

Listening Comprehension Concerning Mobile Learning In Listen English Daily Practices Application

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ABSTRACT: This study aims to evaluate the effectiveness of the Listen English Daily Practices app in enhancing the listening skills of teenage learners at Mulawarman University, East Borneo, Indonesia. In order to investigate their proficiency on mobile learning using Listen Daily practices application, The current study focuses on whether using an Android smartphone would increase student proficiency in learning English to the degree that they desire (Metruk, 2022). Learning foreign languages is possible with a variety of Android applications, including those for reading, writing, speaking, listening, grammar components, writing, and even structuring sentences in English. Any educational setting may use it as an English language aid, or it may be used as a media resource. Researchers carried out this study because they noticed its existence and since young people frequently use Listen English Daily Practices app on their mobile devices. In order to better understand how students use and valuable in strengthening their listening abilities, the researcher is purposefully and truly interested in examining this case. This study uses a quasi-experimental method sampling frame using pre-test and post-test. In collecting data, researchers use the listening test as an instrument. The results show that 44% of the participants achieved their goals in accordance with the criteria outlined in the intervention. The study involved 54 students from the English Department who were randomly divided into experimental and control groups. The findings of the hypothesis imply that the use of the Mobile Listen English Daily Practice App improves students' comprehensive understanding of listening skills and could be more widely integrated into English language teaching to enhance students' listening skills.

Keywords: M-Learning, Listening Comprehension, Listening Application, Listen English Daily Practices App.

ABSTRAK: Penelitian ini bertujuan untuk mengevaluasi efektivitas aplikasi Listen English Daily Practices dalam meningkatkan keterampilan mendengarkan pada remaja di Universitas Mulawarman, Kalimantan Timur, Indonesia. Untuk menyelidiki kemahiran mereka dalam pembelajaran menggunakan aplikasi Listen Daily Practices, penelitian ini berfokus pada apakah penggunaan smartphone Android akan meningkatkan kemahiran siswa dalam belajar bahasa Inggris sesuai dengan yang mereka harapkan (Metruk, 2022). Pembelajaran bahasa asing dapat dilakukan dengan berbagai aplikasi Android, termasuk untuk membaca, menulis, berbicara, mendengarkan, komponen tata bahasa, menulis, dan bahkan menyusun kalimat dalam bahasa Inggris. Aplikasi ini dapat digunakan dalam berbagai konteks pendidikan sebagai alat bantu bahasa Inggris atau sebagai sumber media. Para peneliti melaksanakan penelitian ini karena mereka melihat keberadaan aplikasi ini, serta karena kaum muda sering menggunakan aplikasi Listen English Daily Practices di perangkat mobile mereka. Untuk lebih memahami bagaimana siswa menggunakan aplikasi ini dan nilai yang diberikan dalam memperkuat keterampilan mendengarkan

mereka, peneliti dengan sengaja dan sungguh-sungguh tertarik untuk meneliti kasus ini. Penelitian ini menggunakan metode kuasi-eksperimental dengan kerangka sampel menggunakan pre-test dan post-test. Dalam pengumpulan data, peneliti menggunakan tes mendengarkan sebagai instrumen. Hasilnya menunjukkan bahwa 44% peserta mencapai tujuan mereka sesuai dengan kriteria yang ditetapkan dalam intervensi. Penelitian ini melibatkan 54 siswa dari Jurusan Bahasa Inggris yang secara acak dibagi menjadi kelompok eksperimen dan kelompok kontrol. Temuan dari hipotesis menyiratkan bahwa penggunaan Aplikasi Mobile Listen English Daily Practice meningkatkan pemahaman komprehensif keterampilan mendengarkan siswa dan dapat lebih luas diintegrasikan ke dalam pengajaran bahasa Inggris untuk meningkatkan keterampilan mendengarkan siswa.

Kata kunci: *Aplikasi Mendengarkan, Listen English Daily Practices App, M-Learning, Pemahaman Mendengarkan.*

INTRODUCTION

Enhancing listening skills is essential for language learners, particularly in the context of English as a second or foreign language. Listening is a crucial component of learning English, and it must be improved upon by learners of the language in order to increase their proficiency in speaking, reading, writing, listening, and thinking in English on a consistent basis (Helwa, 2017). However, the relationship between listening skills and the use of mobile technology in language learning has not been fully explored. As a result, the effectiveness of the English language instruction at the university is closely related to the capacity for teaching women (Subramaniam et al., 2020). Due to the prevalence of the Internet and computer peripherals, there are new English language courses that focus on information technology (Kruchinin & Bagrova, 2021). University English teachers are competing to reform their listening teaching ideas, methods, and content using multimedia and software (Crompton & Burke, 2018). The study addresses the following research questions: What are the students' attitudes toward using Listen English Daily practice app in improving their listening comprehension? Are there any significant differences in listening performance between the student who learns listening skills through Listen English Daily practice app and students who learn conventionally? And what challenges do students face in using Listen English Daily practice app?

Guo (2021) report that the web has created a successful new teaching environment and a learner-centred learning environment by employing mobile learning collaboration that supporting classroom engagement as well as expands opportunities for students to deliver authentic English. One can contend that language acquisition has become simpler thanks to technology (Xu, 2020). It's critical to pinpoint children's listening discommodity in order to help them enhance their listening skills (Kukulska-Hulme & Viberg, 2018). In addition, a sizable amount of research has been done to pinpoint the listening problem (Churchill, 2020). Over the past three decades, emphasis has been placed on using technology to enhance learning (Crompton & Burke, 2018). The advent of instruments for mobile- assisted language learning has caused a revolution in

language education today (Pedro et al., 2018) and by the time world consuming most of the time is using mobile phone (Churchill, 2020).

The current study builds upon this body of research by providing empirical evidence on the use of the Listen English Daily Practice app, contributing to the broader discussion on integrating mobile tools into language learning. The adoption of English Practices applications had been the subject of past investigations by a number of researchers (Handayani & Izzah, 2020). The findings of the observation show that educators and students alike are susceptible to misconduct in applications. Students moderately engage themselves in technology-enhanced speaking and listening exercises to advance their English language competence (Subramaniam et al., 2020). They were given a thrilling environment and several different directions (Gonulal, 2020). Additionally, instructors were encouraged to use application tools in the classroom to support active and creative listening (Parveen et al., 2017). Learning can be made less boring by using textbooks and continuous theory (Abdullah, 2020). The importance of practice in teaching listening is significantly greater than that of theory (Setyawan et al., 2018). Additionally, learning to listen with application can be made more pleasurable to avoid getting bored (Li et al., 2022).

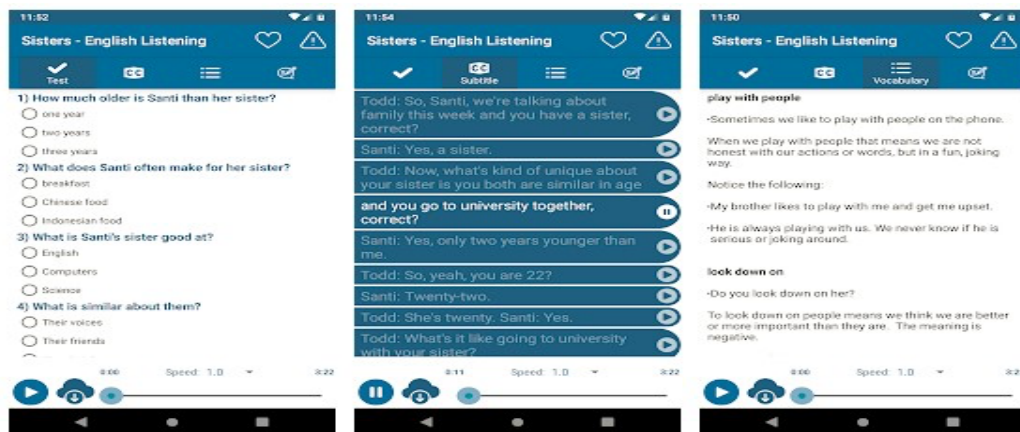


Figure 1. Listen English Daily Practice Application

RESEARCH METHOD

The primary objective of the study was to assess the effectiveness of the Listen English Daily Practice app in enhancing the listening skills of teenage learners. This section outlines the research methodology, including the research design, participants, data collection, and data analysis. The study addresses the research technique and procedures for creating and implementing research instruments, as well as the statistical analyses used in assessing and interpreting the instruments' data, including a case study, participants' descriptions, research design, data collection, and data analysis. This research was conducted in English Department of Mulawarman University East Borneo, Indonesia. The participants of this study were beginner students enrolled in the Extensive Listening course at Mulawarman University. The experimental group consisted of 27 students, who were divided into an experimental group (using the Listen English Daily Practice

app) and a control group (following conventional listening instruction methods). Both groups were comparable in terms of their proficiency levels.

In addition to that, it is anticipated that in this study, participants will use the Listen English Daily Practice app as a tool or media to enhance their student's proficiency. By doing so, it is hoped that this method using application will help the teacher understand whether there are any negative effects associated with using the Listen English Daily Practice app to enhance student's proficiency. The effectiveness of the proposed platform was demonstrated in a teaching experiment. There are, however, few reports on the use of mobile learning in the teaching of English listening (Booton et al., 2023; Mulyadi et al., 2022; Parveen et al., 2017; Dashtestani, 2016; Rahimi & Soleymani, 2015; Azar & Nasiri, 2014). The study's findings shed new light on the comprehension and application of English listening teaching. A recent systematic review investigated the Application technology has a greater positive impact on listening ability than the traditional teaching model (Wu, 2015). To close the gap, this paper conducts a thorough examination of the theoretical foundations, principles, and design of using application to English listening in universities as in (Crompton & Burke, 2018) and (Booton et al., 2023). A questionnaire survey was specifically conducted to quantitatively measure the demand for listening teaching, clarify the current situation of English listening teaching, and improve acceptance of multimedia-based technology (Islam & Hasan, 2020). A quasi-experimental design was employed in this study, consisting of an experimental group and a control group. This design was chosen to investigate the impact of using digital audio technology on students' listening skills.

The population of this study consists of beginner students of Mulawarman University. Then the researchers choose one of the classes for investigation is class Extensive Listening as the experimental class consisting of 27 students both equal in experimental and control groups. The study used a quasi-experimental design with an experimental and control group in order to examine the impact of employing digital audio on the listening skills of EFL students. Scores from the pre- and post-tests were compiled, and a correlation analysis and t-test were performed. The experimental group significantly improved their listening skills when compared to the control group. In this research, the Listen English Daily Practice Application was used by researchers as a teaching support medium which aims to find out how the use of the application affects students' listening skills. Meanwhile, to obtain data, researchers used tests, namely pre-test and post-test. The researcher gave a pre-test to students in the form of a multiple choice partial dictation form.

This research instrument was chosen to measure students' listening skills before being given treatment. After the pre-test, researchers conducted experiments using the Listen English Daily Practice Application. Researchers have selected learning materials from the application. After carrying out the treatment, the researcher then gave a post-test to all students. The post-test is used to understand the extent to which students understand listening skills using the Listen English Daily Practice Application. Researchers compared students'

listening skills by looking at the test results on the pre-test and post-test to find out whether the treatment given was successful or not in improving students' listening skills (Al-jarf, 2021). After collecting data, researcher analyse t-test results statistically through the t-test formula for one group. The validity and reliability of the instruments used in this study were established through pilot testing and expert feedback. The pre-test and post-test were reviewed by experienced instructors in the field of language education to ensure that the tests accurately measured listening skills and aligned with the study's objectives. The reliability of the tests was further confirmed using Cronbach's alpha to assess internal consistency.

RESULT AND DISCUSSION

In this study, researchers wanted to find out the effectiveness of using the Listen English Daily Practice Application for students' extensive listening. Effectiveness can be seen from the difference in students' extensive listening skills scores before and after using the Listen English Daily Practice Application. Data from the research were obtained by conducting a pre-experimental study; students listened and answered tests via their own cell phones Everyday English Listening Practice Application and without listening and answering tests. Presentation of data can be an answer to the research problems in the previous introduction. Because researchers use pre-test and post-test in collecting data. Criteria for all table are in range 90-100 (very good), 80-89 (good), 70-79 (enough), 55-69 (not enough), <55 (less).

Table 1. Pre-test from Control Group

| Frequency | Percentage% |
|-----------|-------------|
| 0 | 0 |
| 0 | 0 |
| 5 | 18.51 |
| 13 | 48.14 |
| 9 | 33.33 |

It is clear from Table 1 that no students met the demands stated in criteria numbers 1 and 2. This shows that no students were assessed as having achieved a high or adequate level based on the standards set for first-time using application. Based on the survey, only around 18% of participants met the basic requirements, while the majority—48.14 per cent—did not meet the basic requirements. In addition, it was recorded that around 9 students, or 33.33% of the entire sample, showed a lower level of skill in meeting student requirements for using the application.

Table 2. Pre-test from Experiment Group

| Frequency | Percentage% |
|-----------|-------------|
| 0 | 0 |
| 0 | 0 |
| 4 | 14.81 |
| 17 | 62.96 |

| | |
|---|-------|
| 6 | 22.22 |
|---|-------|

The experimental group's pre-test results did not significantly differ from those of the control group. No one in this group of students satisfies the standards for being labeled "very good" or "good." Additionally, a total of four students, or 14.81% of the sample, received a Listening rubric score between 70 and 79, demonstrating that they adequately matched the needed requirements. But the majority of the students received marks in the 55–69 range, translating to a percentage of 62.96%. Due to the participants being assigned to each group at random, there is no superiority between the control and experimental groups in these pretests.

Table 3. Post-test from Control Group

| Frequency | Percentage% |
|-----------|-------------|
| 0 | 0 |
| 10 | 37.02 |
| 9 | 33.33 |
| 7 | 25.92 |
| 1 | 3.70 |

Table 4. Post-test from Experiment Group

| Frequency | Percentage% |
|-----------|-------------|
| 1 | 3.7 |
| 12 | 44.44 |
| 14 | 51.85 |
| 0 | 0 |
| 0 | 0 |

The results shown in Table 3 shows that the control group that had access to Mobile Learning showed varying performance. Specifically, 10 students (37.02%) performed at a good level, while 9 students (33.33%) performed at an adequate level. Apart from that, there were 7 students who obtained scores below the sufficient standard, while only 1 student was below the required standard. Based on the findings of the experimental group, shown in Table 4, only one student (3.7%) met the highest standard, while 12 students (44.44%) met the highest standard. The majority of students meet the requirements. The proportion is almost 51.85%. Fortunately, none of the students met the requirements.

Table 5. Difference value from Control Group and Experimental Group

| | Pretest | Posttest | Resolve |
|---------|---------|----------|---------|
| Group A | 57.74 | 74.81 | 17.07 |
| Group B | 59.96 | 81.22 | 21.26 |

From pre-test to post-test, the control group showed a change of 17.07, whereas the experimental group showed a change of 21.06, according to the results shown in Table 5. Based on the results, it was concluded that Group B,

which used Listen English Daily Practice app, had undergone a greater degree of change than Group A, which also used Listen English Daily Practice app. According to research, Listen English Daily Practice app has been found to be more successful at improving Listening abilities, especially when it comes to narrative texts and audio from Listen English daily practice app. The estimated t-statistic was shown to be greater than the required t-value ($2.80 > 2.00$) based on the t-test results. The t-critical values and t-statistical values differed little.

Effectiveness of the Listen English Daily Practice App in Enhancing Listening Skills and Promoting Student-Centered Learning in Higher Education

The findings of this study align with previous research by Wu (2015) and Xue (2022), both of whom highlighted the effectiveness of mobile applications in enhancing listening skills, particularly in higher education settings. These earlier studies emphasized how mobile learning tools foster the development of language competencies through interactive and engaging methods. Similarly, the current study provides empirical evidence supporting the claim that the **Listen English Daily Practice** app is an effective tool for improving narrative listening skills, particularly in the context of higher education. The app encourages active learning by offering students opportunities to engage with listening exercises that not only build their comprehension but also enhance their critical thinking and ability to apply new concepts to real-world situations.

The qualitative data revealed that approximately 60% of the students found the **Listen English Daily Practice** app beneficial in advancing their listening skills. This feedback indicates a significant level of student satisfaction with the application, highlighting its usefulness in promoting listening comprehension. Furthermore, students reported that the app allowed them to explore a wide range of topics and viewpoints. This exploration enriched their understanding of different cultural and societal contexts, helping them develop new interests and broaden their horizons. Such an approach demonstrates how mobile-assisted learning tools can serve as gateways for students to go beyond rote learning, encouraging them to delve deeper into the material and cultivate an interest in language learning.

From a quantitative perspective, the study showed that **Group B**, which used the **Listen English Daily Practice** app as a learning tool, exhibited a higher degree of improvement in listening skills compared to **Group A**, which also used the app but perhaps not as consistently or effectively. This outcome suggests that the app's impact can vary depending on how actively and consistently it is used by students. The findings imply that, in particular settings where narrative audios were emphasized, the app demonstrated greater efficacy in improving listening abilities than other traditional methods. The results provide a strong case for the broader implementation of mobile applications like **Listen English Daily Practice** in enhancing listening skills across various educational contexts.

One of the key advantages of mobile learning is its ability to promote student-centered education. Mobile learning tools, such as the **Listen English Daily Practice** app, empower students to take an active role in their learning

journey. Rather than passively receiving information, students are encouraged to interact with the material, explore additional resources, and engage in discussions with their peers. According to the feedback provided by students in the study, the app allowed them to focus on the enjoyable and practical aspects of learning a language. However, students also acknowledged that they sometimes overlooked an essential part of this experience—the need for deep reflection and critical thinking during the learning process.

Throughout the entire process of using the app, students remained focused and committed. They reported that they were able to create their own understanding of the material, working collaboratively with peers to resolve any misunderstandings or gaps in knowledge. This approach to learning fosters student autonomy and initiative. Instead of relying solely on traditional teaching methods, such as worksheets and rote memorization, students took the initiative to research unfamiliar terms, explore different usages, and investigate any preconceptions they had about specific phrases. This process of self-directed learning enabled students to take ownership of their education, further enhancing their listening skills and overall language proficiency.

In this way, the **Listen English Daily Practice** app facilitated an active learning environment that encouraged students to inquire, reflect, and apply what they had learned in real-life situations. The days of passive learning, where students were merely assigned worksheets to demonstrate their understanding of classroom material, are giving way to more dynamic and interactive learning experiences. By using mobile-assisted learning tools, students can engage with the material more deeply, apply their knowledge in practical contexts, and develop critical thinking skills that are essential for long-term language learning success.

The broader implications of this study extend beyond the immediate classroom setting. The findings suggest that mobile-assisted learning tools, like the **Listen English Daily Practice** app, could be implemented in a variety of educational contexts to promote student-centered learning. In addition to improving listening skills, these tools can help students develop key skills such as critical thinking, problem-solving, and collaboration. By offering students opportunities to engage with interactive and immersive content, mobile learning tools have the potential to revolutionize language education in both formal and informal learning environments. However, future research could explore the specific features of the **Listen English Daily Practice** app that most effectively support listening skills development. While this study provides valuable insights into the overall impact of the app on students' learning outcomes, further investigation is needed to identify which aspects of the app—such as its user interface, content variety, or interactive features—contribute most to the improvement of listening skills. Additionally, future studies could examine the app's impact on different demographic groups, such as students with varying levels of language proficiency or those from different cultural backgrounds, to gain a more comprehensive understanding of its effectiveness in diverse educational settings.

Listen English Daily Practice app has shown great promise in enhancing listening skills, promoting student-centered learning, and providing students with opportunities to explore new topics and perspectives. Its use in higher education settings, as demonstrated by the findings of this study, supports the growing recognition of mobile learning tools as effective and engaging methods for language education. As mobile technology continues to evolve, its potential to transform education will likely expand, offering new possibilities for students and educators alike.

CONCLUSION

For educators, this study demonstrates that integrating tools like the Listen English Daily Practice app into teaching practices can be an effective strategy for improving students' listening skills, especially in preparing them for complex listening tasks or exams. The researcher provides recommendations for future studies for future researchers utilizing the Listen English Daily Practice Application or any other application that aids and encourages students in developing their listening abilities based on the study's findings. The researcher recommends future studies to explore the use of this app with different age groups, varying levels of language proficiency, and over extended periods of app usage. Because Android cell phones (phones) can easily discover and access this program, students may find it simpler to avoid bringing large files onto their cell phones, particularly while downloading activities. This indicates that utilizing the Listen English Daily Practice App for exam preparation helps students' listening abilities. Thus, it can be said that utilizing the Listen English Daily Practice Application when teaching English to students improves their listening abilities.

There are some important restrictions on the current investigation. The sample size is somewhat limited, consisting of a single class or a particular group of students, which restricts the generalizability of the results. The Listen English Daily Practice app experience could not have been as extensive or in-depth as intended due to time restrictions, as well. Furthermore, outside variables such as students' prior Listening abilities or individual variations in learning styles may have impacted the outcomes. The results of the study show that Listen English Daily Practice app is a very successful method for supporting teaching Listening. The introduction of Listen English Daily Practice app may affect and have an impact on students' Listening abilities. Students have the opportunity, challenge, and context to practice Listening with this activity. The development of educational pursuits is positively impacted by the integration of Listen English Daily Practice app in Listening. No matter how good or efficient the students' prior learning strategies were, this study offers a strategy for improving students' Listening abilities. The good results that Listen English Daily Practice app produces demonstrate its effectiveness and efficiency as a worthwhile supporting educational strategy.

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