The Implementation of "Listen English Daily Practice" Application in Learning Listening Comprehension

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Article Info	Abstract
	The objectives of this research were to describe the implementation of Listen English Daily Practice in learning listening comprehension and to find out the students' responses in using the application. This research employed descriptive qualitative research, conducted at SMA Islam Al-Layyinah. The data was obtained from the observation, interviews, and documentation. The findings show that the implementation of application was carried out in three stages of followed the pre-listening, while-listening, and post-listening phases. The application was uesful to assist the students in learning listening comprehension in the classroom. Moreover, the application helped the students to enhance their listening comprehension ability. Apart from that, the use of the applications received positive feedback from the learners as the suggested that the application provided the familiar topics, interesting features of the app, joyful learning process, and easy to use. © 2023 JLLP and the Authors - Published by JLLP.

INTRODUCTION

One of the essential skills to master English is listening. Eken & Dilidüzgün (2014) stated that when learning English, students start listening at first, analyzing the sound and the word produced by a teacher or native speaker. Lynch, T., & Mendelsohn (2013) also add that listening is an action that involves recognizing the sounds made by the speaker, perceiving intonation patterns that indicate information focus, interpreting the relevance of what is said to the current issue, and so on. It means a lot happened while listening. Simply put, when students listen to English, they try interpreting the spoken words to obtain meaning or understand the audio information. Listening is also considered a receptive skill, so students consume more language than they produce, which is different from other skills such as; speaking and writing. Students who do not receive adequate listening input may struggle with writing and speaking because the two output abilities are more complicated. In other words, students should master listening skills first, but most of the students said they have difficulty listening to English.

Due to the student's difficulties in listening to English, students need to access meaningful and enjoyable media for learning listening comprehension and reduce their problems in listening. Finding

a learning listening medium is easy now, and students cannot be separated from their smartphones and technology. So, mobile applications can be used as a learning medium. The mobile application will make the students easier in learning listening activities. Maulina et al. (2022) aligned with the statement before that technology-based media make teaching and learning more accessible and easy.

Based on the researcher's preliminary observation in the eleventh grade of SMA Islam Al-Layyinah, the English teachers used a Laptop and Speaker as a tool, and Youtube, British Council Website, Listen English Daily Practice application, and a song in teaching listening to the students. From four learning media explained by the teacher, the researcher was interested in Listen English Daily Practice application, because the app differs from the other learning medium. The researcher then wants to know the implementation of the application in the classroom and students' responses towards it.

Some researchers have undertaken various prior studies examining students' listening comprehension issues using mobile applications to support this research. The first research was conducted by Pérez (2022) with the title of Listen English Daily Practice App, and The Listening Comprehension describes that study aimed to examine the impact of the Listen English Daily Practice App on student listening comprehension. The next researcher were Egilistiani & Prayuana (2021). The title was Students' Responses through the use of Edpuzzle as an Application in Achieving Listening Comprehension. That study aims to discover students' responses using Edpuzzle as a listening comprehension application. Handayani & Izzah, (2021) have also researched Improving Students' Listening Comprehension with Mobile App "English Listening Test." The study aimed to discover whether using the Mobile-based English Listening Test App improves students' listening comprehension.

However, some similar previous research focused on using mobile applications to improve students' ability in listening comprehension. Meanwhile, this research focused on implementing the application in learning listening comprehension in a classroom, the interaction between teacher and students in the learning process, and getting to know the students' responses about that. Therefore, it was necessary to conduct another study to describe the implementation of the "Listen English Daily Practice" application in students' learning listening comprehension (mobile learning application) and to find out the students' responses to the implementation of the "Listen English Daily Practice Application" in learning listening comprehension at SMA Islam Al-Layyinah.

Listening

Listening is one of the language skills that is really important in our daily life. Ghonivita et al. (2021) stated that listening is a vital activity in human life. The vital activity means that in listening, people should pay attention to the words or sentences produced by a speaker to get the information. So, listening denotes a person's ability to receive and interpret communication information.

Other experts, Hamouda (2013) stated that listening is identifying and comprehending what others say. Understanding a speaker's accent or pronunciation, grammar and vocabulary, and meaning are all part of this process. The skilled listener can do all four of these things simultaneously

Clark (2017) informs that there are four definitions of listening such as; (1) an active communication process that involves hearing, interpreting, and constructing meaning, (2) Not restricted to spoken words, (3) a necessary stage in daily routine participation, and (4) participation in more significant decision-making processes. So, according to Clark (2017), listening means comprehending what is being said and deciding whether it makes sense to someone's opinion.

Based on the explanations above, it can be concluded that listening is important activity for someone in learning English. Listening activity involves hearing, attention, selecting, understanding, and remembering a spoken words from the native speaker.

Listening comprehension

Hamouda (2013) defined listening comprehension as an interactive process in which listeners construct meaning. The listeners actively catch the purpose and process it through their ears and the brain. It calls interactive because listening allows a two-way flow of information between a person and others, responding to the topic that has been given before.

Listening comprehension is more than just hearing. As one of the required components of good communication, listeners should be able to develop meaning in their minds after hearing the message (Gilakjani & Sabouri, 2016). The four components of listening comprehension from Gilakjani & Sabouri (2016) such as; (1) the ability to discern between all sounds, intonation patterns, and voice attributes in the second language and the same sounds in the home language or pronunciation. (2) the comprehension of the entire message delivered by a speaker. (3) the ability to keep that message in one's auditory memory until it can be digested. (4) comprehension, the students focus on understanding the spoken words

Based on all definitions above, it can be concluded that listening comprehension is not easy for students because many things should be taken correctly, such as; accents or pronunciation, intonation, and stress, and the big point is to catch the meaning. The researcher also concluded that listening comprehension involves getting something through the ears, which is essential in communication; it is also necessary to focus and pay attention to grasp what the speaker said.

### *Mobile application in listening classroom*

Mobile applications have become essential to human life in recent years, and mobile application is software created with specialized desktop software tools designed to be used by students on a device such as a cell phone or tablet (Aisyah, S., & Ciptaningrum, 2017). The students can also use the mobile application at school and home; it is like learning anywhere and anytime. This statement is supported by Crescente, M. L., & Lee (2011), who stated that mobile application provides various

advantages for learning anywhere and anytime while considering one's preferences. Elfiona et al. (2019) also stated that students are interested in learning through mobile devices and are motivated by the distinctive experience of educational materials supporting multimedia items. The mobile application can also support the learning listening activity; there are; Listen English Daily Practice, FluentU, VOA News, Learn English Podcast, and 6 Minute English.

Based on all definitions above, the mobile application aims to help students learn listening in every situation and condition, at home or school, so they can still practice their studies and enhance their listening skills.

The observed application : 'Listen English Daily Practice'

Listen English Daily Practice application is a free application for listening to increase students' listening comprehension and ability (Pérez, 2022). Some features can be used by students when using this app;
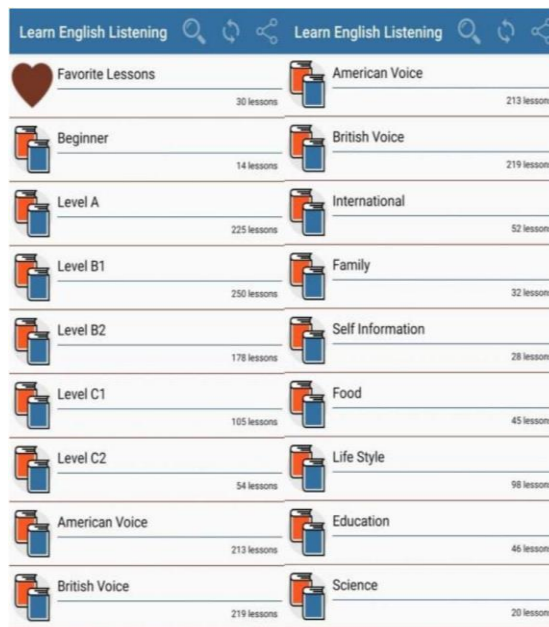
Figure 1: Listening topic on Listen English Daily Practice application

(1) *Many listening topics*; the Listen English Daily Practice application has a lot of topics, which is the most powerful method for rapidly connecting with the voice of the native speaker.
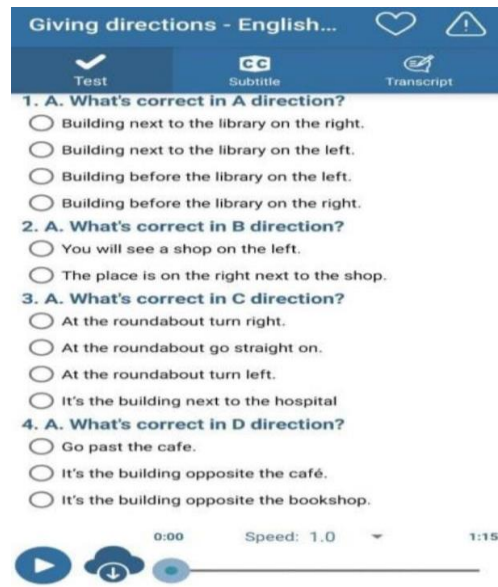
Figure 2: Listening test on Listen English Daily Practice application

(2) *Listening test*; a listening test is also available on this application; while listening to the audio, students can fill out the task and read the questions.
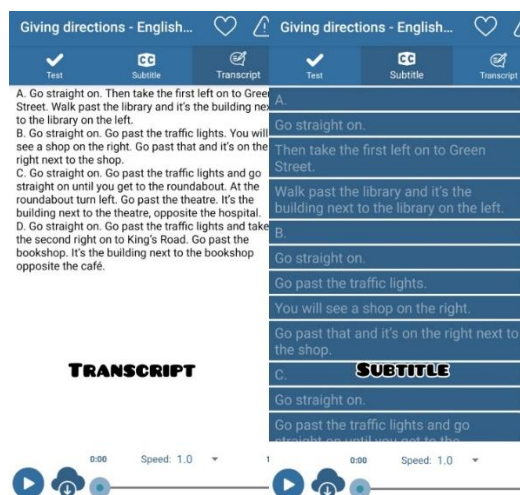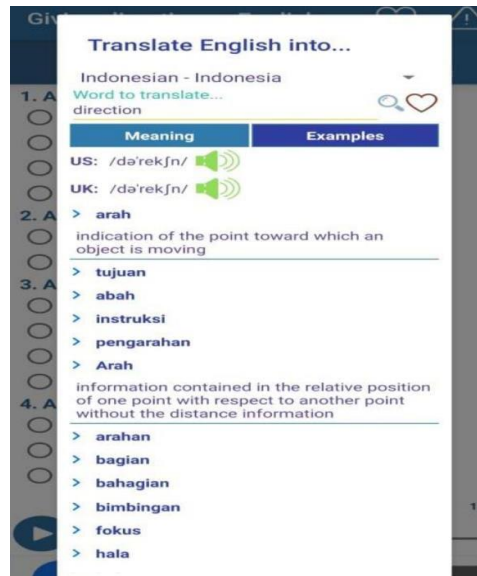

Figure 3: Transcript and Subtitle Features on Listen English Daily Practice application

(3) *Transcript and subtitle features*; students can follow the speech by a native speaker by checking the transcript also the subtitle.

Figure 4: Dictionary feature on Listen English Daily Practice application

(4) *Dictionary*; students can check the vocabulary collection on this application through the dictionary feature

Listen English Daily Practice application available on PlayStore and AppStore. There are features on Listen English Daily Practice application such as; a variety of topics, subtitles, transcript, a button for downloading the audio, and a love button to make a list of favorite audio. The features offered are a fascinating component that made the students pleased and encouraged them to want to study more.

METHOD

This research was conducted at SMA Islam Al-Layyinah, Tangerang District, Banten. This research employed a descriptive study using a qualitative approach. A descriptive study focuses on describing situations and conditions to describe them in a study report (Arikunto, 2013). The researcher used observation, interview, and documentation to collect the data.

RESULT AND DISCUSSION

Implementation of Listen English Daily Practice Application in Listening Comprehension

There were two meetings to implement Listen English Daily Practice in learning listening comprehension in the classroom. The researcher analyzed the pre-listening, while-listening, and post-listening phases.

For the first meeting, the researcher found that there were three things in the pre-listening phase; (1) the purpose of the listening comprehension activity was informed by the teacher to students, (2) The students were introduced to the familiar listening topic that was (*Being a Vegetarian*) on the

application, (3) rule was conveyed by the teacher to the students for listening activity that was students were instructed by the teacher to play the audio twice. For a while-listening phase, three things were found in the classroom; (1) students were instructed by the teacher to play the audio twice, (2) Students wrote their opinion about the topic that they had already heard in front of the class, (3) Wrote the task or their opinion on the book. And for the post-listening phase; (1) students' tasks were reviewed by the teacher, (2) the students were instructed by the teacher to check the audio transcript on the app, (3) and students wrote some reflections.

The findings for the second meeting were not much different from the previous meeting. In the pre-listening phase, there were three steps in this activity; (1) the teacher gave stimulation to the students, (2) the teacher conveyed the purpose of the listening activity, and (3) students were introduced to a familiar listening topic (*Why I Want to be a Math Teacher*). Next, three items were discovered in the classroom or while listening the activity; (1) the students were instructed by the teacher to play the audio twice, (2) and students read aloud the audio transcript. For the last phase, or post-listening, students wrote some reflections.

Based on the findings, the purpose of the listening activity is informed by the teacher in both the first and second meetings. It means the teacher built the students' readiness to learn listening comprehension. For the first meeting, the students were told by the teacher to listen to a text and find the speaker's opinions as the purpose of the listening activity. Then, for the second meeting, the students were told by the teacher that the purpose of the listening activity was; to enhance their understanding of the meaning of vocabulary and help them pronounce the words the same as the native speaker. Chang (2016) stated that before beginning a task, the teacher could inform students of the aim of the listening activity: comprehending a text only, understanding a joke, completing a task, learning a concept, or learning a phrase explained by the input text. It was implied that the theory from Chang (2016) strengthened this finding. In the first meeting, the students focused on comprehending the audio and finding a speaker's opinion.

For the second meeting, students identified the speaker's pronunciation. These activities aligned with the theory from Hamouda (2013) that stated listening is identifying and comprehending what others say. It means Hamouda (2013) theory strengthened these findings. As stated by Jufri (2016), listening is one of the English language skills taught to Indonesian senior high school students as an essential ability in the 2013 curriculum, which means the material should align with the syllabus and curriculum. Students and teacher followed the 2013 curriculum for learning listening comprehension, a familiar topic that students learned in line with the material available on the syllabus and curriculum. Therefore, the theory by Jufri (2016), in line with these findings

Moving to the while-listening phase, in the first meeting, the task was to write the main reason *why the speaker was a vegetarian* based on the audio. The teacher also instructed the students to step forward and write the answers on the whiteboard. Then, in the second meeting, the student's task was reading aloud the transcript on the app. As stated by Rost (2013), a teacher needs to use student-

centered and collaborative learning formats, such as pair, group work, and task types, to make incredible progress in listening. In this result, the activity was focused on making the students active in the class. It was implied that the teacher used student-centered learning for the listening activity. So, the theory from Rost (2013) was in line with the findings of this research.

From the findings, students were active in the while-listening activity; the class was fun and not boring, and they looked so interested during the learning process because of the Listen English Daily Practice application used as a learning media or technology. As stated by Suryanto (2019), the teacher should provide learning media in listening comprehension that will not become boring, such as; a mobile application, podcast, Youtube, or Song. Therefore, it means that the theory from Suryanto (2019) reinforced the findings of this research.

Lastly, based on the findings in a post-listening activity; (1) the teacher reviewed the students' tasks, (2) students read the audio transcription, (3) and wrote some reflections after listening activities. The activity was essential to make the students realize their problem in listening comprehension, and from that, students could be motivated to learn listening. Back to the theory from Chang (2016) stated that reviewing the transcript of the recording allows students to validate their understanding or clarify any areas that were unclear in the previous stage. It means that Chang (2016) theory strengthened the findings of this study.

Students responses

Positive responses

Based on the result of analysis using interviews with 9 participants or students showed dominant positive than negative responses. The positive responses are as follows; 1) familiar listening topics on the app, 2) interesting features, 3) enjoy the learning process, 4) easy to use, 5) students could recognize the words or the same sounds as a native speaker (pronunciation) by using Listen English Daily Practice app, 6) students could get the message from the audio by using Listen English Daily Practice app, 7) students could get the gist of the conversation and the meaning of the words, 8) students easy to memorize the message of what they heard by using Listen English Daily Practice App. Then for the negative responses, students stated that they were; 1) lack of vocabulary, 2) and students not interested in studying English.

As stated by Latupono & Nikijuluw (2022), the students have to be familiar with the audio first. This finding aligns with the statement from Latupono & Nikijuluw (2022) that the topic of Listen English Daily Practice was familiar to students. Then, Elfiona et al. (2019) also stated that mobile device offers many interesting features that support teachers and students in teaching and learning English, it was implied that these findings aligned with the theory from Elfiona et al. (2019) because many interesting features available on Listen English Daily Practice app. Eight positive responses were mostly in line with the theory, and it was implied that a mobile phone app would be a more

efficient way to help students in learning listening comprehension in the classroom. Furthermore, mobile devices enabled the students to make learning listening fun and more effective.

Negative responses

There were two negative responses to the implementation of Listen English Daily Practice application based on the students' honest answers in the interview. First, the students stated that they had a problem with the lack of vocabulary. This problem affected the students' attitude in the learning process because they did not know the words before.

Second, the student stated that they were not interested in studying English. Learning a new language could be a challenging task. In that case, students needed much effort and time to study the language, especially in listening. To solve that problems, the teacher should motivate and give reward to the students. Then, it will make students interested in learning English, especially listening.

CONCLUSION

Based on the explanation about the implementation of Listen English Daily Practice application in the classroom, the learning process followed the pre-listening, while-listening, and post-listening phases. The application was good as a learning media; Listen English Daily Practice as a mobile phone app became an efficient way to help students in learning listening comprehension in the classroom. Therefore, the application also helped the students to enhance their listening comprehension ability. The teacher also presented the best teaching performance. It could be concluded that teaching-learning listening activities run well because of the use of the app in the classroom.

Therefore, for the student's responses, they mostly gave positive responses rather than negative ones. The positive responses from the students were; familiar topics on the app, interesting features on the app, enjoyed the learning process, easy to use app, students could recognize the word or pronunciation, memorize the message, understanding the meaning, and understanding the spoken words because helped by Listen English Daily Practice app. It could be concluded that the Listen English Daily Practice application was the best choice for students as a medium for learning listening comprehension in the classroom.

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