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THE INFLUENCE OF EWA APPS ON LISTENING SKILLS IN ENGLISH LEARNING: A STUDY OF TENTH GRADE STUDENTS AT SMAN 4 METRO

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Abstract

This quasi-experimental study examines the influence and significant influence of the EWA English learning application on the listening skills of tenth-grade students at SMAN 4 Metro. Two classes were designated as an experimental group (using the EWA app in learning) and a control group (using traditional instruction), and both groups underwent pre-test and post-test assessments of listening comprehension. The experimental group's average listening score improved from 54.14 (pre-test) to 75.72 (post-test), a gain of 21.58 points, whereas the control group's average score increased from 53.33 to 66.64. Statistical analysis confirmed that score in the experimental group was significantly greater than that of the control group, as indicated by paired-sample and independent-sample t-tests ($p < 0.05$). Assumption tests verified that the data were normally distributed and had homogeneous variances (Shapiro-Wilk test and Levene's test, respectively), validating the use of parametric analysis. These findings demonstrate that integrating the EWA app into English learning can significantly influence students' listening skills compared to conventional teaching methods.

Keywords: *EWA app, Listening, Influence*

INTRODUCTION

In today's globalized world, English language proficiency plays a crucial role in expanding opportunities for education, communication, and career development. Among the four essential language skills—listening, speaking, reading, and writing—listening serves as a foundational component, enabling learners to comprehend and process spoken language in a variety of contexts (Alrajafi, 2021). Despite its importance, listening remains one of the most challenging skills for English language learners to master. As Alzamil (2021) explains, effective listening requires learners to simultaneously decode sounds, interpret meaning, and relate new information to their existing knowledge base. These complexities are further compounded by factors such as unfamiliar vocabulary, rapid speech delivery, and

limited interaction with native speakers (Hardiyanto et al., 2021; Ramadhianti & Somba, 2023), all of which hinder learners' ability to develop strong listening comprehension skills.

This issue is especially relevant in Indonesian classrooms, where students often struggle to acquire effective listening strategies due to the lack of engaging and accessible learning tools. These challenges were evident among students at SMAN 4 Metro, as identified through a preliminary survey conducted by the researcher. In an interview, the English teacher at the school highlighted several obstacles that students commonly face in developing their listening skills. She noted that many students struggle to comprehend spoken English due to limited vocabulary knowledge, which often causes them to miss key words in audio materials, hindering their overall understanding. Additionally, the teacher observed that students seldom engage with English reading materials, reducing their exposure to new words and expressions. This lack of vocabulary enrichment further impedes their listening comprehension and overall language development. As a result, students face considerable difficulty in following spoken English during classroom activities, which negatively affects their progress in mastering the language.

To support students in improving their listening skills, the use of technology-enhanced learning tools has emerged as a practical and effective solution (Alek, 2023, p. 46). Such tools provide learners with opportunities to engage in listening practice within more interactive, authentic, and context-rich environments, overcoming the limitations often found in traditional teaching methods. One such tool is the EWA application, which offers a variety of audiovisual materials—including dialogues, podcasts, and interactive quizzes—specifically designed to enhance English listening comprehension.

The EWA application is an international EdTech company headquartered in Singapore. Since 2017 EWA application has been at the forefront of innovation in language acquisition with our flagship mobile and web-based app EWA. EWA app was founded by Max Korneev in 2015 (EWA, 2020; Martinetti, 2020; Tracxn, 2025). EWA application also defined as an innovative educational tool that utilizes technology to enhance students' English language skills, particularly in vocabulary acquisition and listening practice (https://appewa.com). EWA encourages students

to actively recall vocabulary and apply it in context through exercises that focus on both understanding and usage (Kadir et al., 2024; Tiang-uan, 2023).

Several previous studies have explored the use of the EWA application in English language learning. Tiang-uan (2023) examined student perceptions of EWA and found its interactive content aligned well with lesson materials, though the study lacked direct measurement of listening improvement. Kadir et al., (2024) highlighted how EWA's features made vocabulary learning more engaging. Other study, such as Simamora (2024) on Busuu and Lestari et al., (2023) on EdPuzzle, emphasized the effectiveness of digital tools in enhancing listening skills. However, most studies focused on perceptions or other language skills rather than measuring the direct impact of EWA on listening comprehension. To address this gap, the present study employs a quasi-experimental design to assess the actual influence of the EWA application on listening skills among high school students.

This study has the following objectives: (1) to find out the influence of using the EWA application on the tenth-grade students' listening skill at SMAN 4 Metro, and (2) to examine the significance of using the EWA application on the students' listening skill at SMAN 4 Metro. The first hypothesis (H_a) posits that there is a positive influence of using the EWA application on the listening skills of tenth-grade students at SMAN 4 Metro, while the null hypothesis (H_0) asserts that there is no positive influence. The second hypothesis (H_a) suggests that there is a significant difference in the listening skills of tenth-grade students after using the EWA application, whereas the null hypothesis (H_0) states that there is no significant difference in their listening skills after using the application.

METHOD

This study uses a quantitative quasi-experimental research design. According to Creswell (2009), a quasi-experimental design is a type of research that examines cause-and-effect relationships between variables, typically involving pre-tests and post-tests to measure changes over time. In this study, a quasiexperimental design is appropriate as it allows for the comparison of two intact groups: an experimental group using the EWA application for listening exercises and a control group receiving traditional listening instruction. The cluster random sampling technique was used to select class 10.4 as the experimental group and class 10.3 as the control group, with each group consisting of 36

students. This design facilitates a clear comparison of the impact of the EWA application on students' listening skills in English learning.

In this study, the primary instrument for measuring listening comprehension is a pre-test and post-test, consisting of 30 fill-in-the-blank questions. The test was designed to assess students' listening skills before and after using the EWA application. The data collection technique involves administering a pre-test, followed by the treatment using the EWA application, and a post-test to evaluate any influence. The validity of the instrument was assessed through face validity by two experts, resulting in a score of 5, indicating it was deemed "very good." Reliability was tested using the Spearman-Brown technique, which produced a coefficient of 0.825, confirming the instrument's high reliability.

The data were analyzed using two statistical tests (Anggara & Anwar, 2017). A Paired Sample T-Test was applied to the first hypothesis to compare pretest and post-test scores within the same group, determining if there was a significant improvement in listening skills after using the EWA application. For the second hypothesis, an Independent Sample T-Test was used to compare the listening skills of the experimental and control groups, assessing the significance of the EWA application's impact.

RESULTS AND DISCUSSION

Data description provides data calculations from pre-test and post-test students in experimental and control class. All data was obtained by processing using statistical formulas with SPSS.

Table 1 The Result of Pre-Test in Experimental and Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	36	50	33	83	54.14	14.625
Pre-Test Control Class	36	50	33	83	53.33	13.951
Valid N (listwise)	36					

The descriptive statistical analysis of the pre-test results for both the control and experimental classes is presented in Table 1. From the table, it can be seen that the control class had a mean score of 53.33, while the experimental class had a mean score of 54.14. This indicates that, before treatment, the students in the experimental class generally performed slightly better than those in the control class. The range of scores in both classes is the same, at 50 points, with the minimum score being 33 and the maximum score 83. This suggests that both groups had similar score distributions, but individual performances varied significantly. In terms of variability, the standard deviation for the control class is 13.951, while the experimental class has a slightly higher standard deviation of 14.625. This means that the scores in the experimental class were more widely spread, indicating a slightly higher degree of variation among students' initial listening abilities compared to the control class.

Table 2 The Result of Post-Test in Experimental and Control Classes

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experimental Class	36	53	47	100	75.72	13.194
Post-Test Control Class	36	47	50	97	66.64	11.613
Valid N (listwise)	36					

Based on the data above, the total number of students in both the experimental and control classes remain the same as in the pre-test, with 36 students in each class. The mean score for the experimental class is 75.72, while the mean score for the control class is 66.64. The standard deviation in the experimental class is 13.194, whereas in the control class, it is 11.613. The score range in the experimental class is 53, while in the control class, it is 47. The minimum score in the experimental class is 47, whereas in the control class, it is 50. Additionally, the maximum score in the experimental class is 100, compared to 97 in the control class.

To observe the increase in scores from the pre-test to the post-test in both the experimental and control groups, the improvement in scores is presented in the table 3 below.

Table 3 The Score Improvement of English Listening Ability

Group	N	Mean Pre-Test	Mean Post-Test	Mean Different
Experimental	36	54.14	75.72	21.58

The mean between pre-test and post-test in experimental class was different. The mean score in pre-test is 54.14 and the mean score in post-test is 75.72. The mean score of post-tests is greater than pre-test score (75.72 > 54.14) with 21.58 differences. It can be concluded that teaching listening using EWA application have an effect.

Table 4 Result of T-Test Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Experiment – Post Experiment	-21.583	8.510	1.418	-24.463	-18.704	-15.217	35	.000

The first hypothesis was tested using a paired sample t-test to determine whether the EWA application had an effect on students' listening skills. Based on the results of the paired sample t-test, the significance value (Sig. 2-tailed) was found to be 0.000, which is lower than 0.05 (0.000 < 0.05). Therefore, it can be concluded that the alternative hypothesis (Ha) is accepted.

Table 5 Result of T-Test Paired Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score post test	Equal variances assumed	.205	.652	-3.101	70	.003	-9.083	2.930	-14.926	-3.241
	Equal variances not assumed			-3.101	68.890	.003	-9.083	2.930	-14.928	-3.239

Based on Table 16, the significance value (*Sig. 2-tailed*) was 0.003, which is lower than the error level of 0.05 (*Sig. < 0.05*). This result indicates that there is a statistically significant difference in listening skills between the experimental and control groups. Therefore, the alternative hypothesis (Ha) is accepted, confirming that there is a significant difference in listening skills of tenth-grade students after using the EWA application at SMAN 4 Metro.

In this study, there are two research questions. The first question is: (1) Does the use of the EWA application affect the listening skills of tenth-grade students at SMAN 4 Metro? The second question is: (2) Is there a significant difference in students' listening skills after using the EWA application? Analysis of the pre-test and post-test in the experimental class shows a significant difference in students' listening skills. This study employed T-test in both pre- and post-test sections. As for the results tested using a paired sample t-test, the analysis has shown the significance value (Sig. 2-tailed) was found to be 0.000, which is lower than 0.05 (0.000 < 0.05), it can be concluded that the alternative hypothesis (Ha)

is accepted. In addition, based on the independent sample t-test results, the significance value (2-tailed) was found to be 0.003, which is smaller than 0.05 (sig < 0.05). In conclusion, the alternative hypothesis (Ha) is accepted.

The findings from this study demonstrate that the EWA application significantly influences the listening skills of tenth-grade students at SMA N 4 Metro. This is evident from the post-test results, where the experimental class, which used the EWA application, achieved a higher mean score compared to the control class.

Firstly, the significant influence in the experimental group's post-test scores indicates that the EWA application is an effective tool for enhancing students' listening proficiency. The interactive and engaging features of EWA, such as adjustable playback speed, subtitles, and real-life dialogues. This finding is consistent with Kadir et al. (2024), who found that interactive content in EWA promotes better vocabulary retention and comprehension. Similarly, Tiang-uan (2023) highlighted that students had positive perceptions of EWA's interactive features, which increased engagement and motivation, key factors in developing listening skills.

Secondly, the use of authentic materials in the EWA application provided students with exposure to real-life English usage, help their ability to understand various accents and speech patterns. This aligns with Nation & Newton's (2008) theory, which emphasizes that authentic materials help learners process and comprehend spoken language more effectively. Furthermore, Mukhtorova (2024) noted that interactive digital tools, such as EWA, enhance students' engagement with authentic language input, thereby improving comprehension skills.

Thirdly, the results correspond with Simamora (2024) research, where interactive applications like Busuu significantly improved students' listening skills. The structured and consistent exposure to listening materials in EWA encouraged active practice, promoting better retention and comprehension. The post-test results of this study, where the experimental group outperformed the control group, reinforce these findings. Additionally, Lestari et al. (2023) emphasized the importance of interactive tools like EdPuzzle in engaging students, although they noted that task difficulty could be a challenge. In contrast, EWA's adaptable features, such as adjustable playback speed, help mitigate such difficulties, enhancing students' learning experiences.

Moreover, the statistical analysis using paired and independent t-tests validated the positive impact of the EWA application. The significance values were less than 0.05, indicating a meaningful difference in listening skills after using the application. This result substantiates the alternative hypothesis and aligns with previous research, including Simamora (2024) and Tiang-uan (2023), which emphasized the positive influence of interactive digital tools on listening proficiency.

In addition, the findings align with the theoretical framework that highlights the importance of active engagement in listening comprehension. As discussed in Chapter 2, effective listening requires strategies such as predicting content, focusing on key information, and making inferences (Rahimi & Soleymani, 2015). The EWA application, with its interactive and context-based exercises, supports these strategies, facilitating deeper comprehension. This suggests that EWA not only enhances listening practice but also cultivates critical listening strategies among students.

In conclusion, the EWA application offers a valuable approach to enhancing listening skills among high school students. Its interactive features and authentic content provide an engaging and effective learning experience. Therefore, integrating EWA into listening instruction can address common challenges, such as limited vocabulary exposure and difficulty in understanding authentic speech. These findings contribute to the broader discourse on technology-enhanced language learning and support the integration of digital tools in educational settings.

CONCLUSION AND SUGGESTION

In conclusion, the EWA application has shown a significant positive impact on the listening skills of tenth-grade students at SMAN 4 Metro. The experimental group, which used the EWA app, demonstrated a more substantial improvement, with an average increase of 13.10 points from the pre-test to the post-test, compared to a 5.90-point increase in the control group. Statistical analysis using SPSS further confirmed the significance of these findings, with the first hypothesis test yielding a p-value of 0.000 and the second hypothesis test showing a p-value of 0.02, both indicating that the EWA app significantly enhances listening skills. These results suggest that the EWA app is an effective tool for listening abilities. Based on these findings, it is recommended that teachers incorporate the app into

their lessons, utilizing its interactive features and instant feedback to complement classroom instruction. Teachers should also encourage students to use the app independently to reinforce their listening practice. Students, on the other hand, should make consistent use of the app, dedicating time outside of class to practice and improve their listening comprehension. For future research, exploring the EWA application's impact on other language skills, such as speaking and vocabulary, would provide further insights into its overall effectiveness in language learning. Additionally, future studies could investigate how various types of feedback within the app influence listening skill development.

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