

Applying Listen English Daily Practice Application to Improve Students Listening Skills

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ABSTRACT

This research aims to investigate the effectiveness of the Listen English Daily Practice application to improve the listening skills of tenth-grade students at SMK Negeri 8 Palu. The study used a quasi-experimental design by Cohen et al. (2005:214) with pre-test and post-test given to both the experimental and control classes. Class X Mining Geology A was assigned as the experimental group and class X Mining Geology B as the control class, each consists of 25 students. Data were analyzed using SPSS. The results showed that students in the experimental class achieved a significantly higher post-test score compared to the control group, with a mean increase from 56.64 to 79.12. This indicates that the use of the Listen English Daily Practice application is considered an effective medium to improve students' listening skills. The application's features, such as vocabulary lists, audio transcripts, and interactive tests, contributed to increased motivation and independent learning.

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1. Introduction

Listening is one of a crucial aspect in language. According to Ghonivita et al. (2021), listening is the most important part of communication. What is meant by important in listening is that people need to listen carefully to the speaker's speech to catch information. Having good listening skills can help someone build good communication relationship with others. It is because effective listening allows someone to understand others' perspectives and respond appropriately in conversations (Rahman, 2018; Tammasse et al., 2025; Kaharuddin et al., 2025; Sachiya et al., 2025). Therefore, this ability can show someone's skill in accept and understand the information conveyed.

Listening is the key to successful in communication and listeners can foster meaningful interactions and avoid misunderstandings. Atiyah & Izzah (2019) state that listening is a process that allows listeners to understand, decide, and recognize what the speaker is saying. This skill plays a crucial role in the learning process, as it helps students to catch and process a new information. Students can connect new ideas about information they are getting and improve their understanding of it. According to Dheghu et al. (2021), listening is an activity of taking in the whole information and is also related to how well students understand something.

In the competency standards in the curriculum merdeka, it is stated that students in phase E are expected to be able to communicate orally and in writing using four language skills namely speaking, reading, writing, listening. In listening learning, students are expected to be able to understand and identify main ideas related to the information they listen to. According to Rahayu (2024), students' ability to identify the main idea when listening is a crucial aspect of understanding the overall information conveyed orally. SMK Negeri 8 Palu, which will be the research location, especially tenth grade students use the Merdeka Curriculum.

Teaching listening is a duty for English teachers to help their students listen well. Teachers play an essential part in the learning process. Teachers have the right and ability to control their students and class environment in the learning process (Windrawati & Asrori, 2022). The ability to control the class environment allows teachers to create a focused and conducive atmosphere, ensuring that all students are attentive and actively participating in the learning process. The responsibility to making positive and interactive atmosphere, they can improve the students' listening skill.

The use of technology in teaching listening is also increasingly used in the learning process. One form of technology used is a mobile application. Aisyah & Ciptaningrum (2017) state that mobile applications have become an important part in recent years, apart from that mobile applications are devices that are created and designed specifically to be used for students via cell phone or tablet. Elfiona et al. (2019) explain by using mobile applications in the learning process, students become interested and motivated by educational materials that support multimedia items. Therefore, it is highly recommended to use mobile applications in the learning process because it can make students interested and motivated to improve their listening skills.

The use of mobile applications in teaching listening also provides flexibility in learning. Students can access material anytime and anywhere according to their needs, this can make the learning process more independent and effective. According Hamid & Chrysty (2024), applications specifically designed to support the learning process, allow students to learn anytime and anywhere with easy and flexible access. Thus, the use of mobile applications in the learning process not only increase students' interest in learning, but also helps them in developing learning independence and more adaptive strategies to improve their listening skills.

One of the mobile applications that can be applied in the English learning is listen English daily practice application. This app was first introduced as a learning medium in the research of Nida Nurussyifa and Lidiatul Izzah in 2022. It can be used by students in learning English, especially to improve their listening ability. According to Estefanía (2022), the application is a free mobile app designed to enhance listening skills in English. The application provides a variety of audios with transcripts, vocabulary, and a test section to evaluate student comprehension.

Based on the researcher's experience when conducting school field introduction in Bahasa Indonesia Pengenalan Lapangan Persekolahan (PLP) at SMK Negeri 8 Palu, she found that students get difficulties in listening skill. Students are less able to understand the main idea and the inaccuracy of students' answers when responding from what they listen in directly and from audio. It is because they are lack of vocabulary, unfamiliarity with the words they listen, and also feel bored while listening. These challenges indicate that students need more engaging learning strategies to improve their listening ability. Teacher should provide varied listening materials that are interesting and suitable for students' level. Moreover, applying appropriate teaching techniques is expected to enhance students' listening skills.

To solve this problem, researcher was interested in applying listen English daily practice application. It is an application designed to improve students' listening skills through consistent and engaging practice. This app has many features that are very useful to help students learn English, especially to improve their listening ability. Nurhidayat et al. (2023) state there are many features that can be used by students when using this application, such as many listening themes, lessons, listen and practice, transcript, vocabulary, and translate. These features can assist to improve their listening ability through varied and engaging content, so they can use the app independently anywhere and anytime. The features can be described as follows:

1. Themes, this feature has a various of themes that can be used to explain the material.
2. Lessons, each theme has various lessons that can be customized according to the needs of students.
3. Listen and practice, in this feature students can practice by taking the test in each lesson. Student can listen while reading the questions.
4. Transcript, in this feature students can compare what they listen with the transcript to find errors in their interpretation.
5. Vocabulary, this feature provided explanations of some words or sentences. Thus, students can not only develop their listening skills but can also help develop their vocabulary.
6. Translate, Students can use this feature when they are not able a word means. Thus, they can figure it out
7. Subtitle, students can use this feature to help them understand the audio content better, especially if they are not familiar with accent or speed of the audio.

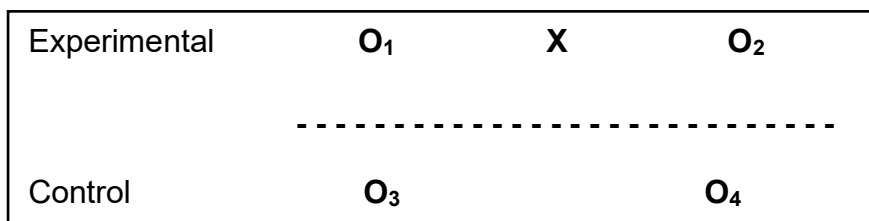


Figure 1. The features of Listen English Daily Practice Application

2. Methodology

In this research the researcher used quasi experimental design, as it aims to improve students' listening skills through the listen English daily practice Application. The research was conducted from April 14th to May 6th, 2025 at SMK Negeri 8 Palu in academic year 2024/2025. The sample of this research were class X Mining Geology A as the experimental group and X Mining Geology B as the control group. Both of classes consist of 25 students. The total sample of this research was 50 students. The selection of these groups was based on the recommendation of the English teacher, who considered that both classes had relatively similar levels of English proficiency and learning characteristics, thus making them appropriate for comparison.

The instrument of this research was pre-test and post-test. Pre-test was given to both classes to determine students' listening skills before treatment and post-test was given to both classes to determine students' listening skills after treatment. Treatment was only given to the experimental class. The test consisted of 30 questions, which consisted of 10 multiple-choice, 10 fill-in-the-blank, and 10 open-ended questions. This research used a design by Cohen et al. (2005:214) as follows:



Where:

O1: The Pre-test of Experimental Group

O2: The Post-test of Experimental Group

O3: The Pre-Test of Control Group

O4: The Post Test of Control Group

X: The Treatment of Experimental Group

To measure the students' score in the pre-test and post-test, the researcher used SPSS (Statistical Product and Service solution) to processing the data.

3. Result and Discussion

3.1 Result

a. Pre-test and Post-test Results

This research aims to determine whether listen English daily practice effectively improve students' listening skills. The researcher used tests as the research instrument to gather the data. The output of the pre-test and post-test are presented in the following table:

Table 1. The data of the pre-test and post-test

		Pre-Test	Post-Test	Pre-Test	Post-Test
		Experimental	Experimental	Control	Control
N	Valid	25	25	25	25
	Missing	0	0	0	0
	Mean	56.64	79.12	51.92	56.80
	Minimum	44	62	40	50
	Maximum	76	94	62	70

According to the data that presented in the table above, the pre-test mean in the experimental class of 56.64 with the highest score is 76 and the lowest score is 44. Meanwhile, the post-test mean score of 79.12 with the highest score is 94 and the lowest score is 62. As can be seen, the control class pre-test men of 51.92, with the highest score is 62 and the lowest score is 40. Meanwhile, the post-test mean score of 56.80 with the highest score is 70 and the lowest score is 50.

b. Normality Test and Homogeneity Test

The normality test is used to evaluate the distribution of data and determine if the data collected is from a normally distributed population. Statistical tests can be used to test are Kolmogorov-Smirnov or Shapiro-Wilk test. The Saphiro - Wilk test is used to determine whether the data in this research are normally distributed. The test result can be seen in the following table:

Table 2. Test of Normality

		Shapiro-Wilk		
		Statistic	df	Sig.
Students Learning Score	Pre-test experiment	.920	25	.052
	Post-test experiment	.977	25	.825
	Pre-test control	.944	25	.187
	Post-test control	.955	25	.318

As can be seen from the table above, the experimental class's p-value (sig.) in the pre-test of 0.052, while in the post-test of 0.825. The control class's p-value (sig.) in the pre-test of 0.187 and the p-value (sig.) in the post-test of 0.318. If the p-value is greater than 0.05, the data is normally distributed. Meanwhile, the data is not normally distributed if the p-value is less than 0.05. Therefore, the p-value is greater than 0.05, indicating that the data is normally distributed, according to the analysis results.

The variance homogeneity test is a statistical test used to determine whether the variance (data distribution) of two or more data groups is the same. It is can be used with several statistical tests. The most commonly used test is Levene's test. The null hypothesis that variances are equal across groups is tested in this test using the F-test. The variance measures how spread out are values from the mean. The output of homogeneity test is presented within the table that follows:

Table 3. Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Pre-test	Based on Mean	1.118	1	48	.296
	Based on Median	.828	1	48	.367
	Based on Median and with adjusted df	.828	1	41.937	.368
Post-test	Based on trimmed mean	.981	1	48	.327
	Based on Mean	2.843	1	48	.098
	Based on Median	2.541	1	48	.117
	Based on Median and with adjusted df	2.541	1	41.837	.118

Based on trimmed 2.755 1 48 .103
mean

As can be seen from the table presented above, in the pre-test and post-test in both classes, the p-value (sig.) of 0.327 and 0.098 (based on mean), which is greater than the significance limit of 0.05. Thus, it can be stated that the variance between groups is homogeneous, and the data meets the assumptions for the parametric t-test.

c. Independent Sample T-test

The independent sample t-test is used to compare post-test means between two groups that are not interdependent. This aims to determine whether the treatment that has been given by using the application in the experimental class has a significant difference in student learning outcomes when compared to the control class. The test result are presented in the following table:

Table 4. Independent Sample T-test

		of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
pretest	equal variances assumed	1.118	.296	2.496	48	.016	4.72	1.891	.918	8.522
	equal variance not assumed			2.496	43.783	.016	4.72	1.891	.908	8.532
posttest	equal variances assumed	2.843	.098	10.193	48	.000	20.32	1.994	16.312	24..328
	equal variances not assumed			10.193	42.239	.000	20.32	1.994	16.297	24.343

Based on the table above, For the pre-test, the independent sample t-test obtained a sig. (2-tailed) value of 0.016, which is below 0.05. It means that the listening skills of the students between the experimental and control classes have a significant difference before the treatment is given. For the post-test, it yielded a sig. (2-tailed) value of 0.000, which is also less than 0.05. This result indicates a highly significant difference in the students' listening ability in the experimental and control class, after the apps was used in the experimental class. Therefore, it can be seen that the tenth-grade students listening skills at SMK Negeri 8 Palu are improving from using the Listen English daily practice application.

3.2 Discussion

The results of this research proved that utilizing the listen English daily practice application improving students listening skills. In the experimental class, it can be seen the average score increased from 56.64 to 79.12 from the pre-test to post-test. In the control class, the pre-test and post-test scores increased from 51.92 to 56.80. From the statistical test results between both of group in the post-test value, shows significantly different, with a value of 0.000, which is less than 0.05. This significance value indicates that the alternative hypothesis is accepted, because the p-value ≤ 0.05.

The pre-test of both classes, it was found the cause of students' difficulties in doing the test given. The lack of vocabulary and the words they heard from the audio were not familiar, so they could not understand the main idea and inaccuracies from the audio. Hardiyanto et al. (2021) state that a lack of vocabulary and unfamiliarity words cause students difficulty in listening. It can cause students to stop listening and think about the meaning of some words, and it can make students miss out on the important information they listen to. Therefore, in the pre-test most of their answers were wrong.

The researcher found that there is effectiveness in using the application as a media in teaching learning listening to improve students listening skills. First, learning becomes more interesting for students, especially in improving their listening skills, because the application has a variety of audio topics, and there are features that can help them to understand the audio, such as test, translate, vocabulary, subtitle, and transcript features, which they can access at one time. to Liuye (2021) explains that listen English daily practice application has some advantages. The first advantages is clear intonation and pronunciation. Audio of the application that have clear articulation can help students to listen and understand the information in the audio content more easily. Next is contains of many topics. It makes students more interest, can be tailored to their needs, and also do not fell board. In addition is vocabulary section. Every topic has a vocabulary section, students can learn and increase their new vocabulary. The last is very easy to use the application. It

can be easier for students to use this application. The last is it can be used anywhere and every time. It makes students can use the application not only in the learning process but also in anywhere and everywhere as they have the spare time. Therefore, students can listen to the sound of words from the audio they listen to, meaning that students can respond to the audio by capturing the general understanding and can write the answers correctly from the questions given. In accordance with the main focus of this research, students can capture the general understanding and accuracy of answers.

Although effective, the listen English daily practice application certainly has challenges in this study. The first is requires internet access. This application requires an internet connection to use, therefore students must ensure that they have an internet quota and a good internet network, otherwise, the application cannot be used. Second, students must have a large enough mobile phone memory capacity, otherwise, the application cannot be downloaded. Nurussyifa & Izzah (2022) state that this application has two disadvantages. The first is require internet access. If students do not have an internet network, the application cannot be used, so students must ensure that they have a quota and internet network to use the application. The second is the application has large memory. If students do not have a large enough memory capacity, they cannot download the application and use it. Therefore, it is important for students to check their device's memory before download this application. Lastly, external factors such as students' prior motivation, the classroom environment, and the teacher's facilitation abilities may have subtly influenced the outcomes. These variables, although not directly measured in this study, likely played a role in shaping students' overall performance during the listening activities.

Based on this research, it can be summed up that listen English daily Practice application shows strong potential for improving listening skills, future studies would benefit from addressing these challenges more deliberately. Longer intervention periods, broader participant pools, and targeted strategies for nurturing student confidence are recommended for more robust results.

4. Conclusion

Based on the results of data analysis that has been presented previously, the researcher concludes that the application of the Listen English daily practice application can improve students' listening skills at the tenth-grade students of SMK Negeri 8 Palu. This can be seen based on the statistical test results. The experimental and control class's post-test results show a probability value (Sig-2 tailed) of 0.000, which indicates less than 0.05. This significance value indicates that the alternative hypothesis (H1) is accepted because the p -value ≤ 0.05 . It shows that listen English daily practice is effective in improving students' listening skills at the tenth-grade students of SMK Negeri 8 Palu.

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