

ABSTRACT

Sholehah, Wardatus. 2024. *The Effect of Poro English Applicatin to Senior High School Students Narrative Text Listening Skill*. Thesis. English Education Program, Faculty Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1) Dr. Tanzil Huda, M.Pd (2) Kristi Nuraini, M.Pd.

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The purpose of this study is to evaluate the impact of the Poro English application on students' narrative text listening skills. Understanding whether and how the application impacts students' ability to understand and engage with narrative texts can provide insight into its effectiveness as an educational tool. This study aims to contribute to the broader discussion about integrating technology into language education and to offer recommendations for educators seeking to improve listening instruction through innovative methods.

This research used Quantitative research, quantitative research uses an experimental type. The results of previous studies show that the use of Android application media is effective. Therefore, based on the results of this experimental study, the author found that the listening learning strategy using the Poro English application can be said to be effective and makes students improve their listening skills.

Then, the result of the data shows the average of students who use Poro English Application in English listening is 83.73 and the average of students who do not use Poro English Application in English listening is 77.55. Using this Application the students will be easier to answer the question of listening skill. And the researcher hopes the students will always increase their ability in English language, especially in English listening skill. Based on the result, there is significant effect of poro English application to senior high school students' narrative text listening skill.

For the future researcher, the researcher hope that this research can be used as source or information for future to find other methods to complate the research and prove more strongly the significant difference of English listening skill.

