80	70	4900
34	THEO RADITYA TRIYOGA S.	10	50	40	1600
35	ZELSA ISLAMI FASYA	30	70	40	1600
		1200	2430	1200	53200

Table 5. Analysis of Students' Improvement result

Descriptive Statistics						
Characteristic	N	Sum	Mean	Minimum	Maximum	STD
Pre-test	35	1200	34.29	10	60	18.675
Post-test	35	2430	69.43	30	100	17.647

The data in the table above shows the number of data points on students' listening skills before and after using Randall's ESL Cyber Listening Lab with a sample of 35 students. The lowest score on the pre-test was 10, and the highest score was 60. The lowest score on the post-test was 30, and the highest score was 100. The average learning outcome of the students increased from 34.29 to 69.43.

Data Normality Test

Test of Normality

Table 6. Data Output IBM SPSS Statistics 25

Kolmogorov – Smirnov^a			Shapiro-Wilk			
Statistic	df	Sig.	Statistic	df	Sig.	
PRE-TEST	.183	35	.005	.944	35	.074
POST-TEST	.132	35	.128	.959	35	.216

The data was analyzed using SPSS, based on the initial normality test results, it was found that the pre-test data had a significance value of 0.074, which means that the pre-test data was normally distributed. However, the post-test data showed a significance value of 0.216, which means > 0.05 , so the post-test data was normal distributed.

Paired Sample T-Test

The paired samples t-test was used in this research to determine whether there was a significant difference between students' pre-test and post-test scores after being given treatment using Randall's ESL Cyber Listening Lab. The data was analyzed using SPSS, this analysis was performed because the data met the assumption of normality after applying the residual technique.

Table 7. Paired Sample Test by IBM SPSS Statistics 25

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			t	df	Sig. (2-tailed)
				Lower	Upper				
Pre-Test	-69.428	24.369	4.119	-77.799	-61.057	-16.855	34		.000
Post-Test									

In the table above, the results of the paired samples t-test analysis show that the average difference between the measurements before and after treatment is -69.428 with a standard deviation of 24.369. The statistical test shows a t-value of -16.855 with df (degrees of freedom) of 34 and a significance level (p-value) of 0.000 ($p < 0.05$). This indicates that there is a significant difference between the measurements before and after treatment. Based on the Paired samples test results above,

it can be seen that Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. This means that there is a significant difference between the students' achievement results in the pre-test and post-test it can be concluded that the listening skills after being taught using Randall's ESL Cyber Listening Lab is better than before being taught using Randall's ESL Cyber Listening Lab.

Discussion

Based on the results of the pre-test conducted before the use of Randall's ESL Cyber Listening Lab, it was found that the listening skills of the X-4 grade students at SMAN 1 Lokeret were still relatively low. Most students had difficulties in understanding English conversations, particularly in identifying the main ideas, filtering important information, and infer the meaning of a dialogue. One of the main causes is a limited vocabulary, which makes it difficult for them to grasp the core message, especially when the main idea is conveyed indirectly or hidden among explanatory sentences. In addition, students often struggle to distinguish between important information and additional details, resulting in crucial information being missed. The speed of native speakers, variations in accents, and unfamiliar speaking styles add to the challenge of catching specific information, especially when it is mentioned only once and briefly. When asked to identify the purpose of a conversation, students are often confused due to a lack of understanding of the situational context, the relationship between speakers, or the hidden intent in suggestive or persuasive dialogues. Meanwhile, in inferring meaning, students generally have difficulty understanding implicit meanings, sarcasm, or idiomatic expressions due to a lack of cultural knowledge and real-life exposure to English. As a result, they fail to grasp the overall meaning of the dialogue even though they understand some words or phrases within it. These challenges reflect the need for more targeted listening learning strategies, the use of varied authentic materials, and continuous practice that not only focuses on linguistic aspects but also on the development of critical thinking skills and contextual understanding. The lack of varied and engaging practice materials became one of the obstacles in improving their listening skills. The materials previously used were limited, less interactive, and did not provide students with opportunities to evaluate their listening abilities independently. In addition, the learning method was still teacher-centered, which made students less active and less confident in listening to English audio materials. This situation indicates that students need a learning medium that not only aligns with their digital learning preferences but also provides real, varied, and structured exercises to enhance their listening skills.

After the implementation of Randall's ESL Cyber Listening Lab in listening activities, there was a significant influence in the students' listening skills. This was evident from the post-test results, which showed an increase in scores across almost all aspects of listening skills, particularly in understanding the content of conversations, capturing important details, and infer the meaning of a

dialogue. To influence their listening skills, students can effectively use Randall's ESL Cyber Listening Lab by following several steps. First, they should visit the website www.esl-lab.com and choose materials based on their proficiency level ranging from easy, intermediate, to difficult. Before listening to the audio, students are encouraged to complete the pre-listening questions to better understand the context of the conversation which will help them understand the purpose of the dialogue. Then, they should listen to the audio actively without reading the transcript, while taking notes on main ideas and key words, which helps them identify the main ideas of the dialogue. After that, students answer comprehension questions to assess how well they understood the specific information of the content. If there are still unclear parts, they can listen again while reading the transcript to check their understanding and correct mistakes, which will help them infer the meaning of the dialogue. Students are also advised to use the vocabulary activities to expand their word bank and practice using new words in sentences. To achieve the best results, this practice should be done regularly for about 30 to 45 minutes each day, using a variety of topics to keep it interesting. At home, students are encouraged to take the initiative to practice independently using Randall's materials. Through this consistent and active approach, their listening skills can gradually and steadily improve. Randall's ESL Cyber Listening Lab offers exercises with various levels of difficulty and engaging topics, enriching the students' listening experience. Students were able to access the materials independently, practice repeatedly, and immediately assess their comprehension through questions provided after each audio. Based on observations results, there is any significant different about influence the student listening skill. They also acknowledged that the use of this media made the learning experience more enjoyable and easier to understand. These findings support the theory that the use of interactive, technology-based media can enhance students' foreign language skills, particularly in listening. Therefore, the use of Randall's ESL Cyber Listening Lab has proven to have a positive influence on the listening skills of X-4 grade students at SMAN 1 Lokeret.

Based on before and after the implementation, before the implementation of Randall's ESL Cyber Listening Lab, the listening skills of X-4 grade students at SMAN 1 Lokeret were relatively low. Students faced difficulties in identifying main ideas, filtering important information, and inferring meanings in English conversations due to limited vocabulary, unfamiliar accents, and lack of exposure to real-life English use. They also struggled to understand the context, speaker relationships, idiomatic expressions, and implied meanings, which resulted in confusion and incomplete comprehension. The learning materials were limited, less interactive, and teacher-centered, making students passive and less confident. After the implementation of Randall's ESL Cyber Listening Lab, there was a significant improvement in their listening skills, as shown by post-test results. Students became more active and independent in learning by following structured steps on the website, including pre-listening questions, active listening, note-taking, answering comprehension questions,

and reviewing with transcripts when needed. Vocabulary exercises also helped expand their word bank. Regular practice using engaging and varied topics improved their ability to understand content, details, and implied meanings. Observations showed that students were more motivated, confident, and found the learning process more enjoyable. Overall, the use of Randall's ESL Cyber Listening Lab had a positive impact on their listening skills by providing accessible, interactive, and effective learning experiences. If the class shows significantly better results, Randall's ESL Cyber Listening Lab could be recommended as an effective tool for listening skill at SMAN 1 Lokeret Nganjuk.

CONCLUSION AND RECOMENDATION

Based on the research conducted on the impact of using Randall's ESL Cyber Listening Lab on the listening skills of Grade X-4 students at SMAN 1 Lokeret in the academic year of 2024/2025, it can be concluded that The results of calculations of using IBM SPSS Statistics 25 show that the average score of students before using the Randall's ESL Cyber Listening Lab was 34.29, which falls into the "poor" category. The highest score was 60, and the lowest score was 10. The detailed results obtained by the students were as follow: 51% of students were in the very poor category, 32% of students were in the poor category, 17% of students were in the fair category, none of students were in the good category, and none of students achieved excellent category. The results of calculations of using IBM SPSS Statistics 25 show that the average score of students after using the Randall's ESL Cyber Listening Lab was 69.43, which falls into the "good" category. The highest score was 100, and lowest score was 30. The details of the learning outcomes show that, 8 students (23%) were in the excellent category, 11 student (32%) in the good category, and 8 students (24%) in the fair category. 6 students (18%) into the poor categories, and 1 student (3%) in the very poor categories. These result indicate that the use of Randall's ESL Cyber Listening lab can help students understand the content of conversations, capture important details, and infer the meaning of a dialogue. The result of the paired sample t-test show that the significance value is 0.000 (<0.05), which means that there is a significant difference between the students' pre-test and post-test results. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It can be concluded that the use of Randall's ESL Cyber Listening Lab is effective in influence students' listening skill in class X-4 at SMAN 1 Lokeret.

SUGGESTION

For English Teacher

It is recommended that teachers utilize Randall's ESL Cyber Listening Lab as an alternative learning media to enhance students' listening skills. Teachers should provide guidance and support to students in accessing and understanding the listening materials from the website to ensure its effective

use and alignment with students' proficiency levels. Teachers can also combine this media with group discussions or additional exercises to optimize learning outcomes.

For Student

Students are encouraged to use Randall's ESL Cyber Listening Lab independently outside of classroom hours to continuously practice their listening skills. They should not rely solely on textbook materials, but actively seek out other authentic listening sources to support their learning. It is advisable for students to take notes or keep a learning journal after completing listening exercises to be more reflective and to better understand their learning progress.

For Future Researcher

Future researchers are encouraged to conduct further studies on the use of Randall's ESL Cyber Listening Lab with larger populations or at different educational levels. Further investigations are needed to explore the impact of this media on other language skills, such as speaking or vocabulary. Researchers may also develop online media-based learning models that are integrated with the *Merdeka Curriculum* and tailored to the local needs of students.

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