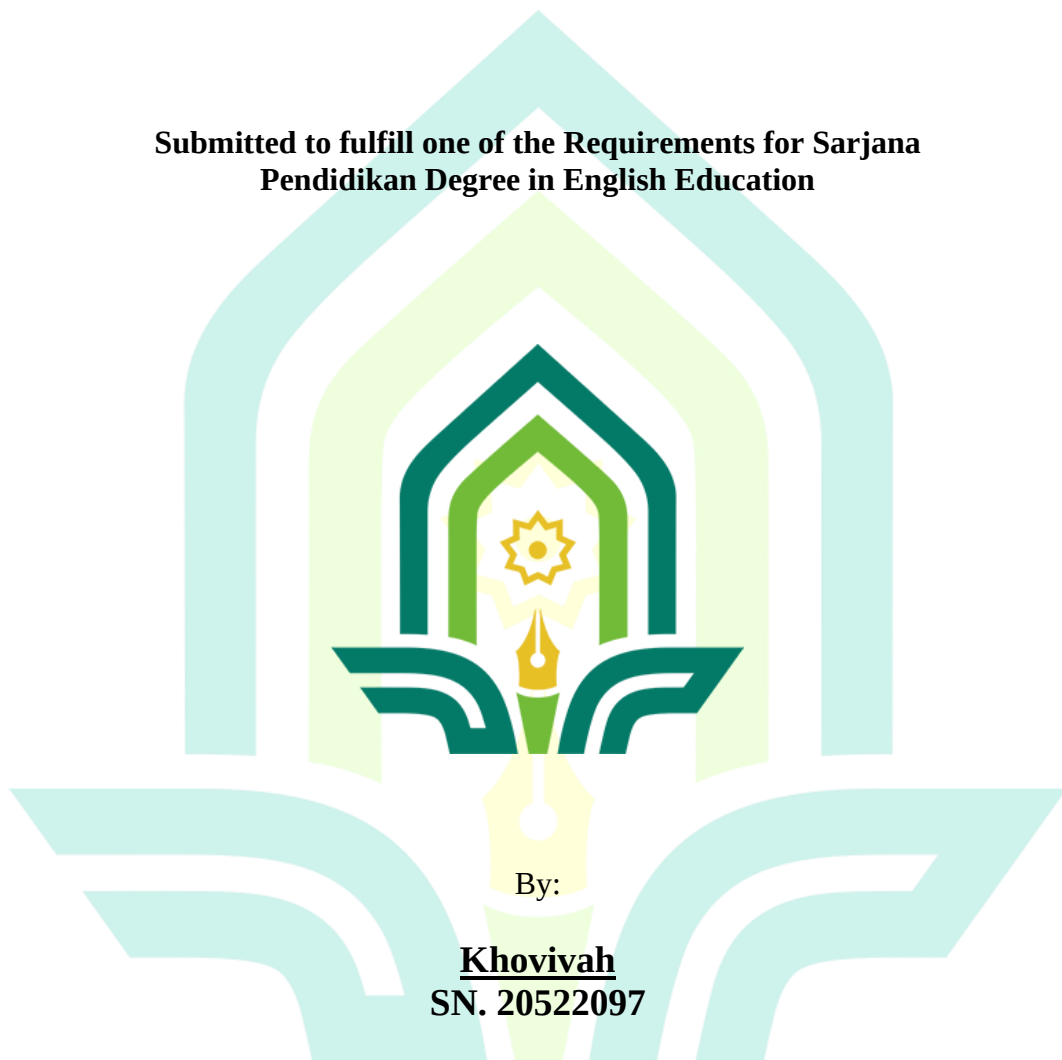


EXPLORING STUDENTS' EXPERIENCE IN USING ELLLO WEBSITE FOR INTENSIVE LISTENING LEARNING

A THESIS

**Submitted to fulfill one of the Requirements for Sarjana
Pendidikan Degree in English Education**



By:

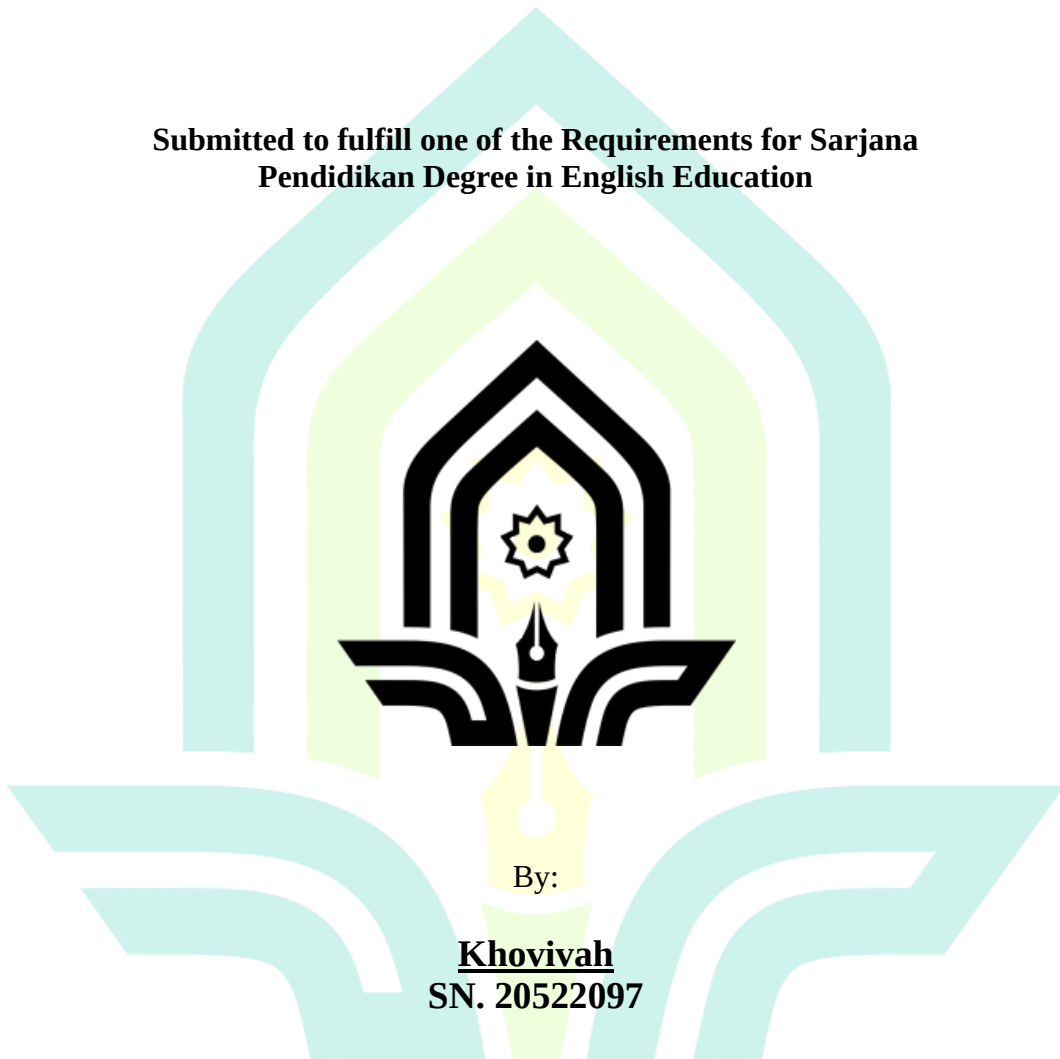
Khovivah
SN. 20522097

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

EXPLORING STUDENTS' EXPERIENCE IN USING ELLLO WEBSITE FOR INTENSIVE LISTENING LEARNING

A THESIS

**Submitted to fulfill one of the Requirements for Sarjana
Pendidikan Degree in English Education**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Khovivah

NIM : 20522097

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi yang berjudul **“Exploring Students’ Experience In Using ELLLO Website For Intensive Listening Learning”** adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang tela penulis sebutkan sebelumnya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 30 Juni 2026

Yang menyatakan



Khovivah
NIM. 20522097

Noorma Fitriana M. Zain, M.Pd.
gejlig kajan kab Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Khovivah

Kepada
Yth. Dekan FTIK IAIN Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

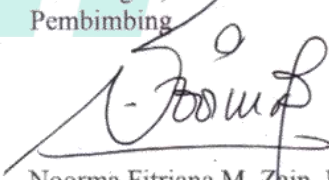
Nama : Khovivah
NIM : 20522097
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : Exploring Students' Experience in Using ELLLO Website For
Intensive Listening Learning

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 03 Juni 2026
Pembimbing


Noorma Fitriana M. Zain, M.Pd.
NIP 198705112023212043



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Pahlawan KM.5 Rowolaku Kajen Kabupaten Pekalongan Kode Pos 51161

Website: www.fik.uisu.ac.id | Email: fik@uisu.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Name : **KHOVIVAH**
NIM : **20522097**
Department : **Tadris Bahasa Inggris**
Title : **EXPLORING STUDENTS' EXPERIENCE IN USING
ELLLO WEBSITE FOR INTENSIVE LISTENING
LEARNING**

Has been examined and approved by the panel of examiners on Thursday, 25th June 2026 as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

The examiners,

Examiner I

Examiner II

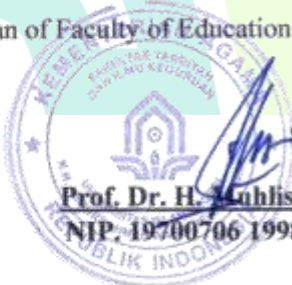
Mutammam, M.Ed
NIP. 19651006 199903 1 003

Chubbi Millatina Rokhuma, M.Pd
NIP. 19900507 201503 2 005

Pekalongan, 30 June 2026

Assigned by

The Dean of Faculty of Education and Teacher Training



Prof. Dr. H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

MOTTO

“Apapun yang sudah terjadi dalam hidupmu, jangan katakan “seandainya”, tapi katakan ‘Qadarullah’ karna semua yang terjadi adalah takdir dan takdir Allah itu selalu baik, karna Allah itu maha baik”

Ustadz Hanan Ataki

“Keberhasilan bukan milik orang pintar. Melainkan milik mereka yang senantiasa berusaha”

B.J Habibie

ACKNOWLEDGEMENT

All praise and gratitude be to Allah SWT, the Most Gracious and Most Merciful, who has bestowed His grace and blessings throughout the process of writing my thesis entitled "Exploring Students' Experience in Using the ELLLO Website for Intensive Listening Learning." This work would not have been possible without the prayers, support, and kindness of many extraordinary people. Therefore, I would like to take this opportunity to express my sincere appreciation to all of them.

1. First and foremost, I express my deepest gratitude to my beloved parents, Mr. Duryono and Mrs. Nur Afiyanti, for their endless love, affection, prayers, sacrifices, support, and motivation. I also express my gratitude to my beloved sister, apt. Evi Dianah, S., Farm, and my beloved sister, Ayu Vadhillah, who have always provided encouragement, support, and prayers throughout the process of compiling this thesis. Thank you for always being a source of strength, giving me confidence, and accompanying me. The presence and support of my family have been a very meaningful source of strength for me.
2. Second, I would like to express my sincere gratitude to my advisor, Mrs. Noorma Fitriana M. Zain, M.Pd., for her guidance, valuable input, and continuous support throughout the completion of this thesis.
3. Third, I would like to express my sincere gratitude to all the lecturers in the English Language Education Department who have shared their knowledge and valuable lessons throughout my studies.
4. Fourth, I would like to thank my friends, the "Bjir Hijrah." Thank you for your togetherness, laughter, support, motivation, and the memories shared during my studies. Thank you for being friends who have always encouraged and accompanied me through the various challenges during the process of completing this thesis.

ABSTRAK

Khovivah. 2026. *“Exploring Students’ Experience In Using ELLLO Website For Intensive Listening Learning.”* Undergraduate Thesis. English education department. Faculty of education and teacher training UIN K.H. Abdurrahman Wahid Pekalongan. Thesis supervisor: Noorma Fitriana M. Zain, M.Pd.

Keywords: Student experiences, ELLLO website, digital learning, listening.

Listening is one of the English language learning skills that is considered difficult by most students due to the speaking speed of native speakers, diverse accents, and limited vocabulary. As a solution, the use of internet-based learning aids such as the ELLLO website has begun to be implemented in universities, aiming to support learning to be more independent and flexible. Therefore, this study aims to explore students' experiences when using the ELLLO website in English learning. This study uses a qualitative narrative approach with data collection techniques using two types of data: general data and specific data. General data was obtained through questionnaires to students in three classes. Meanwhile, specific data was obtained through semi-structured interviews to obtain more in-depth and specific data. Data were analyzed thematically to identify patterns in students' experiences when using the ELLLO website in learning. The findings show that students experienced a positive experience when the ELLLO website facilitated students when learning due to the website's ease of use, simplicity, and attractiveness. However, students also experienced challenges such as disrupted internet connections, boredom while learning, and the speed of native speakers. Overall, this study provides a deep understanding of how students experience online learning on a personal level and offers insights that may benefit researchers and educators seeking to design more effective and supportive online learning environments.

ABSTRACT

Khovivah. 2026. *“Exploring Students’ Experience In Using ELLLO Website For Intensive Listening Learning.”* Undergraduate Thesis. English education department. Faculty of education and teacher training UIN K.H. Abdurrahman Wahid Pekalongan. Thesis supervisor: Noorma Fitriana M. Zain, M.Pd.

Keywords: Student experiences, ELLLO website, digital learning, listening.

Mendengarkan merupakan salah satu keterampilan dalam belajar Bahasa Inggris yang dianggap sulit oleh kebanyakan mahasiswa dikarenakan kecepatan berbicara penutur asli, aksen yang beragam, dan keterbatasan kosakata. Sebagai solusinya pemanfaatan alat bantu dalam pembelajaran berbasis internet seperti website ELLLO sudah mulai diterapkan didalam perguruan tinggi yang bertujuan untuk mendukung pembelajaran menjadi lebih mandiri dan fleksible. Oleh karena itu, penelitian ini bertujuan untuk menggali pengalaman mahasiswa saat menggunakan website ELLLO dalam pembelajaran Bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif naratif dengan teknik pengumpulan data menggunakan dua jenis data: data umum dan data spesifik. Data umum diperoleh melalui kuesioner kepada mahasiswa di tiga kelas. Sementara itu, data spesifik diperoleh melalui wawancara semi-terstruktur untuk mendapatkan data yang lebih mendalam dan spesifik. Data dianalisis secara tematis untuk mengidentifikasi pola pada pengalaman siswa ketika menggunakan website ELLLO dalam pembelajaran. Temuan menunjukkan bahwa siswa mengalami pengalaman yang bersifat positif ketika website ELLLO memudahkan siswa saat belajar dikarenakan kemudahan penggunaan website, cukup sederhana, simple, dan menarik. Namun siswa juga mengalami tantangan ketika siswa mengalami jaringan internet yang terganggu, membosankan saat belajar, kecepatan penutur asli. Secara keseluruhan, penelitian ini memberikan pemahaman yang mendalam mengenai bagaimana siswa mengalami pembelajaran berbasis internet secara personal serta menawarkan wawasan yang dapat bermanfaat bagi peneliti dan pendidik yang ingin merancang lingkungan pembelajaran berbasis internet yang lebih efektif dan mendukung.

PREFACE

All praise and gratitude be to Allah SWT, the Most Gracious and Most Merciful, who has bestowed His grace and blessings throughout the process of writing my thesis entitled "Exploring Students' Experience in Using the ELLLO Website for Intensive Listening Learning" can be completed. This thesis is submitted as one of the requirements for obtaining a Bachelor of Education degree in the Department of English Language Education, Faculty of Teacher Education and Training at UIN K.H. Abdurrahman Wahid Pekalongan. The completion of this thesis is not solely the result of the author's efforts, but also thanks to the substantial support from various parties. Therefore, the author would like to express his sincere gratitude to all parties who have contributed to this work.

1. Prof. Dr. H. Zaenal Mustakim, M.Ag. Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag. Dean of the Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A. Head of the English Language Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Noorma Fitriana M. Zain, M.Pd. My advisor, who provided support, guidance, and valuable time throughout the writing process of this thesis.
5. All lecturers and staff of the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, who generously provided knowledge and information throughout my academic journey.
6. My beloved family, with their endless prayers, support, and patience, have given me strength from the beginning of writing this thesis until its completion.
7. To my beloved friends, "Bjir Hijrah," thank you for the friendship, memories, jokes, laughter, tears, and endless support that have shaped me into who I am today.

I hope this thesis is beneficial to readers and can contribute to the development of educational research.

TABLE OF CONTENT

	Page
COVER PAGE.....	i
SURAT PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	v
ABSTRAK.....	vi
ABSTRACT.....	vii
PREFACE	viii
TABLE OF CONTENT	ix
TABLE OF FIGURE	xi
TABLE OF APPENDICES	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Identification of the Study.....	4
1.3 Scope of the Study.....	4
1.4 Formulation of the Problems.....	5
1.5 Aims of the Study.....	5
1.6 Significances of the Research.....	5
CHAPTER II LITERATURE REVIEW.....	6
2.1 Theoretical Framework	6
2.1.1 Students' Experience.....	6
2.1.2 Digital Learning	7
2.1.3 ELLLO website	8
2.1.4 Listening.....	13
2.1.5 Intensive Listening.....	17
2.2 Previous Studies	17
2.3 Conceptual Framework	21
CHAPTER III RESEARCH PROCEDURE.....	23

3.1 Research Design	23
3.2 Research Setting and Participants	24
3.3 Data Collection.....	24
3.4 Data Analysis	25
3.6 Triangulation	28
3.7 Data Truthworthiness	29
CHAPTER IV FINDINGS AND DISCUSSION	30
4.1 Findings.....	30
4.2 Discussion	49
CHAPTER V CONCLUSION.....	57
5.1 Summary	57
5.2 Recommendation.....	58
REFERENCES.....	60
APPENDICES	64

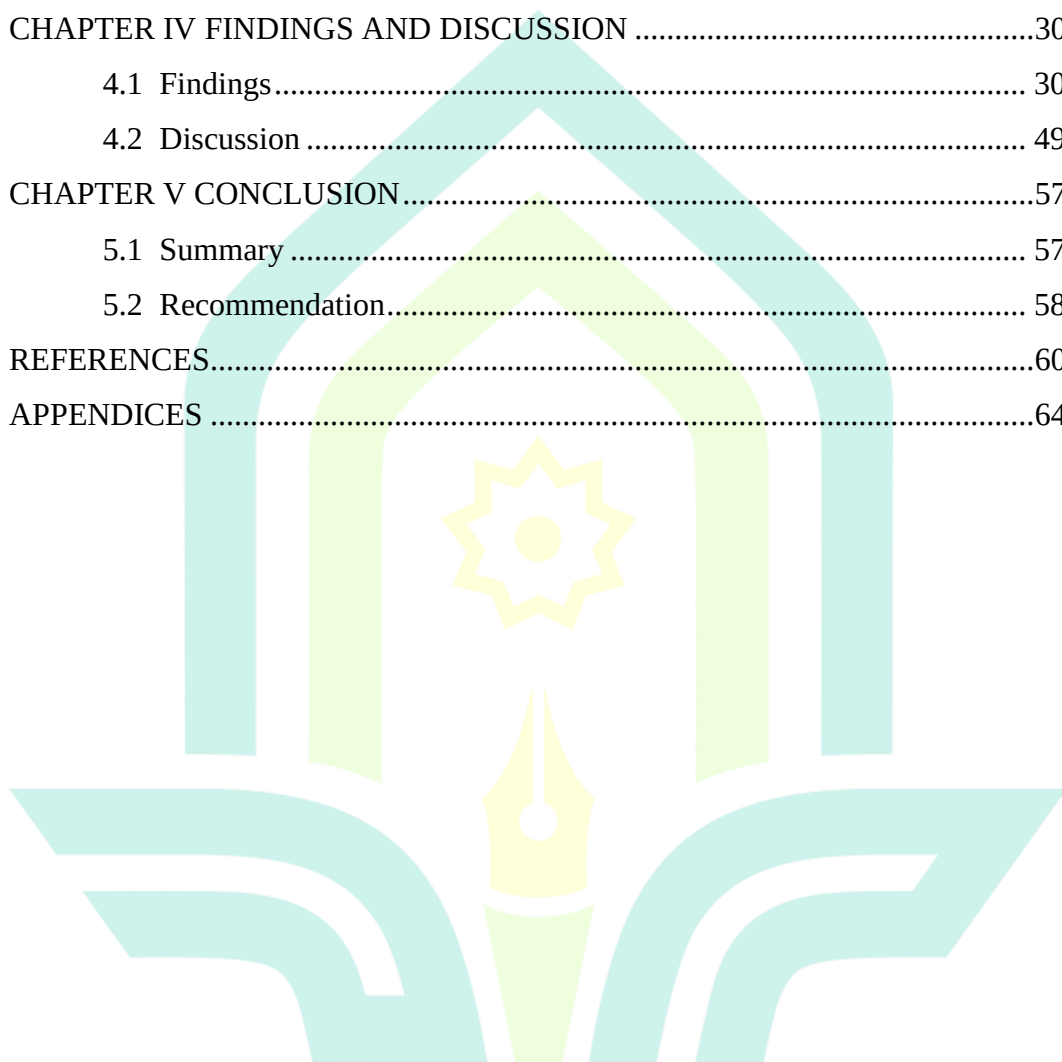


TABLE OF FIGURE

	Page
Figure 2.1 view	9
Figure 2.2 mixer	10
Figure 2.3 grammar	11
Figure 2.4 one minute english	12
Figure 2.5 Conceptual Framework	22

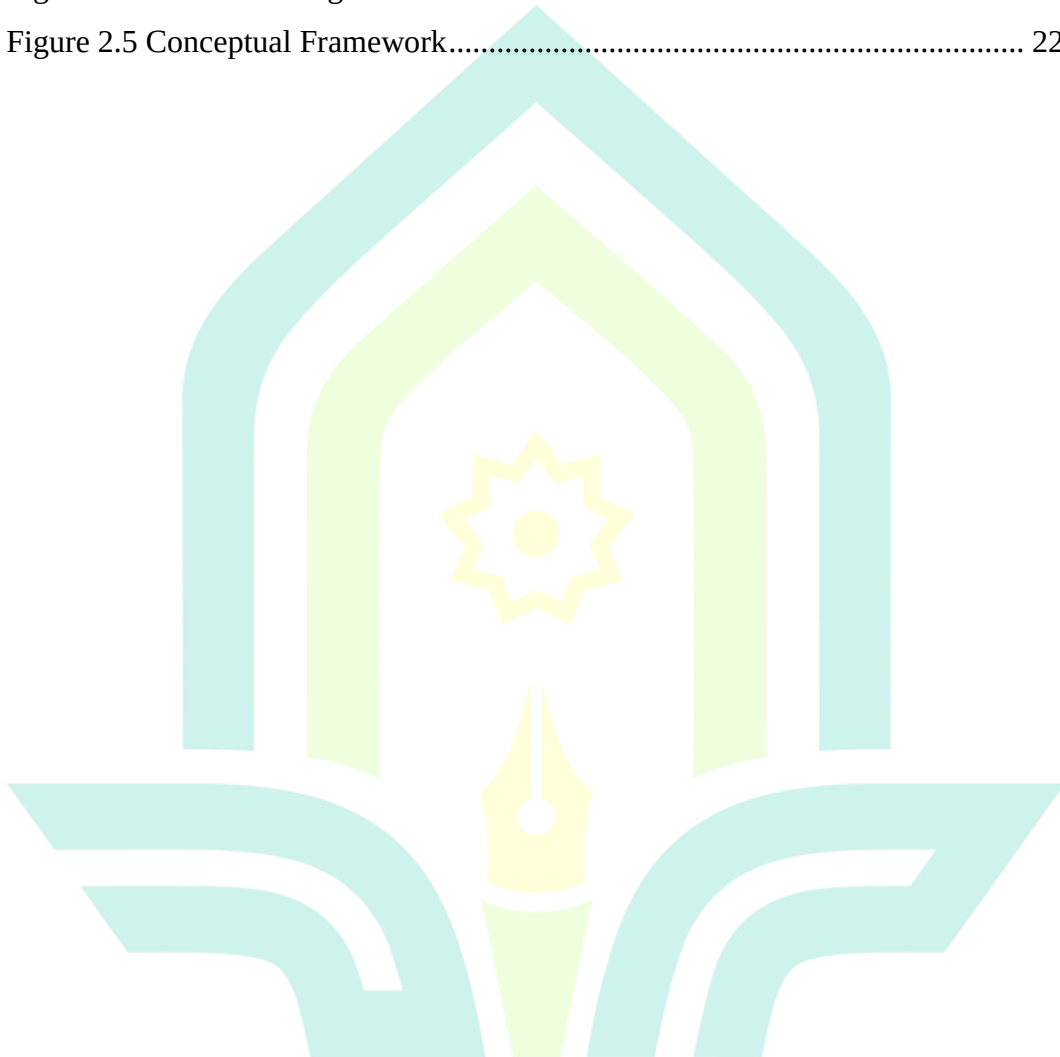
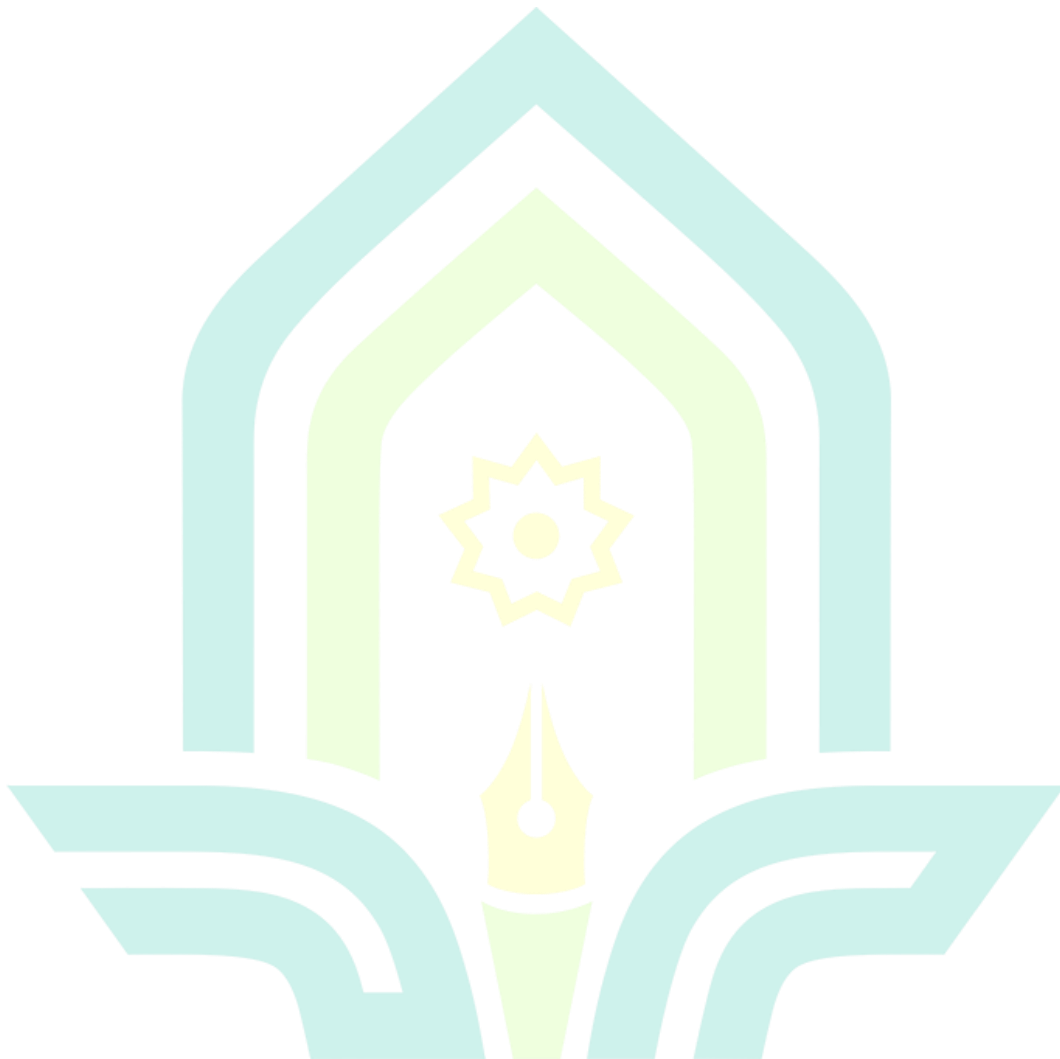


TABLE OF APPENDICES

	Page
CURRICULUM VITAE	64
Attachment of results data.....	65



CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has become a subject in the Indonesian education curriculum, from elementary school, junior high school, high school, to university. Through the 1994 Basic Education Curriculum, the Indonesian government started teaching English to kids in primary schools (SD) or Madrasah Ibtidaiyah (MI) as early as feasible. The goal is to familiarize students with a foreign language. To learn English, we must master four main skills: listening, speaking, reading, and writing. According to Lawson (2007), one of the skills considered difficult for students is listening, which is key to acquiring a wealth of new information. People spend 80% of their waking hours communicating, and at least 45% of that time is spent listening. Therefore, listening is a very important activity compared to other skills such as speaking, reading, and writing.

In an extensive listening class in 2022, some students experience listening difficulties. Based on classroom observations, several students struggled to hear the speakers' pronunciation in English audio. This was due to the speakers' fast pronunciation, differences in accent, and a lack of vocabulary. If this situation persists, students will struggle with listening skills, which are crucial for supporting other English language skills. Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and

understanding the syntax of sentences (Nadig, 2013, as cited in Gilakjani & Sabouri, 2016). Therefore, learning media that can support independent and flexible listening skills are needed.

Based on initial observations in intensive listening classes during the 2025/2026 academic year, the ELLLO website has been used in intensive listening courses. Students can access the ELLLO website via the internet on their mobile phones or laptops. Through this platform, students can practice listening using the available audio recording feature. Transcripts are also available to help students understand the audio content. Quizzes and exercises are provided for independent completion. Students can also check the answers provided at the bottom of the page. This aims to help students understand assignments and improve their listening comprehension using smartphones.

However, researcher also found that some students struggled to understand native speaker accents on the ELLLO website, while others found the transcription feature helpful. This study found no significant differences between intensive and extensive listening because they both refer to the same learning objectives and practices. In 2022, the term extensive listening was used as the course name, while in 2025, the term was changed to intensive listening. There were no significant changes in learning, and the learning media remained the same, utilizing the ELLLO website. The researcher chose the intensive listening class based on the learning context, with the focus of the research on the use of ELLLO as a listening learning medium. Therefore, this class selection is relevant to the research object. This research is important

because internet based learning media is increasingly used in higher education. By understanding student experiences, it is hoped that it can provide input for instructors in designing more effective and engaging listening lessons.

ELLLO is a free app that helps students learn to listen. The app includes six different activities: displays, videos, mixers, news centers, games, and scenes. Each activity includes a vocabulary test and a listening comprehension test. The app also includes scripts for each video or recording, so students can practice pronunciation while practicing their listening skills. In ELLLO, students can also choose the level, topic, and country of the speaker they want to study. By studying based on the level and topics they're interested in, they'll likely find it easier to learn listening comprehension (Beucken, 2004).

ELLLO is a useful and supportive multimedia resource that can enrich listening activities, improve students' language comprehension, and serve as a useful complement to classroom learning. Several previous studies, Ana Maria Flores, (2024) have explored the use of internet based extensive listening portfolios using the ELLLO website as a learning resource for EFL students. Meanwhile, the second study by Yulia Indriani, Effendi Limbong, & Istanti Hermagustiana, (2024) implemented the ELLLO platform in teaching listening skills at SMKN 3 Tenggara. The third study Tira Nur Fitria, (2021), various digital platforms such as Joox, Spotify, YouTube, podcasts, and websites like ELLLO and ESL Lab help students learn to listen well. These platforms provide flexible, enjoyable, and accessible learning experiences through authentic input, diverse accents, and interactive materials.

Previous researches have largely focused on the impact of ELLLO in improving listening comprehension. Few studies have explored students' personal experience, feelings, and challenges when using the ELLLO website. Based on the above description, the researcher wants to explore more about students' experiences, and difficulties when using the ELLLO website to learn English intensive listening.

1.2 Identification of the Study

Based on the description of the background of the problem above, research problems can be identified, including the following:

1. The challenges faced by students in the intensive listening learning process remain largely unexplored, particularly in contexts such as native speaker speed, accent differences, and vocabulary limitations.
2. Research focusing on students' experiences using the ELLLO website during intensive listening learning is still limited, as most previous research has focused on the effectiveness of the ELLLO website itself in improving listening skills.

1.3 Scope of the Study

This study focuses on exploring students' experiences in using the ELLLO website during the intensive listening learning process and identifying what challenges they face while using the website.

1.4 Formulation of the Problems

The problems to be discussed in this research are:

1. How are students' experiences about using the ELLLO website for intensive listening lessons?

1.5 Aims of the Study

The aims of the study are:

1. To explore students' experiences in using the ELLLO website for intensive listening lessons.

1.6 Significances of the Research

1. Theoretical use : This research was expected to contribute to Vygotsky theory of language leaning, particularly by enhancing the theoretical understanding of how digital tools supported English listening comprehension.
2. Empirical use : This research is expected to provide empirical evidence about students' personal experience, and challenges when using the ELLLO website.
3. Practical use : This study highlights students' personal experience, and challenges when using the ELLLO website, which benefits students' and teachers.

CHAPTER V

CONCLUSION

5.1 Summary

Based on the findings and discussions in the previous chapter, it can be concluded that the ELLLO website is a learning resource that can support the intensive listening learning process. Students have used it as a learning resource, both in teacher-led classes and for independent practice. The variety of listening materials, transcripts, and exercises available make the ELLLO website a helpful learning resource for students in intensive listening.

Furthermore, research results indicate that students experienced both positive and negative experiences when using the ELLLO website. Positive experiences included clear audio, a transcript feature, and exercises that helped students understand conversational content, identify errors, and improve their listening skills. Conversely, students encountered a number of challenges. These included difficulty understanding the speakers' varying accents, a relatively high speaking rate, and difficulty maintaining focus, especially when first using the website. To address these issues, students employed various approaches, such as listening to the audio repeatedly, using transcripts after listening, and practicing independently to become more familiar with English pronunciation and accent variations.

Overall, students appreciated using the ELLLO website for intensive listening. Despite some initial challenges, they found the ELLLO website to be an engaging and rewarding learning experience, supporting the development

of listening skills. Therefore, the ELLLO website can be a useful learning tool to help students develop their listening skills.

5.2 Recommendation

Based on the results of this study, there are several suggestions for educators, students, and future researchers.

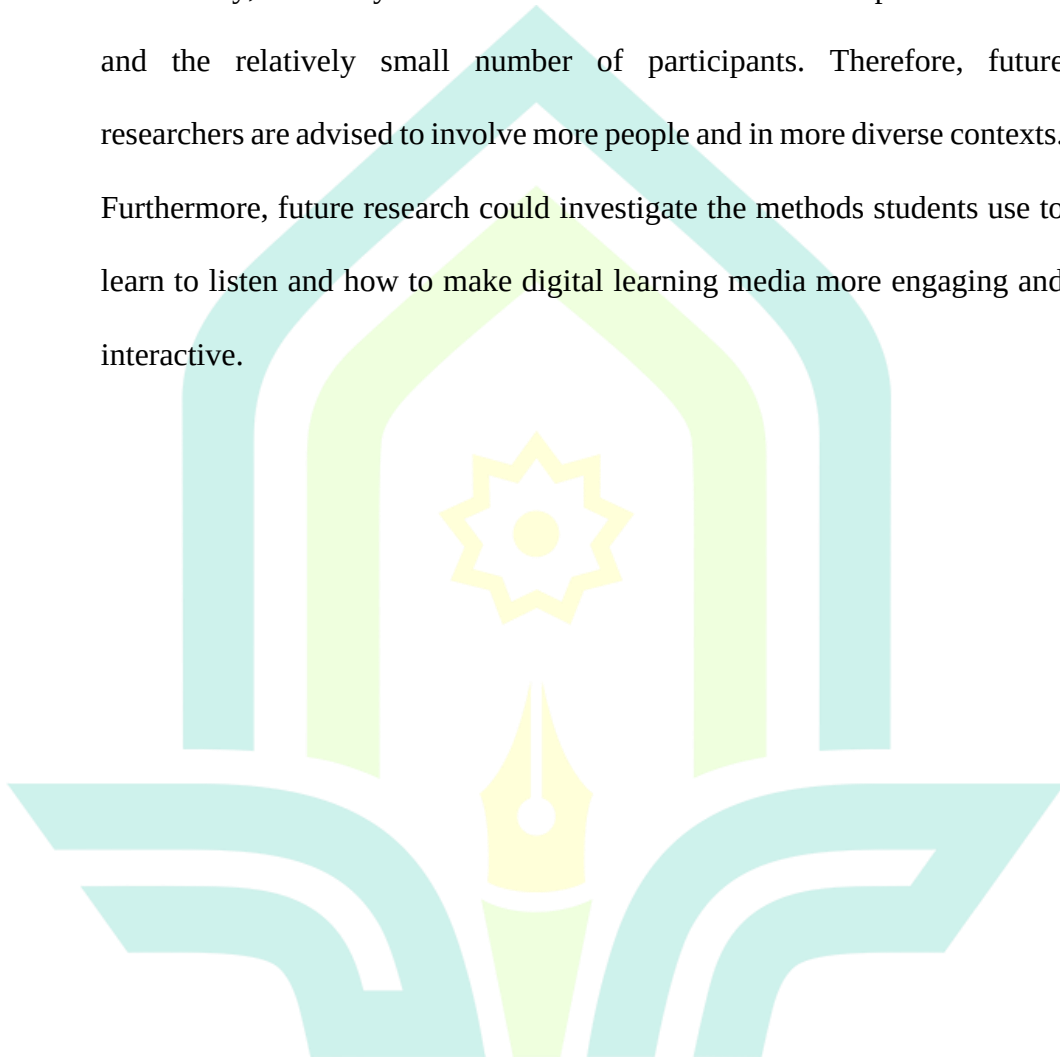
First and foremost, for educators and lecturers, the ELLLO website should be optimally utilized in the learning process. This website should not only be used to complete assignments but also to support students' independent learning. Lecturers need to design organized learning activities to support student learning and provide instructions on how to use features, ongoing listening practice, and reflection activities to enhance student comprehension.

Second, lecturers need to assist students with issues such as understanding speech rate, different accents, and new vocabulary. They can do this by offering listening strategies, such as listening to audio repeatedly, using transcripts, and combining listening and reading activities to enhance comprehension.

Third, it is recommended that students use the ELLLO website more frequently as part of their independent learning. It is hoped that students will not only use the website while working on assignments but also actively practice their vocabulary outside of class by using features such as transcripts, quizzes, and vocabulary for gradual listening skills.

Fourth, due to technical and engagement issues, students are advised to ensure a stable internet connection. Furthermore, lecturers can integrate the ELLLO website with other, more interactive platforms to increase student engagement and interest.

Finally, this study has limitations due to its focus on a specific context and the relatively small number of participants. Therefore, future researchers are advised to involve more people and in more diverse contexts. Furthermore, future research could investigate the methods students use to learn to listen and how to make digital learning media more engaging and interactive.



REFERENCES

- Barclay, L. (2011). Learning to listen/listening to understand: Teaching listening skills to students with visual impairments (p. 17). American Foundation for the Blind.
- Barkhuizen, G., Benson, P., & Chik, A. (2014). Narrative inquiry in language teaching and learning research. Routledge.
- Benson, P., Barkhuizen, G., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. New York: Routledge.
- Berger, K. S. (2006). *The developing person through the life span* (6th ed.). Worth Publishers.
- Beucken, T. (2004). English Listening Lesson Library Online (ELLLO). Retrieved from <http://www.elllo.org> on 15 Juli 2020
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational researcher*, 19(5), 2-14
- Clandinin, D. J., & Connelly, F. M. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.3102/0013189X019005002>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Douglas, D., & Craig, D. (2007). Understanding language learners' experiences in multimedia learning environments. *Language Learning & Technology*, 11(1), 102–120.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.

- Fitria, T. N. (2021). Investigating the emergence of digital platforms for listening learning proficiency. *Journal of English Language Teaching and Learning*, 2(2), 1–11 <https://doi.org/10.30603/al.v7i2.2217>
- Flores, A. M. (2024). Implementing a self-directed internet-based extensive listening portfolio: Insights from an EFL classroom. *ACAB Journal of Language Education*, 118(8), 103–127.
- Gary Buck, (2001). What Practitioners says about Listening: Research Implications for the Classroom. *Foreign Language Annals*, 17: p31
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977–988.

<https://doi.org/10.4304/jltr.2.5.977-988>
- Gohar, R. H. A. (2023). An extensive online listening program to prepare graduate students for the TOEFL listening test and enhance their autonomy. *Journal of Faculty of Education, Benha University*, 34(139), 1–22.

<https://doi.org/10.21608/jfeb.2024.262663.183>
- Gu, Y. (2018). Types of listening. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching*. John Wiley & Sons.
<https://doi.org/10.1002/9781118784235.eelt0570>
- Holzberger, D., Philipp, A., & Kunter, M. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology*, 105(3), 774-786.
- Indriani, Y., Limbong, E., & Hermagustiana, I. (2024). The Use of English Listening Lesson Library Online as Teaching Media by Vocational High School Teacher. *EduLine: Journal of Education and Learning Innovation*, 4(3), 325–329. <https://doi.org/10.35877/454RI.eduline2791>
- Keane, D. T. (2012). Leading with Technology. *The Australian Educational Leader*, 34(2), 44
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

- Karanfil, F., & Demir, S. (2021). *Multilingual identity development in a trilingual setting: A case study of refugee identity and language use*. *Journal of Language and Linguistic Studies*, 17(Special Issue 2), 866-883.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and implications*. Longman.
- Lawson, Karen (2007). *The Importantnt of Listening*. <http://www.Growinggreatness.com>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide* (2nd ed.). Jossey Bass.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Nur, A. S. (2021). The use of English in Indonesia: Its status and influence. *Scope: Journal of English Language Teaching*, 1(1), 1–10. Universitas Muslim Indonesia. <https://jurnal.umi.ac.id/index.php/scope/article/view/65>
- Onuh, W., Legaspi, O. M., Mostajo, S. T., Malabanan, D. S., & Reyes, R. T. (2022). *The link between internet connectivity and missed assessments in the online class modality*. *IAFOR Journal of Education: Technology in Education*, 10(2), 7–25. <https://doi.org/10.22492/ije.10.2.01>
- Philpott, A. (2013). Students' opinions on autonomous learning strategies. *Kwansei Gakuin University Journal of Language Studies*, 27(2), 45–58
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49(1), 345–375. <https://doi.org/10.1146/annurev.psych.49.1.345>
- Parupalli, S. R. (2019). The role of English as a global language. *Research Journal of English (RJOE)*, 4(1), 65–79. Oray's Publications.
- Patton, M. Q. (2002) *Qualitative Research an Evaluation Methods*. In Springer, <https://doi.org/10.1177/1035719X0300300213>
- Risman, M., et al. (2024). The implementation of ELLLO web-based application in teaching listening at MA Al-Ikhlas Ujung Bone. *MA Al-Ikhlas Ujung Bone*.

- Saldana, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Bandung, Indonesia: Alfabeta
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*. 3(1), 101-109.
- Yoon, J., Kwon, S., & Shim, J. E. (2012). Present Status and Issues of School Nutrition Programs in Korea. *Asia Pacific Journal of Clinical Nutrition*, 21(1), 128-133.

