DEALING WITH TECHNOLOGICAL TOOLS IN RANDALL'S ESL CYBER LISTENING LAB: THE DESCRIPTION OF TEACHER'S STRATEGIES AND STUDENTS' VIEW

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor's Degree of English Language Education

Organized By:

AZ ZAHRA MULIA RHAMADANI

Student Number : 2103046082

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

2025

THESIS STATEMENT

I am a student with the following identify:

Name : Az Zahra Mulia Rhamadani

Student's number : 2103046082

Department : English Education Department

Certify that the thesis entitled:

DEALING WITH TECHNOLOGICAL TOOLS IN RANDALL'S ESL CYBER LISTENING LAB: THE DESCRIPTION OF TEACHER'S STRATEGIES AND STUDENTS' VIEW

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Semarang, 27th March 2025

Sincerely,

Az Zahra Mulia Rhamadani

NIM: 2103046082

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

RATIFICATION

Thesis with the following identity :

Title	:	DEALING WITH TECHNOLOGICAL TOOLS IN RANDALL'S ESL CYBER LISTENING LAB: THE DESCRIPTION OF TEACHER'S STRATEGIES AND STUDENTS' VIEW
Researcher	:	Az Zahra Mulia Rhamadani
Student Number	:	2103046082
Department	:	English Education

Had been ratified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University Semarang can be received as one any requirement for gaining the Bachelor Degree in English Language Education.

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Examiner II

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NIP. 199201212020122005

Advisor

Dr. Siti Tarwiyah, S.S., M.Hum.
NIP. 197211081999032001

ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Educational and Teacher Training Faculty

Walisongo State Islamic University

Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	: Dealing with Technological Tools in Randall's ESL Cyber Listening Lab: The Description of Teacher's Strategies and Students' View
Name of Student	: Azzahra Mulia Rhamadani
Student Number	: 2103046082
Department	: English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 19 March 2025
Advisor

Dr. Siti Tarwiyah, SS., M.Hum.
NIP. 197211081999032001

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In the end, the researcher acknowledges that this thesis is far from perfect in its composition and content. However, the researcher welcomes constructive feedback to improve and refine this work further. It is the researcher's sincere hope that this thesis can be of benefit to others, particularly future researchers, who may find value and inspiration in its findings.

Semarang, 27 March 2025

The Researcher

Az Zahra Mulia Rhamadani

2103046082

ABSTRACT

Title : **Dealing with Technological Tools in Randall's ESL Cyber Listening Lab: The Description of Teacher's Strategies and Students' View**

Name : Az Zahra Mulia Rhamadani

NIM : 2103046082

The integration of technology in language learning is essential in modern education. Randall's ESL Cyber Listening Lab is widely used for improving listening skills, yet research on teachers' strategies and students' perceptions remains limited. This study is to first examine the physical affordances of technological tools in Randall's ESL Cyber Listening Lab, second explore teachers' strategies in utilizing these tools, and third analyze students' perspectives on their effectiveness. Using a qualitative approach, data were collected through documentation, classroom observation, and interview. The study was conducted in a Listening and Speaking class at Walisongo State Islamic University, Semarang, involving one teacher and 28 students. The findings reveal that Randall's ESL Cyber Listening Lab provides key affordances, including visual cues, interactive navigation, and customizable learning activities, which enhance engagement. The teacher implemented strategies such as oral instruction, listening repetition, group discussions, and problem-solving exercises. The students responded positively to collaborative learning and structured listening activities, but challenges such as unclear instructions, limited vocabulary support, and lack of autonomy were noted. This study highlights the importance of teacher creativity in optimizing technological affordances for student engagement. While competence and relatedness motivated students, autonomy was underdeveloped. Refining instructional clarity, enhancing vocabulary support, and incorporating student-centered learning can further improve ESL listening instruction. The findings of this research assist teachers in designing more effective listening strategies and encourage the innovative integration of technology in language learning. Additionally, by understanding students' perceptions, the study supports the creation of more engaging and motivating learning experiences to improve listening skills. This can lead to enhanced academic performance and greater student motivation in English listening.

Keywords: *ESL listening, student engagement, teacher strategies, technological affordances.*

MOTTO

"For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease."

~QS: Al-Insyirah:5-6~

"Allah does not burden a soul beyond that its capacity."

~QS: Al-Baqarah:286~

"Life can be heavy, especially if you try to carry it all once, part of growing up and moving into new chapters of your life is about catch or release. What I mean by that is, knowing what things to keep and what things to release. Decide what is yours to hold and let the rest go."

~Taylor Swift 2023~

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CHAPTER I
INTRODUCTION

A. Research Background

The use of technology in language learning has become a necessity in the context of modern education. However, despite the many digital resources available, there are still challenges in creatively and effectively integrating technology into the learning process. In the midst of rapid technological developments, Randall's ESL Cyber Listening Lab has become one of the popular learning media for improving English listening skills. However, there is still a need to explore the extent of teachers' creativity in implementing strategies using this lab, as well as how students perceive its use in improving their listening skills. This phenomenon provides an understanding of the importance of research to understand more deeply how the use of ICT-based media can be optimized in the context of language learning.

Several previous studies have explored the use of ICT in education which can influence students' language skills (Chen & Chen, 2021; Mlay & Sabi, 2019; Tan et al., 2020). These studies use various types of platforms to support the learning process. However, no one has examined the use of digital platforms in the listening classroom, such as the use of Randall's ESL Cyber Listening Lab. A number of studies have also been conducted regarding the affordability of using ICT in education (Ma et al., 2022; Xue, 2022) and regarding cognitive affordance (Uther & Banks, 2016). However, these studies have not explored the use of ICT in physical affordance. Meanwhile, the use of ICT has been integrated with classroom needs and pedagogical practices (Poromaa, 2013), as well as ICT-based education that is adapted to the abilities of each individual student (Hernández-Bravo et al., 2016), but there has been no research that specifically examines the use of ICT in listening classes. Furthermore, the existing studies do not sufficiently explore how teachers' strategies and creativity play a role in

integrating these tools effectively in such contexts. Without addressing these aspects, it remains unclear how the unique features of ICT, such as those in Randall's ESL Cyber Listening Lab, contribute to both teacher innovation and student learning outcomes in listening skills. In this context, the use of ICT in education raises the challenge of innovation regarding the skills that teachers must have (Jiménez-Becerra & Segovia-Cifuentes, 2020) and effective skills for prospective English teachers (Smith, 2014), which shows the importance of teachers having these skills in using technology in learning. This creates a significant gap in understanding how technological tools can be optimized in the context of listening classrooms, particularly in relation to physical affordances. Therefore, this study seeks to address this gap in the literature by investigating the physical affordances of technological tools utilized in Randall's ESL Cyber Listening Lab for enhancing English listening skills in English listening class.

The purpose of this research is to provide a comprehensive understanding of teacher creativity in implementing strategies for using Randall's ESL Cyber Listening Lab in English listening classes, as well as to identify student perceptions of the effectiveness of the strategies implemented. This research has important implications for the development of innovative language teaching practices. By better understanding teachers' creativity in implementing Randall's ESL Cyber Listening Lab and students' perceptions of its use, this research can provide practical guidance for teachers in designing more engaging and effective learning experiences. Apart from that, the results of this research can also provide a basis for further development in curriculum design, learning material development, and teacher training. Thus, it is hoped that this research can make a significant contribution in improving the quality of English language learning in the future.

B. Research Question

1. How does Randall's ESL Cyber Listening Lab actualize physical affordance through its technological tools?
2. What strategies employed by the teacher in using technological tools of Randall's ESL Cyber Listening Lab?
3. How do students view the strategies employed by the teacher in using technological tools of Randall's ESL Cyber Listening Lab to suppport their listening skill development?

C. Research Objective

In accordance with the research questions, the main objectives of this research are as follows:

1. To investigate how Randall’s ESL Cyber Listening Lab enhances physical affordance through its technological tools.
2. To describe the strategies employed by the teacher in using technological tools of Randall's ESL Cyber Listening Lab.
3. To explore students’ views of the strategies employed by the teacher in using technological tools of Randall’s ESL Cyber Listening Lab to support their listening skill development.

D. Significance of the Research

1. Theoritical Benefit

By investigating the teacher's creativity in implementing strategies using Randall's ESL Cyber Listening Lab, this research can help develop the concept of creativity in the context of language teaching. Providing new insights into how teachers can use technology to enhance student's learning.

2. Practical Benefit

a. Development of Effective Learning Strategies

The findings of this research can assist English language teachers develop more effective learning strategies for increasing students' listening skills. This can significantly increase students' academic performance in English listening skills.

b. Enhancement of Technology Use in Learning

This research investigation has the potential to stimulate more innovative and purposeful use of technology for language learning. This research is intended to promote the use of technology in language learning by introducing teachers and students to the potential of Randall's ESL Cyber Listening Lab.

c. Improvement of Student Learning Experiences

By understanding students' perceptions of using Randall's ESL Cyber Listening Lab to improve their listening skills, this research can assist in designing more engaging and relevant learning experiences for students, which in turn can enhance their motivation and overall learning outcomes.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

Previous research has delved into various aspects of ICT integration in education, shedding light on its potential to influence students' language skills. This research looks at the impact of annotated video review mechanisms on English listening comprehension (Chen & Chen, 2021). This article states that the most frequent form of English listening practice in Taiwan is the use of CD players, which is inefficient and does not meet individual needs. As a result, this research offers a novel annotated video review mechanism (VALRM) with two review modes - delayed review mode and immediate review mode - to enhance learners' listening comprehension ability. This research looked at how using VALRM in the experimental group and the YouTube platform with a self-determined listening review mechanism (SDRML) in the control group affected their English listening comprehension skills. The research's results showed that students in the experimental group who used VALRM performed much better in listening comprehension than students who used SDRML. The research also found that students in the experimental group had substantially superior listening comprehension skills than students in the control group, even after the VALRM and SDRML mechanisms were abolished. The research suggests that VALRM is more successful in enhancing English listening learning performance than SDRML because learners can readily identify and play back unclear portions. This article presents a structural analysis of ICT-based interventions on reading habits in Uganda (Mlay & Sabi, 2019). The purpose of this study is to investigate the impact of ICT-based interventions on reading habits among Ugandan university students. A cross-sectional survey was utilized to obtain data from Uganda's eight institutions. The data was analyzed using structural equations and partial least squares. The major findings of 337 genuine replies reveal that ICT use, family

culture, school culture, and accessible income all have a substantial impact on Ugandan university students' reading habits.

This article investigates the efficacy of a digital pen-based learning system with a reward mechanism for improving metacognitive abilities in listening (Tan et al., 2020). The goal of this study is to develop a digital pen-based learning system that can help students strengthen their listening abilities by guiding them through the use of various support choices. Two tests were undertaken to assess the proposed system's impacts on learners' listening achievement, learning motivation, and metacognitive awareness. Experimental results indicate that the suggested method improves students' listening comprehension, learning motivation, and metacognitive awareness. Additional study was performed to determine the students' behavioral tendencies in using aid options when performing listening activities. This article describes and explores several intriguing behavioral tendencies. The article examines the elements that influence the transfer of ICT resource consumption by English as a Foreign Language (EFL) teachers in China (Ma et al., 2022). The purpose of this study is to better understand EFL teachers' behavior in relation to the use of ICT resources in language instruction, with the Integrated Theory of Acceptance and Use of Technology (UTAUT) serving as the research framework. This study included 585 EFL teachers in China who completed a questionnaire designed to assess their reactions to perceived utilization, social impact, facilitating conditions, behavioral goals, and actual utilization. The data were analyzed using a structural model. The study's findings indicate that the model can account for up to 60% of the variation in EFL teachers' behavioral intentions and 35% of the variation in utilization. The findings of this study can provide guidance for future practices in the successful integration of technology in language teaching.

This article explores the creation of a conceptual model for integrating mobile technology capabilities into task-based language learning activities (Xue, 2022). The article contends that the use of mobile technology in language acquisition necessitates a strong theoretical foundation and methodological guidelines. One approach to task-based language teaching (TBLT) is regarded as

the best way to teach and learn languages, and it can serve as the foundation and methodological principles for mobile technology applications. This article also advocates using the Conversational Framework to develop learning processes and test mobile technology capabilities. Based on these components, a conceptual approach for incorporating mobile technology capabilities into TBLT is presented. It is hoped that this model can be used in practice and research regarding the use of mobile technology in language learning. This article also illustrates specific procedures for implementing the model, as well as discussing the necessary demands on teachers and students. This article investigates the impact of affordances (the capabilities provided by an object or technology) on user preferences for multimedia language learning programs (Uther & Banks, 2016). The present investigation looks at an audio-based language learning software named "Vowel Trainer" and compares it to a text and image-based app called "Learn English for Taxi Drivers". The research also analyzes the use of two devices with nearly identical interfaces and sound outputs: the iPhone and the iPad. This research employed a mixed design method, with native language as a group factor, and device type (iPad vs. iPhone) and language application type (audio vs. video) as within-group variables. Sensory and cognitive affordances were evaluated, and user preferences were measured for each program. Data from 41 individuals (21 native English speakers and 20 non-native English speakers) were analyzed, and differences in assessments of audio and visual subjective quality were discovered between devices, with the physical limits of the devices only affecting visual quality. The research concludes that sensory affordances are greatly influenced by the environment of use, as well as physical limits. Implications for the development of design guidelines for language learning applications and other multimedia are also discussed in this article.

This article addresses the use of information and communication technology (ICT) in English language education at the PGCE (Postgraduate Certificate in Education) level in England (Smith, 2014). The research examines how effective potential secondary English teachers on PGCE programs are equipped with effective ICT abilities to operate within a multiliteracies curriculum, as well as how

well their teaching instructors are prepared to assist them. This article also explores the significance of understanding the relationship between English as a subject and the use of ICT, as well as the opportunity provided by the School Direct program for incorporating ICT into the PGCE. The article states that more research and work is needed to investigate the relationship between research, ICT, and PGCE. This article addresses ICT practices, social class, and pedagogy in Swedish junior secondary schools (Poromaa, 2013). According to the report, schools face varying situations when it comes to meeting their requirements to integrate ICT into their teaching activities. The purpose of this paper is to investigate the relationship between classes, ICT access, and pedagogy by comparing three Swedish junior secondary schools of varying social makeup. The information collected in this research included observations, interviews, and policy documents. According to the article, schools do not have equal opportunity to deliver educational methods that help pupils to develop ICT skills and knowledge because of obligatory disparities and distinctive social settings.

This research investigates the impact of a tailored information and communication technology (ICT)-based music education program on primary school students' musical abilities and grades (Hernández-Bravo et al., 2016). To examine the program's impact, this study used a factorial design that incorporated musical intelligence (MA) treatment (low-average-high) and intervention type (experimental vs. control). The findings revealed that students with ordinary and high musical abilities improved their hearing, voice expression, instrumental expression, musical language, movement and dance, and arts and culture skills in ICT-based programs compared to non-ICT programs. Meanwhile, students with limited musical abilities benefit more from non-ICT programs, implying that kids react differently to the two modes of intervention. The results of this study are discussed in the context of implications for better adapting music teaching to student diversity. This article examines didactic integration methods in teaching practice that use information and communication technology (ICT) (Jiménez-Becerra & Segovia-Cifuentes, 2020). The article discusses the challenges of innovation in teaching practice in the modern day. This article was conducted in 52

Colombian schools as part of the "ICT: Challenges Based on the Ecology of Learning" project, which sought to identify the many ICT-mediated didactic integration models employed in educational reform. The findings of this research indicate three models, which are grouped according to instructional methodologies, curriculum conception, and methodological implementation. Aside from that, this essay emphasizes the need of developing models that help students' cognitive development. With these data, teaching practices can be pondered on, and new teaching concepts can be presented, demonstrating that ICT-integrated education exceeds its promises. This article also emphasizes the significance of educational reform in the development and diffusion of information in a linked world. These developments include criticizing the use of ICT in instructional practices. This article describes how research on the use of ICT in education focuses on technological rather than instructional aspects. As a result, the article aims to identify and categorize different types of ICT didactic integration, as well as present a fresh perspective on the function of mediated didactics in teaching.

B. Literature Review

1. Physical Affordance of Technoligical Tools

The concept of affordances in the context of human-computer interaction (HCI), emphasizing the interplay between perceived and actual affordances in guiding user interactions with technological systems. Norman introduced perceived affordances—the cues that indicate how an object should be used—shaped by design conventions, past experiences, and user expectations. In educational technology, this distinction is crucial as learners engage with digital tools based on their intuitive understanding of available functionalities rather than the tool's objective capabilities. Norman further highlighted physical affordances, which refer to the tangible design elements that facilitate user interaction, such as buttons, touchscreens, and navigation controls. These affordances determine how easily users can manipulate a system to achieve

learning goals, making usability and accessibility central to effective instructional technology design (Norman, 2013).

The concept of affordances, rooted in ecological psychology and human-computer interaction, has gained prominence in educational research for understanding the potential interactions between learners and technological tools (Dalgarno & Lee, 2009; Xue & Han, 2023). Affordances in educational contexts refer to the opportunities for learning activities that are determined by the perceived and actual features of technology tools or environments (Xue & Han, 2023). Scholars have emphasized the importance of analyzing how the affordances of information and communication technologies (ICTs) can be harnessed to facilitate specific teaching and learning approaches (Dalgarno & Lee, 2009). By conceptualizing educational affordances as opportunities enabled by technology features, educators can design learning environments that optimize student engagement, interaction, and learning outcomes.

Physical affordances in educational technology encompass the tangible features and functionalities of technological tools that influence users' interactions and learning experiences. These affordances can be categorized into cognitive, physical, sensory, and functional dimensions, each playing a distinct role in shaping user interactions and task performance. Physical affordances pertain to the tangible attributes and actions facilitated by the tool (Hartson, 2003). Understanding the physical affordances of technological tools is essential for optimizing their usability, accessibility, and effectiveness in educational settings.

Research has explored the usability and accessibility of technological tools in language learning contexts, emphasizing the importance of aligning tool affordances with learners' needs and abilities (Antonenko et al., 2016; Khan et al., 2023). Studies have highlighted the role of technological affordances, social affordances, and educational affordances in informing the design and implementation of educational technologies (Antonenko et al., 2016). By considering the affordances of AI-enabled applications, online learning platforms, and digital storytelling tools, educators can enhance learners'

engagement, satisfaction, and learning achievement (Fu et al., 2020; Zhang, 2022). Furthermore, the integration of technologies into authentic assessment design has been approached from an affordance perspective, focusing on aligning technologies with pedagogical approaches to optimize learning experiences and outcomes (Osborne et al., 2013). By leveraging the affordances of technology tools, educators can create inclusive, engaging, and effective learning environments that cater to diverse learner needs and promote positive learning experiences.

2. Technology in Language Learning

The integration of technology in language education has been a subject of extensive research and discussion. Scholars have emphasized the importance of incorporating innovative technological tools to cater to the diverse needs of English as a Foreign Language (EFL) learners in the digital era (Bahari et al., 2024). The role of technology in language education is not only limited to traditional classroom settings but has expanded to include virtual reality, chatbot-based support, and adaptive learning algorithms, all of which have shown positive impacts on language learning proficiency and self-regulated learning skills (Bahari et al., 2024). Furthermore, the historical development and trends in using technological tools for language learning have evolved significantly, with studies showcasing the benefits of technologies such as mobile devices, computer multimedia platforms, and web-based resources in enhancing language acquisition and communication (Al-Haq & Al-Sobh, 2010; Dai, 2018; Hakeem Barzani et al., 2021).

Educational technology theories play a crucial role in shaping the design and implementation of technology-enhanced language learning environments. The Theory of Interdependence and Modularity, for instance, highlights the tight integration of new technologies into educational practices, emphasizing the interconnectedness of components within the system (Munyoki Mwinz, 2022). Additionally, the learner autonomy framework has been explored in blended learning courses that utilize products like the Google Suite, showcasing how

technology can foster autonomy and collaboration among learners (Hauser, 2022). These theoretical underpinnings provide a foundation for understanding the dynamics between technology, pedagogy, and language learning outcomes.

The role of technology in language education extends beyond mere facilitation of learning activities; it has the potential to transform the entire language learning process. Studies have shown that when digital technology is appropriately integrated into ESL classes, it can significantly enhance students' language skills without overwhelming them (Abbasova & Mammadova, 2019). Moreover, the use of technology in English Language Learning (ELL) classes has been associated with increased engagement, improved self-concept, and the development of higher-order thinking skills among learners (Celik, 2023). Teachers' attitudes and technological knowledge also play a critical role in the successful integration of technology in language learning classes, highlighting the importance of educator readiness and support (Lamo et al., 2023).

3. Technological Tools in Randall's ESL Cyber Listening Lab

The integration of technological tools in language learning environments is underpinned by various theoretical frameworks that emphasize the transformative potential of technology in enhancing language acquisition and communication skills. These frameworks highlight the importance of leveraging technology to create dynamic and interactive learning experiences that cater to individual learner needs, promote engagement, and facilitate language skill development (Güngör & Demirbaş, 2011; Zhou & Wei, 2018). Educators can design technology-enhanced language learning environments that align with advancing trends in educational technology and language pedagogy (Güngör & Demirbaş, 2011). The normalization of technology in language classrooms has led to a paradigm shift in language teaching approaches, emphasizing the multi-faceted aspects of language learning technologies (Güngör & Demirbaş, 2011; Zhou & Wei, 2018).

Randall's ESL Cyber Listening Lab offers a comprehensive set of technological tools designed to enhance ESL learners' listening skills and overall

language proficiency. The platform provides interactive listening exercises, authentic audio materials, vocabulary-building activities, and opportunities for oral communication practice (Dunkel, 1988; Zemlyanova et al., 2021). By utilizing various discourse categories such as lectures, speeches, and dialogues, Randall's platform enables ESL students to practice listening for comprehension, notetaking, summary writing, and oral communication (Dunkel, 1988). Additionally, tools like VoiceThread have been instrumental in developing ESL learners' oral proficiency by facilitating strategic language use and learner collaboration. These tools create a dynamic and engaging learning environment that mirrors real-world language contexts and promotes active engagement in language learning activities (Dugartsyrenova & Sardegna, 2016; Zemlyanova et al., 2021).

Studies have shown that platforms similar to Randall's, which offer interactive listening exercises and authentic audio materials, can significantly enhance ESL students' active listening skills and engagement in language learning activities (Dunkel, 1988; Zemlyanova et al., 2021). By incorporating guided mobile learning and digital storytelling activities, Randall's platform equips ESL learners with access to technology and authentic learning environments that support communicative language teaching and learning (Kamal et al., 2021). The utilization of technological tools in Randall's ESL Cyber Listening Lab, supported by relevant theoretical frameworks, offers ESL learners a valuable resource for enhancing their listening skills and overall language proficiency.

4. Teacher’s Strategies

In the context of language learning, teachers' strategies in integrating technology into the classroom are critical for enhancing students' engagement and achievement. Technological Pedagogical Content Knowledge (TPACK) framework provides a valuable lens to analyze how teachers effectively blend technology, pedagogy, and content knowledge in their teaching practices (Koehler, 2006). According to TPACK, teachers need to develop a deep

understanding of how technological tools can support pedagogical strategies and content delivery. This interplay involves not only knowing the tools available but also creatively using them to achieve specific learning outcomes. Teacher creativity and strategy play a pivotal role in the effective integration of technological tools in the classroom, drawing on theoretical frameworks that emphasize the dynamic and innovative nature of teaching practices (Fitriah, 2018; Jeffrey & Craft, 2004). Cropley's identification of creativity-fostering teacher behaviors underscores the significance of teachers' socially integrative teaching styles, encouragement of flexible thinking, and promotion of self-assessment among students (Özkal, 2014). By adopting a learner-centered, open-ended pedagogy, teachers can encourage students to explore and innovate with technological tools, fostering imagination, problem-solving, and risk-taking in educational practices (Yang et al., 2020).

In the case of Randall's ESL Cyber Listening Lab, TPACK serves as a guiding framework to evaluate how teachers implement technological strategies to facilitate listening skill development. The platform's interactive tools and multimedia resources align well with the principles of TPACK, as they offer opportunities for integrating technology into pedagogical practices tailored to the specific content of listening and speaking skills. For example, the use of audio recordings, quizzes, and comprehension exercises within the Cyber Listening Lab provides teachers with diverse options to design engaging and contextually appropriate lessons. Furthermore, effective use of technology in the classroom is closely linked to teachers' abilities to design creative learning activities, motivate students, and create meaningful learning experiences that promote creativity and engagement (Khikmah, 2019; Wandi et al., 2018). Teachers employing TPACK may leverage the platform's features to create varied instructional strategies, such as group discussions based on listening tasks or individual problem-solving activities to address comprehension gaps. Additionally, their ability to adapt content to suit students' proficiency levels and needs reflects both their Technological Content Knowledge (TCK) and Pedagogical Content Knowledge (PCK), essential components of TPACK. By

embracing innovative teaching strategies and creative approaches, educators can enhance student engagement, motivation, and learning outcomes in technology-rich learning environments. This demonstrates how TPACK, combined with teacher creativity, can maximize the potential of tools like Randall's ESL Cyber Listening Lab to create dynamic, interactive, and student-centered learning experiences.

5. Students' view

The perspectives of students on the strategies employed by teacher when using technological tools in language learning are influenced by theoretical frameworks that emphasize student-centered pedagogy, constructivist views, and the role of technology in enhancing learning experiences (Cheng et al., 2010; Twining et al., 2013). Student-centered teaching strategies that prioritize self-motivation, self-reflection, and interactive learning processes resonate with constructivist theories that view learning as an active, reflective, and collaborative endeavor (Cheng et al., 2010). The integration of technology in educational practices aligns with the belief that technology can facilitate student engagement, autonomy, and critical thinking skills, contributing to a more dynamic and effective learning environment (Twining et al., 2013). By considering students' views through the lens of constructivist and student-centered theories, educators can tailor their teaching strategies to meet students' diverse learning needs and preferences.

Another key theoretical framework that informs students' views on learning strategies is Self-Determination Theory (SDT), which explains how motivation and engagement influence learning effectiveness. SDT posits that students' engagement is driven by the fulfillment of three fundamental psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 1985). Autonomy refers to students' perception of control over their learning, which is enhanced when teacher implements strategies that allow for self-directed engagement with technological tools. Competence is fostered when instructional strategies provide clear guidance, achievable challenges, and immediate feedback, helping

students feel capable and confident in their learning process. Relatedness emerges from interactive and collaborative learning experiences, such as group discussions and problem-solving activities, which strengthen students' connections with peers and instructors (Ryan & Deci, 2000).

Students' perspectives on technological tools in language learning are shaped by their experiences, preferences, and perceptions of the benefits and challenges associated with technology integration in the classroom (Adhikari, 2021; Levin & Wadmany, 2006). The incorporation of ICT tools such as YouTube and Google in academic activities has been shown to enhance students' collaborative skills and support positive learning outcomes (Adhikari, 2021). However, while many studies have explored teachers' views on ICT, few have delved into students' perceptions of learning in technology-rich classrooms, highlighting the need to consider students' voices and experiences in shaping effective technology integration practices (Levin & Wadmany, 2006). Students' views on technological tools reflect their engagement, motivation, and learning experiences, underscoring the importance of incorporating student perspectives in the design and implementation of technology-enhanced learning environments.

From the students' perspective, the strategies employed by teacher when using technological tools in language learning offer both benefits and challenges that impact their learning experiences (Adhikari, 2021; Webster & Son, 2015). Students perceive technology integration as beneficial for enhancing collaboration, engagement, and learning outcomes, providing them with opportunities to interact with content in innovative ways (Adhikari, 2021). However, challenges such as the complexity of technology use, varying levels of digital literacy, and potential distractions can also influence students' views on the effectiveness of technology-enhanced teaching strategies (Webster & Son, 2015).

By considering students' perspectives on the benefits and challenges of technology integration, educators can address students' needs, preferences, and concerns to create inclusive and effective learning environments that promote

student engagement and success. Student perceptions of the strategies used by teacher with technological tools have a significant impact on learning engagement and effectiveness, influencing students' motivation, participation, and learning outcomes. When students view technology integration as enhancing their learning experiences, promoting collaboration, and providing opportunities for interactive learning, they are more likely to be engaged and motivated in the learning process (Radhakrishnan et al., 2018). Conversely, challenges such as technical difficulties, lack of familiarity with technology tools, and perceived barriers to effective use can hinder student engagement and learning effectiveness (Schcolnik, 2018). By understanding and addressing student perceptions, educators can optimize technology integration practices to enhance student engagement, motivation, and learning outcomes in language learning contexts.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, a qualitative descriptive method was chosen as the research approach. The purpose of selecting this method is to comprehensively describe the teachers' experiences in creatively using Randall's ESL Cyber Listening Lab as an ICT-based learning medium, and to explore students' views on the use of this lab in the teacher-designed classroom. This approach not only explores how Randall's ESL Cyber Listening Lab is used but also enriches the understanding of classroom interaction dynamics and its impact on student learning achievement. This research is based on the concept that the use of information and communication technology (ICT) in education can enhance the quality of learning. The choice of this design is grounded in the theoretical framework that qualitative descriptive research is well-suited for capturing detailed accounts of personal experiences and contextual factors (Bogdan & Biklen, 1998). This approach is based on the belief that understanding the nuances of teacher creativity and student perceptions requires rich qualitative data that can reveal the intricacies of the educational environment and the effective use of ICT tools in improving learning outcomes.

B. Research Setting

This research was conducted at the Walisongo State Islamic University (UIN) Semarang, Central Java, starting on October 7, 2024. This university has a "Listening and Speaking" course which used Randall's ESL Cyber Listening Lab as a learning medium. This research took place outside the course to collect data through interviews and simultaneously with the implementation of courses taught by teacher during one academic semester to collect data through observation. Therefore, this research was carried out in the class designated as the place for

implementing the "Listening and Speaking" course and using Randall's ESL Cyber Listening Lab as part of the learning media.

C. Source of Data

The data sources of this study included a teacher of the 'Listening and Speaking' class with experience in using Randall's ESL Cyber Listening Lab. The teacher was selected due to their years of experience using Randall's ESL Cyber Listening Lab and their expertise in integrating it with various teaching methods. Experienced teacher can provide in-depth perspectives on how technological tools can be effectively integrated into pedagogical practices to enhance content delivery (Mishra & Koehler, 2006). Additionally, 28 first-semester students attended the class at Walisongo State Islamic University, Semarang. Their perspectives and experiences as learners are crucial because learning is a social process, and students' interactions with technology and their responses to teaching strategies are essential for understanding the full impact of these tools (Vygotsky, 1978).

This class was deliberately chosen because, in the odd semester of 2024, it was the only Intensive Course in Listening and Speaking taught by the teacher who consistently integrates Randall's ESL Cyber Listening Lab as the primary instructional tool. The systematic and structured use of the platform provides an optimal setting for examining how technology-driven teaching strategies influence student engagement, comprehension, and overall learning outcomes in language acquisition.

The data sources of this study also included documentation of the technological tools and features within Randall's ESL Cyber Listening Lab. This documentation involved systematically observing and recording the website's functionalities, interactive elements, and resources. These insights were crucial for addressing the research question: "How does Randall's ESL Cyber Listening Lab actualize physical affordance through its technological tools?" By examining the tools directly, this study could analyze their potential to enhance physical interaction and support language learning processes. This combination of students, and

documentation offered a comprehensive view of the Cyber Listening Lab's influence on language learning outcomes, encompassing both pedagogical strategies and technological affordances.

D. Method of Collecting Data

1. Documentation

This method involved a systematic analysis of features on the Randall's ESL Cyber Listening Lab website. Its purpose was to answer the first research question: how this lab actualized physical affordance through its technological tools. Grounded in content analysis, this methodological choice drew upon principles from qualitative research methodologies, particularly in the examination of textual and multimedia content (Krippendorff, 2018). This approach allowed researchers to gain valuable insights into how these tools were structured and intended to be utilized, forming a foundational understanding for subsequent analysis and interpretation.

2. Observation

This method was used to address the second question, which examined teachers' strategies in utilizing the technological tools in Randall's ESL Cyber Listening Lab. Classroom observation enabled researcher to understand the direct interactions and behaviors of teacher when integrating technology into teaching. Informed by the sociocultural theory of learning, observation acknowledges the significance of social interactions and cultural context in shaping teaching practices and student learning experiences (Vygotsky, 1978). By observing these dynamics in action, researcher uncovered nuanced details about the implementation technological tools in educational settings.

3. Semi-structured interview

This method was conducted to explore students' views on the strategies their teacher used to support the development of their listening skills, thus addressing

the third research question. These interviews allowed students to openly and deeply share their perspectives. Aligned with constructivist principles, semi-structured interviews recognize the active construction of knowledge through individual experiences and interactions (Jonassen, 1991). By capturing diverse perspectives and interpretations, this method contributed to a more comprehensive understanding of the phenomenon under investigation.

E. Research Instrument

1. Documentation Study Guideline

The documentation guideline served as the chosen instrument for this research endeavor. Its purpose was to assess the features and functionalities of the technological tools available on Randall's ESL Cyber Listening Lab website. Specifically, it provided a structured framework for systematically analyzing various components of the website, such as audio clips, interactive exercises, quizzes, and multimedia content. Moreover, the guideline facilitated an examination of how these tools are designed to enhance listening skills and their intended use by both the teacher and students. This selection was driven by the need for a comprehensive and systematic approach to data collection and analysis. By adhering to the guidelines outlined in the instrument, researchers ensured consistency and rigor in evaluating the ESL Cyber Listening Lab website. Additionally, the structured nature of the guideline enabled efficient and effective capture of relevant data points, facilitating a thorough exploration of the website's features and functionalities. Overall, the documentation study guideline was instrumental in supporting the research objectives by enabling a detailed examination of the technological tools and their impact on language learning outcomes. The theoretical basis supporting the use of the Documentation Study Guideline in this research was rooted in the principles of content analysis methodology. Content analysis provides a systematic and objective means of analyzing textual and multimedia content (Krippendorff, 2018). By employing the Documentation Study Guideline, which drew upon

these principles, researchers methodically examined the design and intended use of technological tools on the ESL Cyber Listening Lab website.

2. Observation Guideline

The observation guideline served as the chosen instrument for this research endeavor. Its purpose was to systematically observe classroom activities and the implementation of strategies using Randall's ESL Cyber Listening Lab. Through this structured framework, researcher aimed to collect data on how the teacher integrated technological tools into their teaching practices, adapted resources to meet students' needs, and engaged students effectively. Additionally, the guideline facilitated the examination of teacher creativity and innovation in using the ESL Cyber Listening Lab, providing insights into real-time interactions and behaviors within the classroom environment. The selection of the observation guideline was driven by the need for consistency and rigor in data collection during classroom observations. By adhering to the structured framework outlined in the instrument, researcher systematically captured relevant information about the implementation of technological tools and teaching strategies. Furthermore, the guideline provided clear criteria and prompts for observing various aspects of classroom activities, enabling researchers to focus on specific areas of interest and record observations accurately. Overall, the guideline enhanced the reliability and validity of the data collected during classroom observations, thereby supporting the research objectives of examining the impact of technology integration on language learning outcomes. The use of the guideline in this research was supported by the principles of qualitative research methodology, specifically in the context of classroom observation. Observation has been widely acknowledged in educational research for its ability to provide firsthand insights into teaching practices, student interactions, and classroom dynamics (Merriam & Tisdell, 2015). By employing the guideline, researcher systematically observed how the teacher utilized technological tools, such as Randall's ESL Cyber Listening Lab, in their instructional strategies.

For the observation method, meta-observation was carried out by involving an additional observer who independently documented observations during the session. The results from both observers were then analyzed to identify any differences and ensure data consistency. This strategy improves credibility and dependability by reducing potential observer bias and enhancing the reliability of recorded data (Lincoln & Guba, 1985).

3. Interview Guideline

The research primarily drew on data from questionnaire administered to students, capturing their immediate perceptions of the teaching strategies facilitated by Randall's ESL Cyber Listening Lab. By incorporating carefully designed open-ended questions, the questionnaire ensured a systematic exploration of students' viewpoints while maintaining flexibility for diverse responses. This approach enhanced the depth and authenticity of the data collected, supporting the research objectives of investigating the impact of technology integration on language learning outcomes. The questionnaire is widely recognized as an effective method for capturing participants' insights, as it encourages reflective and elaborative responses, offering valuable qualitative data that may not be captured through structured or multiple-choice surveys (Creswell & Poth, 2013; Patton, 2014). To verify and deepen these initial insights, follow-up interview was then conducted. The open-ended interview was utilized to gather data on students' perceptions of the effectiveness, engagement, and impact of teaching strategies facilitated by the ESL Cyber Listening Lab. This method allowed students to express their thoughts freely, providing detailed responses based on their experiences, preferences, and challenges related to technology integration in language learning. By using this method, researcher gained a richer understanding of students' experiences with technology integration in language learning.

F. Method of Analysing Data

This study used content analysis to examine documentary data, specifically the resources available on Randall's ESL Cyber Listening Lab website. This analysis aimed to understand the features provided by the lab, such as the types of audio clips, interactive exercises, quizzes, and other multimedia content, as well as how these features are designed to enhance English listening skills. Content analysis was selected for its ability to systematically categorize and interpret the content, enabling researchers to identify key elements and patterns within the educational resources provided by the website. The theoretical foundation for content analysis was grounded in the work who highlights its utility in making replicable and valid inferences from texts to the contexts of their use (Krippendorff, 2018).

The data from observations and interviews were analyzed using the qualitative data analysis method (Miles et al., 2014). This method involved three main steps: data condensation, data display, and drawing and verifying conclusions. For observational data on classroom activities and teachers' creativity in adopting strategies using Randall's ESL Cyber Listening Lab, data condensation involved selecting, coding, and organizing key aspects of observed practices. These aspects were categorized based on relevant indicators, such as the integration of technology and innovative teaching strategies. The data was then displayed in matrices or other visual formats to identify patterns and relationships that provided insights into how teachers creatively utilized the lab resources in their teaching. For semi-structured interview data with students, data condensation included coding responses to highlight recurring themes related to their experiences and perceptions of using technology in English language learning. The data was displayed in a systematic manner, such as in tables or diagrams, to facilitate comparison and analysis of themes across different participants. The final stage involved drawing and verifying conclusions. This process synthesized insights from both observational and interview data, ensuring that the findings were grounded in the data and aligned with the research objectives. Triangulation and member checking were employed to verify the validity of the conclusions.

By combining content analysis and the data analysis methods developed by Miles, Huberman, and Saldaña, this study provided a comprehensive understanding of the physical capabilities of technological tools used to improve English listening skills, as well as teacher creativity and students' perceptions of the use of these tools in learning contexts.

G. Trustworthiness

To ensure the trustworthiness of this study, several strategies were employed to enhance the credibility and confirmability of the findings. For the observation method, meta-observation was conducted by involving an additional observer who independently recorded observations during the same session. Afterwards, the findings from both observers were compared to identify any discrepancies and ensure consistency in the data. This approach enhances credibility and dependability by reducing potential observer bias and increasing the reliability of the recorded data (Lincoln & Guba, 1985). For the interview method, which was conducted using an open-ended questionnaire, member checking was implemented to clarify ambiguous or unclear responses. Participants whose answers lacked clarity were invited for follow-up interviews to verify and elaborate on their responses. This process ensured that the interpretations accurately reflected participants' intended meanings, thus strengthening confirmability and credibility (Creswell & Poth, 2013). By employing meta-observation and member checking, this study ensured that the data collected was accurate, reliable, and free from researcher bias, enhancing the overall trustworthiness of the findings.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

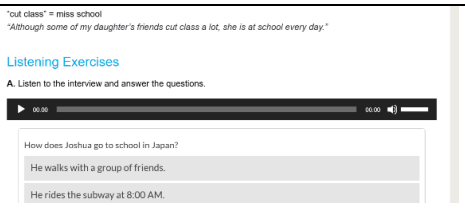
A. Findings

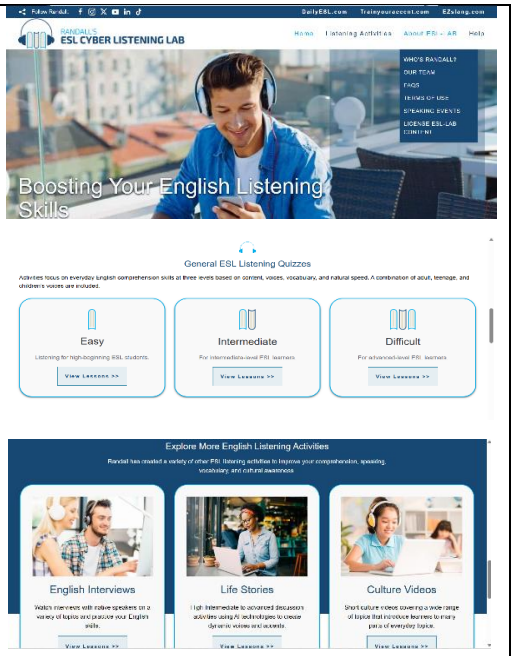
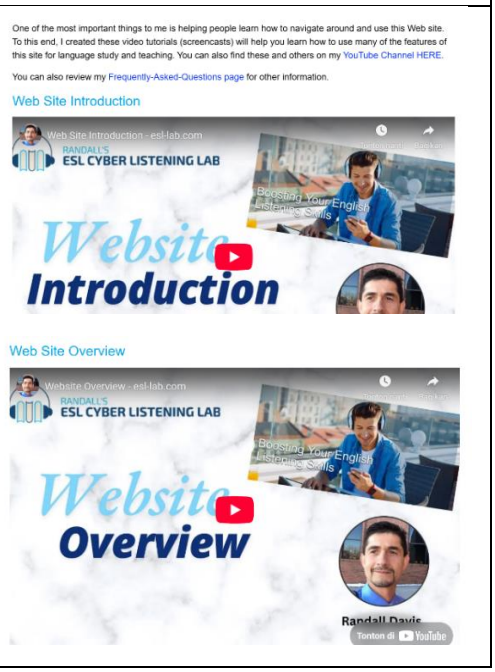
It is known that there are three research objectives listed in chapter I. The first objective of this study is to determine physical affordance through technological tools in Randalls' ESL Cyber Listening Lab. The second objective is to determine strategies employed by the teacher in using Randalls' ESL Cyber Listening Lab. The third objective is to determine students' views of the strategies employed by the teacher in using technological tools of Randall's ESL Cyber Listening Lab to support their listening skill development. To achieve the research objectives, the researcher describes several descriptions as follows:

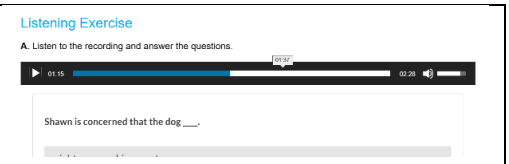
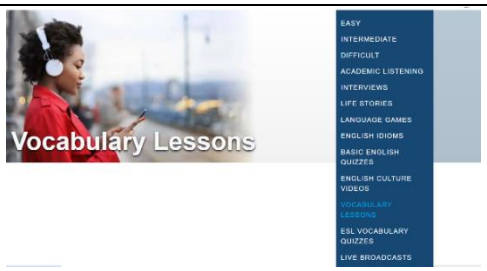
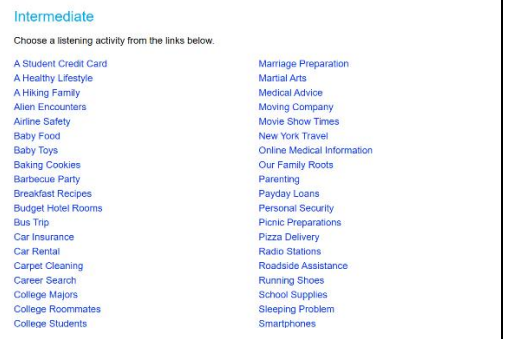
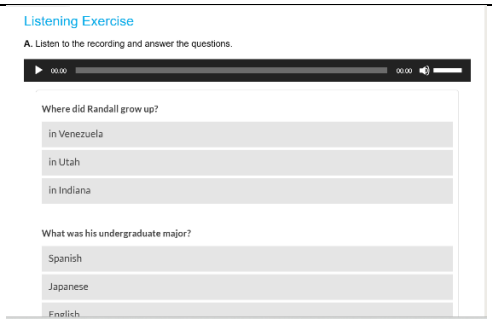
1. Physical Affordance of Randall's ESL Cyber Listening Lab

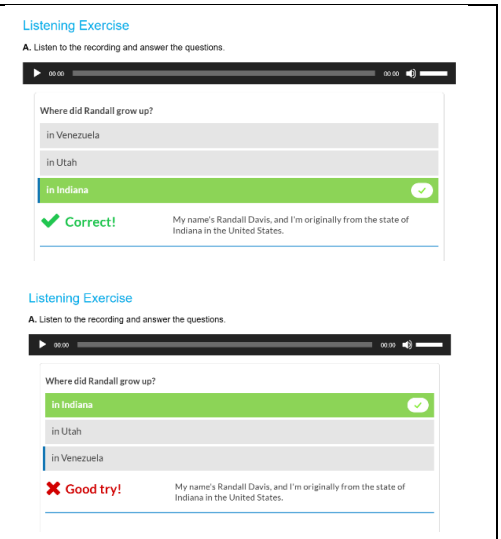
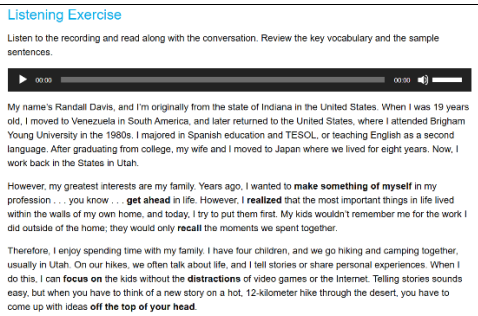
The data of this research reveal various physical affordances of technological tools present in Randall's ESL Cyber Listening Lab that support user interaction and learning engagement. The analysis was conducted by systematically examining the platform's features, including accessibility, interactivity, and functional design. The following table presents the documented affordances and their relevance to the learning process.

Table 4.1 *Physical Affodance of Technological Tools in Randall's*

Indicator	Physical Affordance	Evidence
Visual Cues	The play, pause, volume buttons are clearly visible and easy to recognise.	

	Icons and navigation menus are easy for new user to recognise and understand.	
User Guidance	Clear instructions for first-time users using the platform.	
	Tutorials or special instructions for new user.	

Audio Controls	Users can repeat certain parts of the audio easily.	
Interactive Navigation	User can select the desired type of material and activity.	
	User can select the material topic according to the desired level.	
	The platform responds to user clicks and navigation quickly and smoothly.	
Learning Features	After listening, there are interactive quiz-based practice questions.	

	The correct answer will be displayed directly after the participant completes the quiz.	
	A text transcribing feature that helps users read while listening.	
Customization & Adaptability	Users can choose the difficulty level of the material they want to learn.	

Based on the data above, it was found that Randall's ESL Cyber Listening Lab provides various physical affordances of technological tools that enhance user interaction and support learning activities. The following are the key affordances identified through the documentation process:

1. Visual Cues

   There are features such as play, pause, and volume adjustment buttons for the audio in Randall's, more specifically in the listening exercise section. The play and pause buttons are the same button located on the left and the volume button is located on the right. The volume button is pressed

to turn on and off, then next to it there is a long white line that is used to adjust the volume low.

There are icons and navigation on the Randall's main page. Users are given several options to navigate the website. By scrolling down then find icons and images that are given a description below and directly directed to the materials and activities, or click the post *About ESL-LAB* which provides information about Randalls'.

2. User Guidance

There is a post that provides clear instructions to new users on the main page located in the upper right corner with the words Help. Randalls' provides several options for new users, one of which is the *post First Time Users*. If new users click this post, then Randall's will provide information about Randall's and steps that need to be done for the first time user.

New users are given information and tutorials using Randalls through videos entitled *Web Site Introduction* and *Website Overview*. These videos help new users to navigate around and use this website. New users can also ask for more information related to Randalls'.

3. Audio Controls

Users can repeat certain parts of the audio easily. This is done by hovering and or directly tapping on the long line that has a time stamp. This can be done multiple times without any maximum number.

4. Interactive Navigation

Randalls' provides a variety of materials and activities, which can be customized to suit the user. Materials are provided with various levels and activities are provided according to their type.

The material provided by Randalls' is grouped according to its level. Each level has many varied topics. Each selected topic of material has its own activity.

The platform responds to user clicks and navigation quickly and smoothly. When the user clicks a button or moves between pages, the system displays an immediate response without significant lag.

5. Learning Features

There are interactive quiz-based practice questions after listening to the audio in the *Listening Exercise* section. The questions are related to the audio previously listened to. The quiz format is questions with multiple choice answers.

After taking the quiz, the correct answer will be displayed immediately below each quiz number. If the user's answer is correct, it will say "*Correct!"* accompanied by a discussion of the answer below it. If the user's answer is incorrect, it will say "*Good Try!"* accompanied by a discussion of the answer below it.

The text transcription feature allows users to read the text simultaneously while listening to the audio. Users need to scroll down on the website and click the *See Listening Script* to get the script from the audio.

6. Customization & Adaptability

Randalls' provides four levels: easy, intermediate, difficult, and academic listening. Each level has materials with various topics and activities. Users need to click on the *Listening Activities* post and determine the desired level.

In conclusion, Randall's ESL Cyber Listening Lab offers a range of physical affordances that enhance user interaction and support effective language learning. The platform provides visual cues that facilitate navigation, user guidance features that assist new learners, and audio controls that allow flexible listening adjustments. Its interactive navigation ensures smooth access to diverse materials and activities tailored to different proficiency levels, while its learning features, such as quizzes and text transcription, promote comprehension and engagement. Additionally, the customization and adaptability of the platform enable users to select materials suited to their learning needs. These affordances collectively contribute to an interactive, user-friendly, and effective online learning experience for ESL learners.

2. Teacher's Strategies in Using Technological Tools

The data of this research reveal strategies employed by the teacher during learning in class. A total of 28 students from the Listening and Speaking class along with the teacher of the course were observed. Based on the findings, it was revealed that the teacher employed a variety of strategies while consistently using Randall's ESL Cyber Listening Lab as the primary resource for learning. The strategies were systematically integrated to support students' listening skill development and create an engaging learning environment. One of the main strategies was oral instruction, where the teacher consistently provided verbal guidance to direct students through each stage of the lesson. Clear communication of objectives, detailed explanations of activities, and step-by-step instructions were given to ensure that students understood the expectations. To maintain engagement, the teacher also posed critical thinking questions and offered clarifications as needed.

Another key strategy involved listening exercises with authentic audio from Randall's ESL Cyber Listening Lab. The teacher carefully selected audio tracks suited to the students' proficiency levels and learning goals, playing them multiple times to accommodate varying comprehension needs. Post-listening discussions were held to deepen understanding, allowing students to analyze vocabulary, pronunciation, and main ideas. Joint review was also emphasized, where students revisited the dialogue from the listening materials. They identified unfamiliar vocabulary, compiled word lists, and sought meanings through discussion or independent research, fostering deeper language acquisition. To enhance pronunciation and intonation skills, the teacher implemented drilling activities, using the listening scripts. Students repeated dialogues after the teacher, focusing on articulation, stress, and rhythm, either individually or in pairs. The strategy of reading aloud in groups, divided by gender, further reinforced pronunciation and intonation practice. Each group read dialogues aloud, with the teacher providing corrective feedback to refine their speaking skills. Question and answer sessions were incorporated to assess

comprehension and stimulate critical engagement with the material. Students actively responded to questions regarding key details, main ideas, and inferred meanings, promoting interactive learning.

The teacher also utilized discussion and problem-solving activities, organized in whole-class, small-group, or pair formats. These discussions enabled students to collaboratively analyze audio materials, answer questions, and solve comprehension challenges, enhancing understanding through peer interaction. Voice recording activities allowed students to practice and record dialogues in pairs, helping them evaluate their own pronunciation and fluency. This method fostered greater self-awareness and speaking confidence. E-learning media was employed to extend learning outside of class. Students completed online quizzes, answered discussion questions, and engaged in collaborative online interactions, supporting flexible and accessible learning opportunities. Through written assignments, students answered comprehension questions by hand, scanned their responses, and uploaded them to the e-learning platform. This process helped reinforce the information absorbed during listening activities.

Finally, feedback provision played a critical role. The teacher provided detailed comments and scores through the e-learning platform, offering constructive advice, identifying strengths and weaknesses, and suggesting strategies for improvement. In conclusion, the teacher's use of diverse strategies including oral instruction, structured listening activities, collaborative discussions, voice recording, and the integration of digital platforms successfully supported the development of students' listening comprehension and overall language proficiency. By combining traditional and technology-enhanced methods, the teacher created an interactive, engaging, and supportive learning environment.

3. Students' View of the Strategies Employed by the Teacher in Using Technological Tools

This study initially targeted all 28 students enrolled in the Listening and Speaking class; however, only 22 students agreed to participate in the questionnaire. Despite this limitation, the collected responses provided valuable insights into students' perceptions of the strategies implemented by the teacher when using Randall's ESL Cyber Listening Lab. These findings offer a comprehensive understanding of how various teaching strategies were received and their effectiveness in supporting listening skill development. The data, collected through open-ended questionnaires, revealed that oral instruction was generally considered helpful by most students. Clear verbal guidance allowed students to follow the activities easily, although some noted that instructions were sometimes too fast or lacked detail, leading to confusion about tasks. Regarding listening and discussion, students largely found this strategy highly effective. Post-listening discussions enabled them to share interpretations and clarify misunderstandings, fostering better comprehension. However, some students remarked that discussions occasionally drifted from the topic and lost focus. In the reviewing audio, vocabulary list, and transcript strategy, students expressed appreciation for the supporting materials that aided vocabulary acquisition and context understanding. Nevertheless, some felt that not all challenging vocabulary was addressed in class, suggesting that providing vocabulary lists beforehand would better prepare them.

The drilling strategy was seen as effective for improving pronunciation and intonation. Repetitive practice after listening to audio helped many students enhance their articulation, although a few found the repetition monotonous without variations in activities. Opinions on reading out loud were mixed. While many students recognized its benefit in improving pronunciation and listening comprehension, others felt it was more aligned with speaking practice rather than listening enhancement. Question and answer sessions were generally valued as effective for confirming understanding and addressing gaps. Nonetheless,

participation was uneven, with only a few students actively engaging while others remained passive. The discussion and problem-solving approach was perceived positively for promoting deeper understanding through collaborative work. Yet, limited time for discussions often prevented thorough exploration of the material. Feedback on the voice recording strategy varied. Some students appreciated the opportunity to self-evaluate their pronunciation and clarity, whereas others felt uncomfortable hearing their recorded voices, which lessened the strategy's effectiveness for them. Using e-learning received mixed responses. While students enjoyed the flexibility of accessing materials anytime, they felt that the platform's use was often limited to task submissions, lacking interactive engagement or supplementary exercises. Similarly, views on writing after listening were divided. Some students found it helpful for reinforcing memory and comprehension, whereas others viewed it as less impactful on their listening skills, particularly when the writing tasks involved merely answering questions without deeper reflection.

Finally, the giving feedback strategy was recognized as important. Students appreciated receiving feedback but suggested that it often lacked detailed explanations. They recommended providing specific examples to better understand mistakes and ways to improve. Overall, the findings show that strategies promoting active interaction such as listening and discussion, discussion and problem-solving, and question and answer were preferred by students and perceived as most effective in enhancing their listening comprehension. Analytical strategies like reviewing transcripts and drilling also supported skill development but required variation to maintain student engagement. In contrast, strategies like writing and voice recording elicited more varied responses, indicating the need for adaptation based on student preferences. Moreover, challenges such as clarity in instruction, more detailed feedback, and optimized use of digital tools were identified. Therefore, refining teaching methods and providing more structured support are crucial to further

enhancing the integration of Randall’s ESL Cyber Listening Lab in listening skill development.

B. Discussion

The documentation findings indicate that Randall's ESL Cyber Listening Lab incorporates various physical affordances that enhance usability and interaction. The platform's visual cues, such as play, pause, and volume buttons, guide users through intuitive design, supporting ease of navigation and accessibility. Recent studies emphasize that intuitive visual design significantly improves user engagement and reduces cognitive load in online learning environments (Xue & Han, 2023; Aliyu et al., 2022). Similarly, user guidance features, including help sections and tutorial videos, reinforce perceived affordances by offering explicit instructions, thus minimizing uncertainty for new users and enhancing technological acceptance (Mikić et al., 2022). The interactive navigation system provided by Randall’s allows learners to customize their learning experience, aligning with contemporary research that highlights the importance of functional and adaptable affordances in promoting learner motivation and engagement (Aliyu et al., 2022). Categorization of content by difficulty levels enables personalization, which is crucial for maintaining student interest and supporting differentiated learning needs (Xue & Han, 2023). The interactive navigation system in Randall's enables learners to customize their learning experience, supporting functional affordances that optimize engagement. Categorization by difficulty levels aligns with affordance-driven instructional design, where adaptability improves learner motivation (Antonenko et al., 2016).

Additionally, features such as interactive quizzes with immediate feedback exemplify the role of technological affordances in reinforcing comprehension and promoting self-assessment, a strategy supported by recent findings on effective digital learning tools. Moreover, the availability of transcription tools enhances multimodal learning, allowing learners to simultaneously develop their auditory

and visual processing skills, consistent with findings that multimodal affordances improve cognitive engagement and language acquisition (Sunday et al., 2021). The customization and adaptability options available in Randall's, such as the ability to choose topics and adjust difficulty levels, also contribute to learner autonomy, an essential component for sustaining intrinsic motivation in digital learning environments (Richard M. Ryan, 2018). By aligning its technological affordances with pedagogical needs, Randall's ESL Cyber Listening Lab facilitates greater accessibility, interactivity, and learner engagement, positioning itself as an effective and innovative platform for enhancing listening skills in technology-mediated language learning.

The findings also indicate that the teacher employed a variety of teaching strategies while using Randall's ESL Cyber Listening Lab as the primary learning resource. These strategies, including oral instruction, listening exercises, joint review, and drilling, align with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technology, pedagogy, and content knowledge in the classroom. The teacher's ability to creatively utilize interactive listening activities, group discussions, and multimedia resources reflects a well-developed Technological Pedagogical Knowledge (TPK), demonstrating how technology supports engagement, comprehension, and collaboration in language learning. Key aspects of effective technology integration in the classroom include teacher creativity and instructional adaptability, which are crucial for maximizing student engagement and comprehension in digital environments (Yang et al., 2020; Khikmah, 2019; Wandi et al., 2018). The teacher's use of problem-solving discussions, role-playing, and recorded dialogues illustrates a learner-centered and flexible teaching approach, fostering active student participation and critical thinking. This flexible teaching strategy highlights that encouraging students' creativity and interaction with technology leads to more dynamic and meaningful learning experiences (Yang et al., 2020). Incorporating Randall's ESL Cyber Listening Lab into classroom practices reflects strong Technological Content Knowledge (TCK) and Pedagogical Content Knowledge (PCK). The platform's audio recordings, quizzes, and comprehension exercises were adapted into creative

activities such as collaborative discussions, interactive assessments, and personalized feedback sessions, demonstrating how technology can be utilized beyond its basic functionality to support student-centered learning (Khikmah, 2019). Furthermore, the integration of e-learning platforms and digital assessments promotes digital literacy while strengthening students' listening comprehension skills (Wandi et al., 2018).The teacher's ability to adapt the content based on students' proficiency levels and learning needs further demonstrates effective technology integration. Such practices are aligned with more recent perspectives emphasizing the role of technological tools in creating flexible and inclusive learning environments that meet diverse learner needs (Shard et al., 2024; Shortt et al., 2023).

Overall, the findings illustrate how TPACK, combined with teacher creativity and instructional innovation, enhances technology-driven language learning. By implementing student-centered strategies, problem-solving activities, and interactive formats, the teacher successfully maximized the potential of Randall's ESL Cyber Listening Lab. These results reinforce the importance of innovative and adaptive teaching methods in technology-rich environments, highlighting the teacher's crucial role in shaping engaging and effective language learning experiences.

The findings of this study reveal various student views on the strategies employed by the teacher when using Randall's ESL Cyber Listening Lab for listening skill development. These findings align with key theoretical frameworks, particularly Self-Determination Theory and constructivist pedagogy, which emphasize student engagement, motivation, and learning autonomy in technology-enhanced environments. The strategies that received the highest levels of agreement among students were Question and Answer and Reviewing Audio, Vocabulary List, and Transcript. These strategies significantly contributed to students' comprehension and engagement. According to Self-Determination Theory (SDT), competence is a crucial factor in fostering student motivation. The structured nature of Reviewing Audio, Vocabulary List, and Transcript allowed students to build

vocabulary and reinforce comprehension, which supports recent research emphasizing the importance of structured technological integration for language learning outcomes(Liang, 2023). Similarly, the Question and Answer strategy provided immediate feedback, helping students clarify misunderstandings and thereby reinforcing their sense of competence. Strategies such as Discussion and Problem-Solving, Listening and Discussion, and Reading Out Loud received more mixed responses, with many students remaining neutral. Some students found group discussions beneficial for reinforcing understanding, but others noted that participation was uneven. This observation aligns with studies highlighting the importance of well-structured collaborative learning environments to optimize student engagement in technology-supported settings (Balalle, 2024). Although collaboration has been shown to foster positive language learning outcomes, effective facilitation remains essential to ensure active participation by all students. In contrast, strategies such as Using E-learning and Writing received lower levels of agreement, with more students remaining neutral or disagreeing with their effectiveness. SDT emphasizes that autonomy plays a key role in sustaining motivation and engagement. Difficulties in navigating the e-learning platform and the perception that writing tasks were less relevant to listening skill development indicate a gap in promoting learner autonomy. This is consistent with findings from recent studies suggesting that while ICT tools offer flexibility, they can hinder engagement when students face barriers in digital literacy or when tasks are misaligned with learning objectives (McGuinness & Fulton, 2019).

Furthermore, students recommended more reflection-based writing activities, such as summarizing or providing personal responses to audio materials, to enhance the relevance of writing tasks for listening development. The Giving Feedback strategy also generated mixed opinions among students. Although feedback is crucial for supporting competence, several students reported that feedback often consisted mainly of numerical scores without sufficient explanatory comments. This finding is in line with recent research emphasizing that detailed, formative feedback is vital to promote language learning efficacy (Radhakrishnan et al., 2018). Member-checking interviews further highlighted that students

preferred more specific and actionable feedback, such as audio-recorded or written comments through e-learning platforms, to better understand their learning progress. Overall, the findings suggest that structured and interactive strategies, such as Question and Answer and Reviewing Audio, Vocabulary List, and Transcript, effectively foster student competence and engagement. However, to enhance autonomy and relatedness, strategies such as Using E-learning and Discussion and Problem-Solving should be adjusted to allow for more student choice, control, and structured interaction. These results resonate with recent recommendations advocating for student-centered design in ICT-based language education(Bahari, 2023; Li & Zhu, 2023). By addressing challenges related to instructional clarity, feedback quality, and digital platform engagement, educators can further optimize the integration of Randall's ESL Cyber Listening Lab to create a more interactive, autonomous, and effective learning environment for English listening skill development.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated the use of Randall's ESL Cyber Listening Lab in the Listening and Speaking class, focusing on three aspects: the physical affordances of the platform, the teacher's strategies in utilizing its technological tools, and students' perspectives on these strategies. The findings reveal that Randall's ESL Cyber Listening Lab provides various physical affordances that enhance user interaction and engagement in learning. Features such as visual cues, interactive navigation, audio controls, user guidance, and customization options make the platform accessible and adaptable to different proficiency levels, contributing to an effective online learning experience.

In terms of instructional strategies, the teacher implemented various approaches to integrate Randall's ESL Cyber Listening Lab into the classroom, including oral instruction, listening exercises, joint review, drilling, reading aloud, discussions, problem-solving tasks, voice recording, and the use of e-learning media. These strategies were designed to enhance students' listening comprehension, pronunciation, and active participation in learning.

Students' responses to these strategies varied. While strategies such as Question and Answer sessions and Reviewing Audio, Vocabulary Lists, and Transcripts were perceived as highly effective in supporting comprehension and engagement, other strategies such as Writing and Using E-learning received mixed responses. Some students expressed concerns about unclear instructions, insufficient feedback, and the limited effectiveness of certain strategies for improving listening skills. Member-checking interviews further clarified these concerns, indicating a need for better feedback mechanisms and more interactive learning methods.

In general, the study highlights that Randall's ESL Cyber Listening Lab provides valuable tools for listening skill development when supported by effective

teaching strategies. However, improvements in instruction delivery, student autonomy, and feedback provision could further enhance its impact on student learning outcomes.

B. Suggestion

Based on the findings of this study, several suggestions can be made to enhance the effectiveness of using Randall's ESL Cyber Listening Lab in listening skill development.

For teachers, it is important to improve the clarity of instructions in learning, especially in Oral Instruction and Discussion and Problem-Solving strategies, which some students still find less effective. Teachers can provide concrete examples or written instructions before starting activities to ensure that all students understand the assigned tasks. Additionally, the Giving Feedback strategy can be improved by providing more detailed and specific feedback, such as written comments or audio recordings explaining students' mistakes and how to correct them. This approach will help students better understand their weaknesses and gradually improve their listening skills.

For students are also encouraged to be more proactive in utilizing the features available in Randall's ESL Cyber Listening Lab, such as Reviewing Audio, Vocabulary List, and Transcript, which has been proven to enhance their comprehension of the material. Additionally, they can engage in independent practice using the Voice Recording feature to evaluate their pronunciation and intonation, thereby improving both their speaking and listening skills. Active participation in discussions and question-and-answer sessions should also be increased, as more dynamic interactions with teachers and peers will deepen their understanding of the material.

For future researchers, this study can be expanded by exploring how technology integration in listening learning can better support student autonomy, as the findings indicate that this aspect remains underdeveloped. Further research can

also be conducted by involving more participants or comparing the implementation of Randall's ESL Cyber Listening Lab with other learning platforms to gain a broader perspective on the effectiveness of technology in listening instruction. Moreover, experimental research can be conducted to examine the long-term impact of specific teaching strategies on students' listening skills.

By implementing these recommendations, the use of Randall's ESL Cyber Listening Lab in listening instruction is expected to be further optimized, providing a more effective and engaging learning experience for students.

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APPENDICES

Appendix 1. Letter of Supervisor Appointment

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Educational and Teacher Training Faculty

Walisongo State Islamic University

Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	: Dealing with Technological Tools in Randall's ESL Cyber Listening Lab: The Description of Teacher's Strategies and Students' View
Name of Student	: Azzahra Mulia Rhamadani
Student Number	: 2103046082
Department	: English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 19 March 2025
Advisor

Dr. Siti Tarwiyah, SS., M.Hum.
NIP. 197211081999032001

Appendix 2. Guideline of Randall's Physical Affordances

Variable	Indicator	Items of Documentation
Physical Affordance	Visual Cues	- Are key features such as play, pause, and rewind buttons easy to find? - Are icons and navigation menus easy for new users to recognize and understand?
	User Guidance	- Are there clear instructions for first-time users using the platform? - Are there tutorials or interactive demos that explain how to use the features?
	Audio Controls	- Is there an audio speed control feature (slow down/speed up)? - Can users repeat certain parts of the audio easily?
	Interactive Navigation	- Are there scrolling or menu features that allow users to select specific sections of the material? - How responsive is the platform in responding to user clicks and navigation?
	Learning Features	- Does the platform provide interactive practice questions after listening to the audio? - Are the correct answers displayed after the user completes the quiz? - Is there a text transcript feature that helps users read while listening?
	Customization & Adaptability	- Can students choose the level of difficulty of the material they want to learn?

		- Does the platform save users' learning progress?

Appendix 3. Guideline of Teacher Strategies in Using Technological Tools

Variable	Indicator	Aspect of Observation
Teacher's creativity in implementing strategies in using technological tools of Randall's ESL Cyber Listening Lab	Diversity of Teaching Strategies Used	- Type of teaching strategy implemented (e.g., group discussion, problem-solving, simulation). - Frequency of strategy changes during teaching sessions.
	Use of Available Interactive Tools	- Frequency of use of interactive tools within the session. - Type of interactive tool used (e.g., listening exercises, quizzes, audio tools). - Student engagement during the use of interactive tools (e.g., participation, enthusiasm).
	Integration Between Technology and Learning Activities in the Classroom	- Integration of technology tools in classroom activities (e.g., using videos, audio exercises during discussions or group work). - Innovation in the application of technology in learning activities (e.g., creative ways to integrate technology with traditional methods).

	Teachers' Efforts to Increase Student Motivation and Participation	- Teacher actions that specifically aim to increase student motivation (e.g., incorporating gamification, rewards, or competition). - Use of technology to motivate students (e.g., use of multimedia, interactive platforms). - Student responses to motivational strategies (e.g., engagement, willingness to participate).
	Creativity in Providing Assessments and Feedback	- Assessment methods used to evaluate students (e.g., quizzes, peer assessments, practical tasks). - Innovation in assessment and feedback process.

Appendix 4. Guideline of Students' View of Strategies Employed by Teacher

Variabel	Indicator	Items of Questions
Student View of Teacher's Strategies	Competence (Perceived effectiveness of strategies in improving listening skills)	1. How did the oral instructions given by the teacher affect your comprehension in listening lessons?
		2. To what extent did the audio analysis strategy, vocabulary list, and transcript help your comprehension in listening lessons?
		3. How was your experience in doing drilling in listening lessons, and how did it affect your listening skills?
		4. How did the reading aloud strategy implemented in class help you

		improve your listening and speaking skills?
	Relatedness (Social interaction and collaboration in learning)	5. How was your experience in following the listening and discussion strategies in class? Did these strategies help you understand the material?
		6. How did the “Question and Answer” session in listening lessons help you understand the material and increase your participation?
		7. How effective were the discussion and problem-solving strategies in helping you understand the content of the listening material?
	Autonomy (Students' perceived control and independence in learning)	8. How was your experience in recording your voice as part of listening practice, and how did this strategy affect your listening and speaking skills?
		9. How effective was the use of e-learning in supporting your understanding of listening materials?
		10. How did the writing strategy in listening lessons help you understand and remember the content of the audio you listened to?
		11. How big an influence does feedback from teachers have on improving your listening skills, and what do you think is a more effective way of giving feedback?

Appendix 5. Teacher’s Strategies

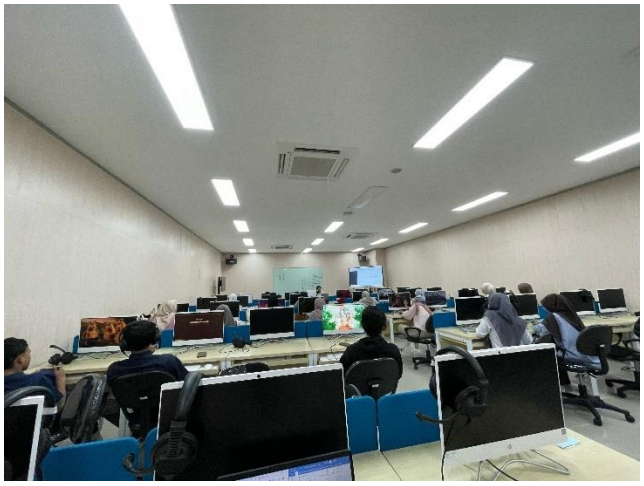
Strategy	Material	Implementation
Oral instruction	Materials on the topics of 'Bus Trip' and 'Car Insurance' are included in the intermediate-level listening activities.	Teacher uses verbal instructions to communicate activities and assignments at Randall's and to elicit student responses.
Listening and discussion	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the listening exercise section.	Teacher selects audio from the Randalls' Listening Exercise section, plays the audio two to three times according to the level of difficulty, and then holds a discussion to answer multiple-choice questions related to the audio that has been listened to.
Reviewing audio, vocabulary list, and transcript	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the idioms, vocabulary, and listening script section.	Teacher and students review the dialogue from the audio that has been listened to, the vocabulary in the vocabulary list and the meaning in the script.
Drilling	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the listening script section.	Teacher demonstrates how to read a sentence in a dialogue from the audio that has been listened to and is followed by all students repeatedly.

Reading Outloud	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the listening script section.	Students practice dialogue in large groups. Male students act as speaker one and female students act as speaker two.
Question and Answer	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the listening exercise section.	Teacher and students conduct question and answer sessions and evaluate the answers.
Discussion and Problem Solving	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the pre-listening exercise, listening exercise, post-listening exercise and listening script sections.	Discussions are conducted in various formats, including large groups, small groups, and pairs, depending on the task. In group settings, students collaborate on assignments such as answering questions related to the audio after listening to it. Meanwhile, in pairs, students engage in discussions within Randall's post-listening exercise section, allowing them to analyze and reflect on the material together. This structured approach to

		interaction enhances comprehension and promotes active learning.
Voice recording	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities within the listening script section.	Record conversational voice in pairs.
Using e-learning	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities on Randall's. E-learning on online discussion and quiz section.	Teacher gives some questions on the online discussion page. Students answer the questions and comment on their friends' answers. Teacher gives an assignment in a form of quiz.
Writing	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities on Randall's. E-learning on quiz section.	Teacher gives an assignment in a form of quiz, students write the answers on paper, then the paper is photographed and uploaded to e-learning.
Giving feedback	Materials on the topics of "Bus Trip" and "Car Insurance" are included in the intermediate-level listening activities on Randall's. E-learning on	Teacher provides feedback in the form of comments and scores.

	online discussion and quiz section.	

Appendix 6. Documentation of the Observation



Appendix 7. Documentation of the Website Features

"cut class" = miss school

"Although some of my daughter's friends cut class a lot, she is at school every day."

Listening Exercises

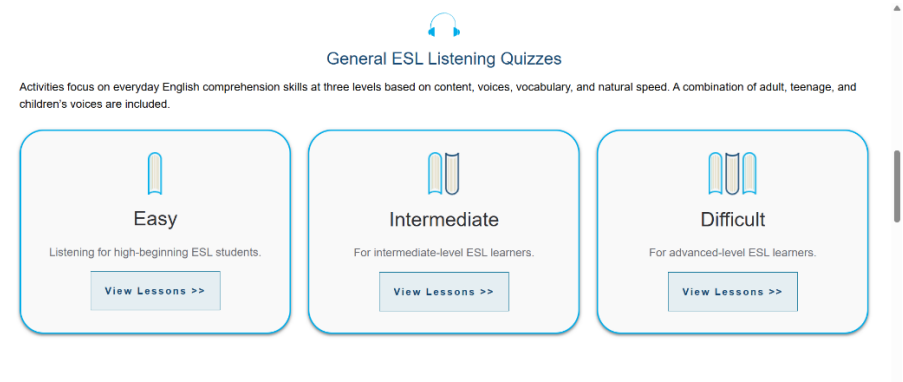
A. Listen to the interview and answer the questions.

00:00 00:00

How does Joshua go to school in Japan?

He walks with a group of friends.

He rides the subway at 8:00 AM.



One of the most important things to me is helping people learn how to navigate around and use this Web site. To this end, I created these video tutorials (screencasts) will help you learn how to use many of the features of this site for language study and teaching. You can also find these and others on my YouTube Channel HERE.

You can also review my Frequently-Asked-Questions page for other information.

Web Site Introduction

Web Site Overview

"*Hey, your bird is quiet as a mouse. I wonder if it's okay.*"

"**put your foot down**" = take a firm position
"*I'm sorry, but I'm going to put my foot down. No more pets!*"

Listening Exercise

A. Listen to the recording and answer the questions.

Shawn is concerned that the dog ___.

Intermediate

Choose a listening activity from the links below.

A Student Credit Card
A Healthy Lifestyle
A Hiking Family
Alien Encounters
Airline Safety
Baby Food
Baby Toys
Baking Cookies
Barbecue Party
Breakfast Recipes
Budget Hotel Rooms
Bus Trip
Car Insurance
Car Rental
Carpet Cleaning
Career Search
College Majors
College Roommates
College Students
Marriage Preparation
Martial Arts
Medical Advice
Moving Company
Movie Show Times
New York Travel
Online Medical Information
Our Family Roots
Parenting
Payday Loans
Personal Security
Picnic Preparations
Pizza Delivery
Radio Stations
Roadside Assistance
Running Shoes
School Supplies
Sleeping Problem
Smartphones

Listening Exercise

A. Listen to the recording and answer the questions.

Where did Randall grow up?

in Venezuela

in Utah

in Indiana

What was his undergraduate major?

Spanish

Japanese

English

Listening Exercise

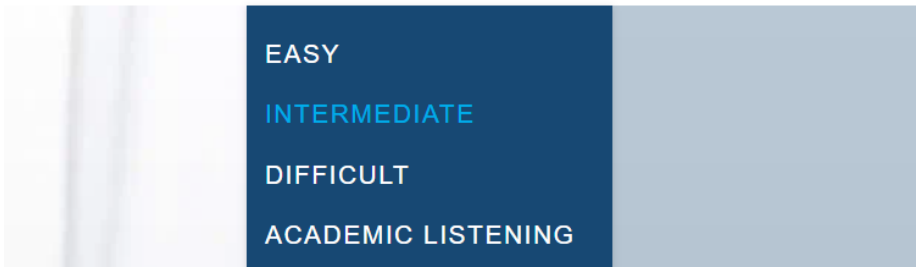
Listen to the recording and read along with the conversation. Review the key vocabulary and the sample sentences.

My name's Randall Davis, and I'm originally from the state of Indiana in the United States. When I was 19 years old, I moved to Venezuela in South America, and later returned to the United States, where I attended Brigham Young University in the 1980s. I majored in Spanish education and TESOL, or teaching English as a second language. After graduating from college, my wife and I moved to Japan where we lived for eight years. Now, I work back in the States in Utah.

However, my greatest interests are my family. Years ago, I wanted to **make something of myself** in my profession . . . you know . . . **get ahead** in life. However, I **realized** that the most important things in life lived within the walls of my own home, and today, I try to put them first. My kids wouldn't remember me for the work I did outside of the home; they would only **recall** the moments we spent together.

Therefore, I enjoy spending time with my family. I have four children, and we go hiking and camping together, usually in Utah. On our hikes, we often talk about life, and I tell stories or share personal experiences. When I do this, I can **focus on** the kids without the **distractions** of video games or the Internet. Telling stories sounds easy, but when you have to think of a new story on a hot, 12-kilometer hike through the desert, you have to come up with ideas **off the top of your head**.

Home Listening Activities About ESL-LAB



Listening Exercise

A. Listen to the recording and answer the questions.

Where did Randall grow up?

in Venezuela

in Utah

in Indiana

Correct!

My name's Randall Davis, and I'm originally from the state of Indiana in the United States.

Listening Exercise

A. Listen to the recording and answer the questions.

Where did Randall grow up?

in Indiana

in Utah

in Venezuela

Good try!

My name's Randall Davis, and I'm originally from the state of Indiana in the United States.

Appendix 8. Transcript Of Questionnaire Answers

Question	Respondent	Answer
How does the "Oral Instruction" strategy given by the teacher affect your understanding in listening learning?	R.1	"The teacher's verbal instructions really helped me understand what to do during the lesson."
	R.2	"The oral explanations given were very clear, so I knew how to complete the assignments well."
	R.3	"I felt more confident because I often repeated instructions that were difficult to understand."
	R.4	"The verbal instructions made me more focused on learning."
	R.5	"The teacher's instructions were very useful because they helped me understand the purpose of each exercise."
	R.6	"I could follow the lesson well because the teacher gave structured directions."
	R.7	"The instructions given were quite detailed and gave a clear picture of the tasks to be done."
	R.8	"I was really helped by the teacher's directions before starting the listening activity."
	R.9	"I felt that the teacher's instructions helped me understand the learning structure better."
	R.10	"The oral instructions were quite helpful, but sometimes I still needed to see examples directly."
	R.11	"I understood the teacher's instructions, but sometimes I preferred to study on my own without much direction."
	R.12	"Some instructions were easy to understand, but some were less clear and needed repetition."
	R.13	"The instructions were quite clear, but sometimes I understood better by reading than listening."
	R.14	"I can follow directions well, but sometimes the instructions feel too fast."
	R.15	"The teacher's instructions are quite useful, but sometimes I still get confused because there are not enough direct examples."
	R.16	"Sometimes verbal instructions are helpful, sometimes confusing, depending on the material."
	R.17	"The teacher's instructions are often too fast so they are difficult to understand."
	R.18	"I feel more comfortable reading instructions on e-learning than listening to verbal instructions."
	R.19	"The verbal instructions are sometimes not clear enough and make me confused about where to start."

	R.20	"I often still get confused after hearing the instructions, because there are not enough examples given."
	R.21	"The teacher's instructions are sometimes not specific enough, so I still have to ask my friends."
	R.22	"I find it more difficult to understand if I am only given verbal instructions without any visualization."
To what extent does the strategy of "Reviewing audio, vocabulary list, and transcript" help your understanding in listening learning?	R.1	"I really found the audio repetition and vocabulary list helpful because it helped me understand the content better."
	R.2	"With the vocabulary list and transcript, I could connect the sound to the text, which helped me understand better."
	R.3	"This strategy was very effective because it helped me find new words and understand the context."
	R.4	"I felt more confident in understanding the audio after seeing the transcript."
	R.5	"Reviewing the audio several times helped me pick up details that I might have missed before."
	R.6	"This strategy helped me recognize word patterns and sentence structures in listening."
	R.7	"I was able to improve my comprehension by connecting words in the vocabulary list to the transcript."
	R.8	"Reviewing the audio with the vocabulary list made it easier for me to remember new words."
	R.9	"By reviewing the transcript, I was able to evaluate whether my understanding was correct or not."
	R.10	"Reading the transcript after listening to the audio really helped improve my comprehension."
	R.11	"This strategy helped in some ways, but sometimes I felt better listening without looking at the transcript."
	R.12	"I used this strategy, but sometimes I preferred to try to understand the audio without the help of the text first."
	R.13	"This strategy is quite helpful, but I still find it difficult to understand the accent in the audio."
	R.14	"I use transcripts and vocabulary lists as references, but I don't always rely on them."
	R.15	"I find this strategy helpful, but relying too much on transcripts can reduce my ability to listen directly."
	R.16	"This strategy is helpful, but I prefer to practice listening without transcripts first."

	R.17	"I find this method useful, but sometimes vocabulary lists are not enough to understand the entire content of the audio."
	R.18	"I find it better to practice listening without transcripts because I can focus more on the sound."
	R.19	"I don't like reading transcripts because I think it's better to understand directly from the audio."
	R.20	"I find vocabulary lists not very helpful because sometimes they don't match the context I need."
	R.21	"Reading transcripts after listening to audio makes me lazy to really listen."
	R.22	"I prefer to try to understand the audio myself without the help of transcripts and vocabulary lists."
What is your experience in doing drilling in listening lessons, and how does it affect your listening skills?	R.1	"Drilling really helps me to practice my pronunciation and improve my intonation when speaking."
	R.2	"I feel more confident after several drillings because my tongue is used to the English pattern."
	R.3	"Repeating words with the drilling method makes it easier for me to understand the correct pronunciation."
	R.4	"This strategy is effective in improving my ability to listen and imitate accents better."
	R.5	"With drilling, I can understand how to speak more naturally in English."
	R.6	"I catch sentence patterns faster after several repetitions through drilling."
	R.7	"It helps me to improve my pronunciation accuracy and correct mistakes that I often make."
	R.8	"I become more sensitive to the differences in English sounds after frequent drilling."
	R.9	"With drilling, I can better understand the rhythm and intonation in English conversations."
	R.10	"I find drilling quite helpful, but sometimes I get bored with too much repetition."
	R.11	"It helps, but I find this method less challenging if it only repeats without any variation."
	R.12	"I understand the benefits, but I prefer more interactive speaking exercises than drilling."
	R.13	"This strategy is quite effective, but I find it more helpful to listen to native speakers directly."
	R.14	"I find drilling quite helpful, but I prefer to practice in a more natural context."
	R.15	"Drilling helps me in some cases, but it is not always effective in understanding the whole conversation."

	R.16	"I have no problem with drilling, but sometimes I feel other methods are more effective for me."
	R.17	"I find the drills helpful, but sometimes I prefer to practice directly in real dialogue."
	R.18	"Drilling feels monotonous and I prefer a more interactive learning method."
	R.19	"I don't really like repeating words because I prefer to learn by speaking directly."
	R.20	"I find this strategy less effective because it only imitates without really understanding the context of the conversation."
	R.21	"I think listening exercises should focus more on understanding, not just repeating sounds."
	R.22	"Drilling feels stiff to me, and I prefer to listen and speak spontaneously."
How does the "Reading out loud" strategy implemented in class help you improve your listening and speaking skills?	R.1	"Reading aloud helps me understand how words are pronounced correctly."
	R.2	"I feel more confident speaking English after reading aloud often."
	R.3	"It helps me remember the pronunciation of new words better."
	R.4	"By reading aloud, I understand the rhythm and intonation in English better."
	R.5	"I can evaluate my own pronunciation mistakes when reading aloud."
	R.6	"I am more aware of my pronunciation mistakes and can correct them quickly."
	R.7	"This activity helps me get used to hearing my own voice in English."
	R.8	"I feel more familiar with sentence structure and conversation flow when reading aloud."
	R.9	"With this strategy, I not only practice listening but also speaking at the same time."
	R.10	"It helps, but I feel more comfortable if this exercise is done in a small group."
	R.11	"I feel this strategy is quite good, but it is more effective if combined with spontaneous speaking exercises."
	R.12	"I can follow this activity, but I prefer to hear native speakers directly."
	R.13	"Reading aloud is quite helpful, but I prefer interactive exercises that involve real conversations."

	R.14	"I don't mind this strategy, but I find it more effective if it is accompanied by direct correction from the teacher."
	R.15	"I find this activity quite helpful, but I prefer speaking practice with real scenarios."
	R.16	"It helps, but I am less comfortable speaking in front of many people."
	R.17	"I prefer dialogue-based speaking practice rather than just reading text."
	R.18	"I understand the benefits, but sometimes I feel uncomfortable reading aloud in front of the class."
	R.19	"This method is quite good, but I prefer practicing speaking through direct interaction with friends."
	R.20	"I feel uncomfortable reading aloud in front of the class."
	R.21	"I prefer listening to native speakers rather than practicing reading texts aloud."
	R.22	"I find it more effective to learn listening through other methods that are more communication-based."
How was your experience in following the "Listening and discussion" strategy in class? Did this strategy help you in understanding the material?	R.1	"This strategy really helps me understand the material because I can immediately discuss the difficult parts with my friends."
	R.2	"I feel more understanding after listening and discussing the material with the teacher and friends."
	R.3	"Discussion after listening helps me remember the content of the material better."
	R.4	"With this strategy, I can evaluate my understanding and hear other friends' points of view."
	R.5	"Discussing the audio content makes me understand details that I previously missed."
	R.6	"I feel more confident in expressing my opinion about the audio content after the discussion."
	R.7	"This method is very effective in building critical thinking and analytical skills in listening."
	R.8	"I like this strategy because it gives me the opportunity to actively participate in learning."
	R.9	"I find the discussion quite helpful, but I would prefer to be given more time to understand the audio content before the discussion."
	R.10	"This strategy is quite effective, but sometimes I am less confident in expressing my opinion."
	R.11	"Helpful, but I feel better understanding if I listen to the audio several times before discussing."

	R.12	"I find the discussion useful, but I am more comfortable studying alone before discussing the material with friends."
	R.13	"This method is quite good, but sometimes there are participants who dominate the discussion, so I don't get a chance to speak."
	R.14	"I can follow this strategy, but sometimes I feel more comfortable understanding the material individually."
	R.15	"Discussions are quite helpful, but I think their effectiveness depends on the quality of the questions given."
	R.16	"I enjoy the discussions, but sometimes I prefer to focus on listening directly rather than discussing the content of the material."
	R.17	"I find the discussions helpful, but they are not always effective for me in understanding the entire audio content."
	R.18	"I find this strategy effective in some sessions, but less helpful in understanding more complex material."
	R.19	"The discussions are useful, but I feel other methods such as practice questions could be more effective for me."
	R.20	"I prefer to answer questions directly without discussing, because sometimes the discussions are too long."
	R.21	"Discussions actually confuse me because there are many different perspectives, so I am less focused."
	R.22	"I find it more effective to study alone than discussing with friends."
How does the "Question and answer" session in listening learning help you understand the material and improve your participation?	R.1	"I feel that this strategy really helps me understand the material better."
	R.2	"I focus more on listening because I know there will be a Q&A session afterward."
	R.3	"By answering questions, I can evaluate my understanding of the material I hear."
	R.4	"The Q&A discussion makes me more active in class."
	R.5	"I am more motivated to understand the audio content because I have to answer the questions correctly."
	R.6	"Q&A is an effective method to ensure my understanding of the material."

	R.7	"With this session, I can immediately clarify parts of the audio that I don't understand."
	R.8	"This session makes me more confident in expressing my opinion and understanding the context of the conversation."
	R.9	"I understand this strategy better because I can immediately ask questions when there is a difficult part."
	R.10	"I like this session because it encourages me to think quickly and understand the material more deeply."
	R.11	"This method is very good because it gives students space to actively ask and answer questions."
	R.12	"I feel more involved in learning when there is an interactive session like this."
	R.13	"This method helps me see other perspectives from my friends' answers."
	R.14	"Sometimes the session helps, but there are times when I feel less confident in answering."
	R.15	"I find this method quite effective, but I would prefer to be given more time before answering questions."
	R.16	"It helps, but I would prefer to discuss questions in a group first before answering."
	R.17	"I can understand the material better, but I feel more comfortable if there is no pressure to answer straight away."
	R.18	"I like this strategy, but sometimes I need more time to understand before answering."
	R.19	"I find this method quite good, but it is not always effective for all types of questions."
	R.20	"This strategy is quite good, but sometimes I just listen to my friends' answers without really thinking."
	R.21	"I find this session less helpful because I prefer a more structured method."
	R.22	"I am less comfortable with this method because I often feel pressured when answering direct questions."
How effective is the "Discussion and problem solving" strategy in	R.1	"Discussion and problem solving helped me see different perspectives and clarify my understanding."
	R.2	"I felt more understanding after discussing the audio content with my friends."
	R.3	"This strategy was effective because I could compare my understanding with other friends."

helping you understand the content of the listening material?	R.4	"I felt that discussions made me more active and improved my critical thinking skills."
	R.5	"This session made me more confident in expressing my understanding of the material."
	R.6	"By discussing, I became more aware of the mistakes I made."
	R.7	"I could ask my friends directly if there was a part I didn't understand."
	R.8	"I felt more involved in learning when there was a group discussion session."
	R.9	"This strategy was very helpful, especially in understanding new vocabulary and the context of the conversation."
	R.10	"Completing assignments together made it easier for me to understand the material."
	R.11	"Discussions were helpful, but sometimes I felt more comfortable understanding the material individually."
	R.12	"I liked this strategy, but its effectiveness depends on how active the group members are."
	R.13	"Discussions were quite helpful, but I felt that they were not always relevant to all types of material."
	R.14	"I sometimes felt that discussions were more of a waste of time than they provided in-depth understanding."
	R.15	"I prefer small group discussions to large group discussions."
	R.16	"I can understand the material, but sometimes there are friends who dominate the conversation."
	R.17	"This strategy is quite good, but it doesn't always help me understand the material in depth."
	R.18	"This method is good, but sometimes there are differences of opinion that are confusing."
	R.19	"I prefer other methods, such as individual practice questions, to group discussions."
	R.20	"Discussions make me less focused because there are too many different opinions."
	R.21	"I feel this strategy is not effective because I prefer to study alone."
	R.22	"I don't think discussions always help me understand listening material."
How does the "Voice recording" strategy	R.1	"Recording my voice helps me improve my pronunciation and intonation."
	R.2	"I feel more confident in speaking after practicing recording my voice."

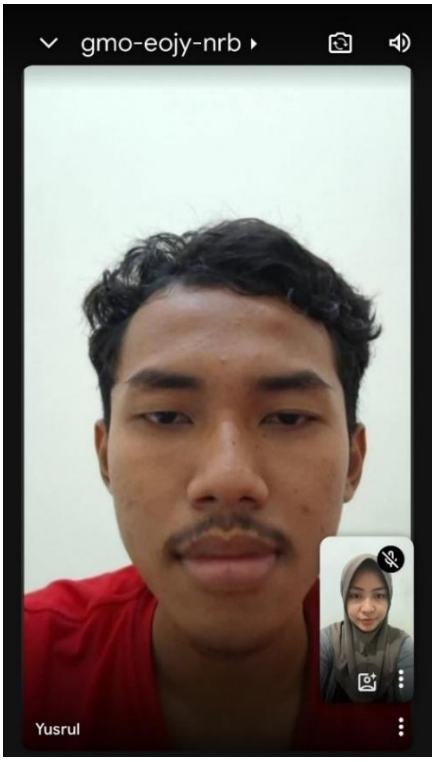
affect your listening and speaking skills?	R.3	"This strategy makes me aware of my frequent pronunciation mistakes."
	R.4	"I can compare my recordings with native speakers for improvement."
	R.5	"This practice helps me improve my fluency in speaking English."
	R.6	"I find this strategy effective because I can listen to my own recordings and correct my mistakes."
	R.7	"Recording my voice makes me pay more attention to details in pronunciation and rhythm of speaking."
	R.8	"I feel more comfortable speaking after recording and listening to my own voice a few times."
	R.9	"Recording my voice is quite helpful, but I prefer practicing speaking directly."
	R.10	"I find this method quite good, but it doesn't have much impact on my listening comprehension."
	R.11	"I'm not comfortable hearing my own voice, but I still try to do it."
	R.12	"I find this strategy quite good, but I prefer the live discussion method."
	R.13	"I prefer live pronunciation practice to recording my voice."
	R.14	"This strategy is quite effective, but I haven't seen much change in my listening skills."
	R.15	"I don't use this method very often because I feel more comfortable practicing speaking with a friend."
	R.16	"Recording helps, but I find it less effective for me personally."
	R.17	"This strategy is quite good, but I find the drilling method more effective for me."
	R.18	"I find this method useful, but it is not always relevant to all aspects of listening learning."
	R.19	"Recording helps with pronunciation, but does not improve my listening comprehension much."
	R.20	"I don't like listening to my own voice, so this strategy doesn't help me."
	R.21	"I don't find this practice effective because I prefer speaking directly to recording my voice."
	R.22	"I find this method less comfortable for me and it doesn't improve my listening skills significantly."
How effective is the "Using e-learning" strategy in	R.1	"The e-learning platform makes it easy for me to access listening materials anytime."
	R.2	"I feel more flexible in learning with e-learning."
	R.3	"Using e-learning helps me with additional practice outside of class."

supporting your understanding of listening materials?	R.4	"I like e-learning because I can review the material at my own pace."
	R.5	"This strategy helps me organize my own study schedule."
	R.6	"E-learning is quite effective in supporting my listening comprehension."
	R.7	"I find e-learning quite useful, but I prefer the direct learning method in class."
	R.8	"This platform is helpful, but I am more comfortable learning face-to-face with a teacher."
	R.9	"E-learning provides flexibility, but is not always effective in improving my understanding."
	R.10	"I feel less engaged when only using e-learning without direct guidance."
	R.11	"I prefer direct listening practice in class rather than just through e-learning."
	R.12	"This method is quite good, but I feel it is not optimal in helping me understand the material."
	R.13	"I use e-learning only as a supplement, not as my main learning method."
	R.14	"I feel that e-learning can be more effective if there is more interaction with teachers or friends."
	R.15	"I feel that this strategy can be better if the materials in e-learning are more structured and interactive."
	R.16	"I feel that e-learning is more helpful for reading materials than listening."
	R.17	"I feel that e-learning is not very effective because I prefer to learn directly in class."
	R.18	"I rarely use e-learning because I am more comfortable learning by listening to teachers directly."
	R.19	"This platform does not help me understand listening materials."
	R.20	"I am not comfortable with this method because of the lack of direct interaction."
	R.21	"I prefer to learn with conventional methods than using e-learning."
	R.22	"In my opinion, e-learning is more suitable for theory than for listening practice."
How does the "Writing" strategy in listening learning help	R.1	"Writing down answers after listening helps me remember the audio content better."
	R.2	"I feel that noting down new vocabulary from the audio helps me understand the context of the conversation."

you in understanding and remembering the audio content you listen to?	R.3	"By writing down answers in e-learning, I can reflect on my understanding more deeply."
	R.4	"This strategy helps me because I can re-evaluate my answers before submitting them."
	R.5	"Writing after listening strengthens my understanding of the material."
	R.6	"Writing is quite helpful, but I feel that other methods such as discussions are more effective."
	R.7	"This strategy is useful, but I prefer to answer directly orally rather than writing."
	R.8	"I feel that I don't always have to write to understand the listening material."
	R.9	"I only find it helpful if there is time to re-evaluate my writing."
	R.10	"Writing helps in some ways, but it doesn't always make me understand the audio content better."
	R.11	"I feel that this strategy is quite good, but it is not always relevant for all listening materials."
	R.12	"I feel that this strategy is quite effective when combined with repeated listening practice."
	R.13	"I prefer to remember in other ways rather than writing." "Writing answers can help, but I often understand faster with direct discussion."
	R.14	"I find writing too boring and less effective in improving listening comprehension."
	R.15	"This strategy does not help me much because I prefer interactive methods such as Q&A."
	R.16	"I think writing after listening wastes time that could be used for other exercises."
	R.17	"I prefer to discuss the answers directly orally rather than writing them down."
	R.18	"I feel this strategy is not very relevant for listening learning."
	R.19	"I am less helped by this strategy because I understand the material better by listening repeatedly."
	R.20	"Writing answers is sometimes just a formality without really improving my understanding."
	R.21	"I prefer to work on multiple-choice questions directly rather than having to write them down."
	R.22	"Writing down answers after listening helps me remember the audio content better."
How much influence	R.1	"The feedback from the teacher really helped me to know my weaknesses in listening."

does "Giving feedback" have on improving your listening skills, and what do you think is a more effective way of giving feedback?	R.2	"I feel more confident after getting clear feedback on my answers."
	R.3	"I like it when the teacher gives detailed comments on what needs to be improved."
	R.4	"This strategy helps me understand where I need to improve in my listening skills."
	R.5	"I feel more motivated to learn when I get constructive feedback."
	R.6	"I improve my listening skills faster because I get clear feedback from the teacher."
	R.7	"The feedback from the teacher helps me avoid the same mistakes in the future."
	R.8	"The feedback is quite helpful, but I feel like it's sometimes not very detailed."
	R.9	"I like receiving feedback, but I can also learn from my mistakes."
	R.10	"I feel like this strategy is good enough, but sometimes I don't know how to fix my mistakes."
	R.11	"I get feedback, but I want more concrete examples in my evaluation."
	R.12	"The feedback is helpful, but it's often just a grade without any additional explanation."
	R.13	"I appreciate the feedback, but I also need more independent practice."
	R.14	"I like the feedback, but I can't always apply it to the next exercise."
	R.15	"The feedback is good enough, but it would be more effective if there was a discussion session about the results."
	R.16	"I feel the feedback could be more structured with specific suggestions for improvement."
	R.17	"The feedback is good enough, but I would prefer to have direct feedback in class."
	R.18	"I get feedback, but I wish there were examples of how to improve my listening skills."
	R.19	"I like receiving written feedback, but verbal feedback is easier for me to understand."
	R.20	"I don't find feedback very helpful because it often just gives me a grade."
	R.21	"I don't read the feedback in detail, so I don't feel it has much of an impact."
	R.22	"I don't think feedback always plays a big role in improving my listening skills."

Appendix 9. Documentati of the Interview for Member Checking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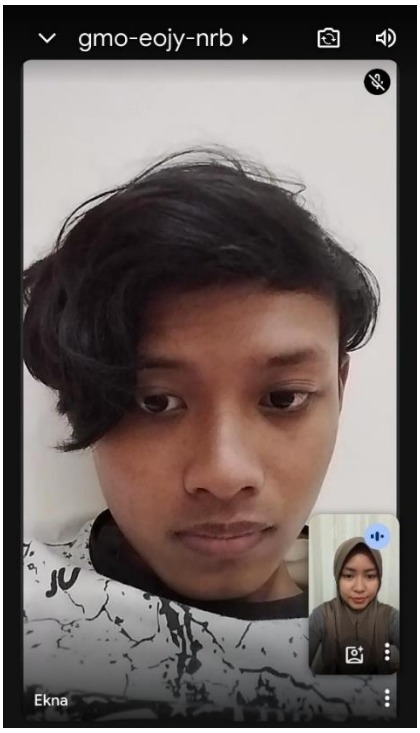
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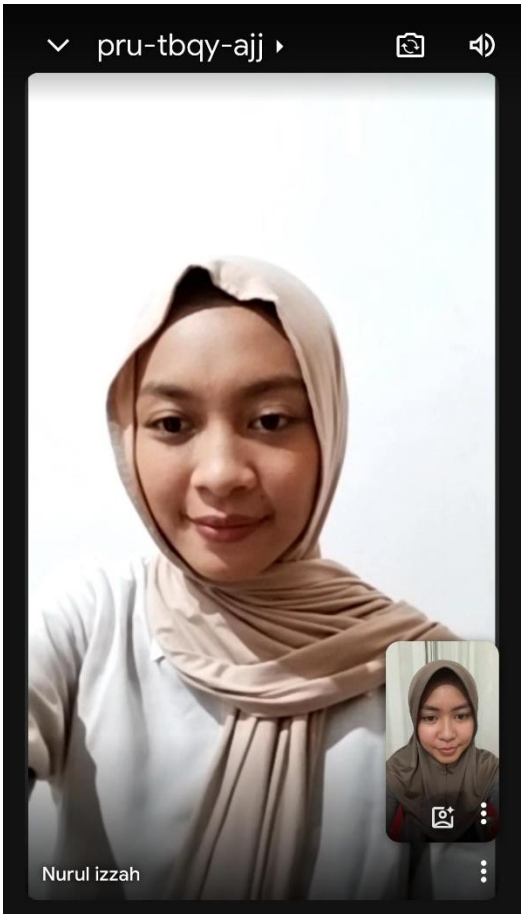
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Nurul izzah

CURRICULUM VITAE

Personal Data

Name	: Az Zahra Mulia Rhamadani
Place of birth	: Semarang
Date of birth	: 18th of November 2002
Religion	: Islam
Gender	: Female
Nationality	: Indonesian
Adress	: Dusun Krajan Barat RT 3 RW 1, Metseh, Boja, Kendal, Jawa Tengah
Email	: mrazzahra99@gmail.com
Contact	: +62-8383-6187-494

Formal Education

1. SD Negeri 4 Meteseh, Boja, Kendal
2. SMP Negeri 1 Boja, Kendal
3. SMA Negeri 1 Boja, Kendal
4. English Education Department, Faculty of Teacher Training and Education, UIN Walisongo, Semarang

Informal Education

1. English Plus Conversation, Cangkiran, Semarang

Semarang, 27th March 2025

Az Zahra Mulia Rhamadani

SN. 2103046107