

## THE EFFECTIVENESS OF ENGLISH LISTENING APPLICATION TO IMPROVE THE STUDENT'S LISTENING ABILITY

Rafiuddin Ramadhan<sup>1</sup>, Atmaranie Dewi Purnama<sup>2</sup>, Hardianto Rahman<sup>3</sup>, R Nurhayati<sup>4</sup>

<sup>1,2,4</sup>Universitas Islam Ahmad Dahlan, Sinjai, Indonesia

<sup>3</sup> Universitas Negeri Makassar, Makassar, Indonesia

Author's correspondence. E-mail: [rafiuddinramadhan@gmail.com](mailto:rafiuddinramadhan@gmail.com)

### Submission Track:

||Submitted: 27<sup>th</sup> June, 2025 ||Reviewed: 5<sup>th</sup> July, 2025 ||Published : 26<sup>th</sup> July, 2025

Copyright © 2025 Rafiuddin Ramadhan, Atmaranie Dewi Purnama, Hardianto Rahman, R Nurhayati



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

### Abstract

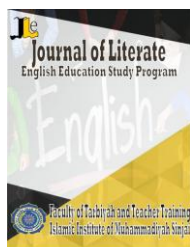
This study aimed to determine the effectiveness of English listening applications in improving the English listening proficiency of students from the TBI 2020 cohort at IAIM Sinjai. Employing a classroom action research methodology, the study involved a population of 25 students. Data were collected through observation and testing, with the N-Gain formula utilized for data analysis. The findings indicate that the implementation of an English listening application significantly and positively improved students' listening skills. This improvement is evident from the substantial increase in student scores: the average pre-test score was 11.176, while the average post-test score remarkably rose to 73.376. The N-Gain analysis confirmed these results, placing the improvement in the "good" category. This suggests that English listening applications are an effective tool for enhancing listening comprehension among students. For future researchers, it is recommended to explore the long-term impact of such applications and investigate their effectiveness across different proficiency levels and learning styles. For future researchers, it is recommended to explore the long-term impact of such applications and investigate their effectiveness across different proficiency levels and learning styles.

**Keyword:** effectiveness; English listening application; listening ability

### Abstrak

Penelitian ini bertujuan untuk menentukan efektivitas penggunaan aplikasi mendengarkan bahasa Inggris dalam meningkatkan kemampuan mendengarkan bahasa Inggris mahasiswa angkatan TBI 2020 di IAIM Sinjai. Dengan menggunakan metodologi penelitian tindakan kelas, studi ini melibatkan populasi sebanyak 25 mahasiswa. Data dikumpulkan melalui observasi dan tes, dengan rumus N-Gain digunakan untuk analisis data. Hasil penelitian menunjukkan bahwa implementasi aplikasi mendengarkan bahasa Inggris secara signifikan dan positif meningkatkan keterampilan mendengarkan mahasiswa. Peningkatan ini terlihat dari kenaikan skor mahasiswa yang substansial: rata-rata skor pre-tes adalah 11,176, sedangkan rata-rata skor post-tes meningkat secara signifikan menjadi 73,376. Analisis N-Gain mengkonfirmasi hasil ini, menempatkan peningkatan tersebut dalam kategori "baik". Hal ini menunjukkan bahwa aplikasi mendengarkan bahasa Inggris adalah alat yang efektif untuk meningkatkan pemahaman mendengarkan di kalangan mahasiswa. Untuk peneliti selanjutnya, disarankan untuk mengeksplorasi dampak jangka panjang dari aplikasi semacam itu dan menyelidiki efektivitasnya di berbagai tingkat kemahiran dan gaya belajar.

**Kata Kunci:** efektivitas; aplikasi English listening; kemampuan mendengarkan



## 1. Introduction

Effective listening is crucial for communication and language acquisition. As Hidayat (2013) notes, citing **Kirwan**, active hearing and attention are fundamental to discourse. Academically, students must comprehend spoken information. However, Snell (2019) highlights a common challenge for EFL teachers: passive students who avoid engagement. This necessitates developing interactive listening strategies.

Historically, audio media like CDs and cassettes facilitated language learning due to their practicality. Rosell-Aguilar (2013) observes that the digital age has further simplified audio media use in language training. Online resources such as webpages, learning management systems, virtual classrooms, and mobile apps are now common. In this digital landscape, the "English Listening Application" by Talk English, available on Google Play, offers a promising medium. This app can boost student confidence and enhance learning enjoyment by providing diverse content (e.g., quotes, dictation, fill-in-the-blanks). Requiring 20MB and internet access, it features six levels and updates via the Play Store. Its interactive scoring system, which assigns 20 points for correct answers with varying scores per level, makes it accessible and engaging (Smith, J. R, 2020). English Listening is one of the greatest apps for improving our listening abilities, especially in English. The English Listening app by Talk English is available for download from the Google Play store. This software requires 20 megabytes of storage RAM on your phone. There are six different levels in this program: Advanced, the highest level, followed by Intermediate I, Intermediate II, Beginner III, Advanced I, and Advanced II. To play the audio file in this program, you must have an internet connection. Once the audio file has finished playing, we listen to the text aloud before completing the exercise. We will receive a score of 20 if we complete the task correctly. However, each level has a distinct score for us.

The research by Kristanti Rahayu Wulandari (2014) employed a quasi-experimental method with pre-test and post-test to measure the listening ability of eleventh-grade students at SMA N 1 Jekulo Kudus before and after being taught using "Breaking News". The results showed a significant increase, with the average score rising from 66.93 (Adequate) to 77 (Good), and a t-test value of 7.81 indicating a significant difference. This aligns with Fitri Wulandari's (2011) research, which found that the "Spot The Dictogloss" technique successfully improved the listening ability of eighth-year students at SMPN III Ngargoyoso because the method encouraged active student involvement and high motivation, resulting in a challenging and rewarding learning experience. Similarly, Rifqi Hanifah (2014) found that the gradual application of scaffolding principles could improve the listening skills of 8th-grade students at SMPN 1 Ngeplak, both quantitatively through increased post-test scores and qualitatively through gained experience and input related to the listening process; the use of songs was also effective in attracting students' attention and making them interested in joining the listening activity.

Based on pre-survey data collected at TBI of IAIM Sinjai academic year 2020 on July 19, 2020, the researcher deduced that the students' listening skills were subpar. Conversely, some students perform well on listening assessments but talk less than others who have already undergone testing. Wong's statement that "knowing a language rule does not mean one will be able to use it in communicative interaction" was cited by the researcher.

The reasons for conducting this research is based on the desire to address common listening comprehension challenges in Indonesia, leverage the potential of applications to enhance motivation and accessibility, and provide relevant and specific empirical evidence for the academic context of IAIM Sinjai. The researcher is then interested in carrying out a study titled "The Effectiveness of English Listening Application to improve the Student's Listening Ability at TBI of IAIM Sinjai Academic Year 2020" in light of the aforementioned justifications."

## 2. Method

This study is a classroom action research (CAR) aimed at improving students' listening skills through the use of an English Listening program. This research approach is chosen because, according to Burns (n.d.), action research is a significant trend in education that involves critically, rigorously, and introspectively examining one's own learning environments, emphasizing reflective practice and the instructor's role as a researcher. The research procedure employed two cycles: Cycle I involved planning, action, and observation, while Cycle II was implemented based on the reflections from Cycle I, with the objective of achieving a discernible increase in the children's listening skills. The population for this study comprises all 26 TBI 2020 students at IAIM Sinjai, aligning with Sugiyono's (2016) definition of a population as an area for generalization consisting of items or people with specific attributes, and Firdaus's (n.d.) statement that a population is the entire group whose traits are to be investigated. The study utilized a sample of eight subjects, selected using a total sampling technique because the population did not exceed 100, consistent with Firdaus's (n.d.) definition of a sample as a representative subset of the population whose features are to be investigated.

According to Creswell (2016), data collection strategies include questioning, exploring, and recording. For this purpose, the researcher utilized observation and tests. Systematic observation, supported by an observation sheet, recorded students' understanding of the teacher's explanation, their enthusiasm, genuineness in conversation, answers, and project completion. Tests, including pre-test and post-test, measured student progress. Research instruments comprised an observation sheet to monitor students' use of the English listening application and calculate their exercise scores, and a question sheet (test) to assess competence. Qualitative data were analyzed from observations, while quantitative data from tests were analyzed using Prerequisite Tests (Normality with Kolmogorov-Smirnov, data is normal if Sig. > 0.05; Homogeneity with Test of Homogeneity of Variance, data is homogeneous if Sig. > 0.05) and Hypothesis Tests. Hypothesis testing included the T-Test (no significant difference if P-value (Sig.) (2-tailed)  $\geq \alpha=0.05$ ) and Normalized Gain (N-Gain) which compares actual gain scores with maximum gain scores (Hake, 2019). Finally, the processing of learning implementation observation sheet data was scored by research observers who understood the research instructions or rubric, enabling them to evaluate the suitability of the learning.

## 3. Result and Discussion

### 3.1 Result

Planning, action, and observation planning comprised the initial cycle. Making preparations for anything is the act of planning. Planning takes into account all relevant factors for the action that was done and arranges everything required for the teaching and learning process.

#### 1) Planning

The identified problem should serve as the basis for planning. The items that were ready were below.

- a) The lesson plan (application for listening in English).
- b) The listening instruction materials. The data collection tool, which includes observation and interview sheets.
- b) Setting up the equipment and media, including the internet connection, speaker, and headphones, that were utilized for instruction.
- c) Getting ready for the test that the pupils must take..

## 2) Action

Anything that is done is referred to as an action. The researcher must be flexible and receptive to how things are unfolding in the classroom when implementing the technique. As a result, the task needs to be dynamic, require making decisions quickly, and involve a simple evaluation. Using a phone, the teacher used the English listening application medium.

After the students finished listening to the application, the instructor gave the class a chance to ask questions about the audio that they had just listened to. During this stage of the lesson, the teacher actively encouraged student engagement and involved them in the learning process. The researcher then recorded this behavior using a phone..

### a) Pre Test (Initial Test)

Based on the findings of the first exam administered to TBI students, specifically prior to the exam, the researcher briefed the students on appropriate listening techniques. After that, the researcher administered a pre-test consisting of fifteen questions. The students were instructed to write and select the correct response to the question after the researcher played the audio three times. It is used at a single meeting.

The following table displays the findings of the pre-test summary that was administered to TBI students in the academic year 2020:

**Table 1.4**  
**Score of Pre Test**

NO	NIM	STUDENT NAME	SCORE
1.	200110002	Amelia Sari	20
2.	200110003	Andi Irsan Irawan	13.3
3.	200110005	Faturrahman Fadli	13.3
4.	200110012	M.Aqsa Putra Irfan	6.6
5.	200110014	Muh Nurfaizhal Rahmat	6.6
6.	200110018	Nurul Azizhah	6.6
7.	200110025	Yusrianti	13.3
8.	200110024	Zulkiram	6.6

### b) Treatment

Prior to the final exam, the students must receive treatment. First, the researcher must introduce the English Listening application to them. Next, the researcher must explain how to use the application in accordance with its functions. Finally, the student must download the application before proceeding to take the next test..

## 3) Observation

In this phase, the researcher observed what the pupils were doing when they were receiving instruction and learning and documented it. Documenting the procedure and gathering information on the teaching and learning process, including student attitudes and behaviors and any obstacles faced, were the main objectives of the observation process. Both observations and interviews were done. Because they contributed to the information gathering for basic reflection, the researcher made careful observations. Here, the researcher evaluated the students' listening skills as well as any problems or difficulties they ran into.

4) Reflection

Reviewing a previous course of action is analogous to reflecting. It should be used by the teacher to give feedback on how the cycle is progressing. After giving her actions some thought, the researcher made a choice.

In the conclusion, the process and result are covered. Any weaknesses or strengths were mentioned so that the writer could evaluate what needed to be evaluated and make the necessary improvements. The researcher discovered that it was highly advantageous to think about which jobs ought to be modified and which ought to be saved for the following cycle. As a result, it was expected that the outcomes of the subsequent cycle would be better than the previous one.

a. Cycle II

1) Planning

- a) The identified problem should serve as the basis for planning. The items that were ready were below.
  - a) The lesson plan (application for listening in English).
  - b) The listening instruction materials. The data collection tool, which includes observation and interview sheets.
  - b) Setting up the equipment and media, including the internet connection, speaker, and headphones, that were utilized for instruction.
  - c) Getting the students ready for the required exam.

2) Action

Researchers used an online system through the WhatsApp application to collect data from the post-test (final test) for TBI students in 2020. After receiving a file or document, the researchers analyzed it and found that the scoring method was the same as the one used for the initial test assessment.

The results of the post test summary carried out on students of TBI academic year 2020 can be seen in the following table:

**Table 1.5**  
**Score Of Post Test**

NO	NIM	STUDENT NAME	SCORE
1.	200110002	Amelia Sari	73.3
2.	200110003	Andi Irsan Irawan	73.3
3.	200110005	Faturrahman Fadli	60
4.	200110012	M.Aqsa Putra Irfan	73.3

5.	200110014	Muh Nurfaizhal Rahmat	60
6.	200110018	Nurul Azizhah	80
7.	200110025	Yusrianti	67
8.	200110024	Zulkiram	73.3

### 3) Observation

During this stage, the researcher recorded what she saw the students doing while they were receiving instruction and learning. The primary goals of the observation method were to record the process and collect data on the teaching and learning process, including student attitudes and behaviors and any challenges encountered.

There were observations and interviews. Since the observations helped compile data for basic reflection, the researcher made careful notes. In this case, the researcher evaluated the pupils' listening skills as well as any problems or difficulties they had.

### 4) Reflection

Reflection was the process of assessing what had been done. It should be made by the instructor as feedback on how the cycle is operating. The researcher came to a comprehensive conclusion by reflecting on all of the work that had been done. The procedure and the outcome are discussed in the conclusion. Any strengths or shortcomings that were found were highlighted so that the author could evaluate what needed to be evaluated and make the required adjustments. The study discovered that it was quite helpful to consider which activities to continue and which to change for the next cycle. It was therefore anticipated that the following cycle's outcome would be better than the preceding one.

## 3.2 Discussion

The process and the result are covered. Any strengths or shortcomings that were found were highlighted so that the author could evaluate what needed to be evaluated and make the required adjustments. The study discovered that it was very helpful to consider which activities to continue and which to adjust for the next cycle. It was therefore anticipated that the following cycle's outcomes would surpass those of the preceding one. The following formula N-Gain was utilized for the data analysis in this study:

:

$$[g] = \frac{[sf] - [si]}{100 - [si]} \times 100\%$$

Information:

- [g] = normalized gain (N-Gain)
- [sf] = Score post test
- [si] = Score pret test
- 100 = Ideal score

In this research discussion used percentage category by the criteria from Eko Putro Widoyoko is:

**Table 1.6**

### Percentage and Category of Learning Implementation

No.	Percentage	Category
1	$80 \leq X \leq 100$	Very good
2	$60 \leq X \leq 80$	Good
3	$40 \leq X \leq 80$	Enough
4	$20 \leq X \leq 40$	Less
5	$0 \leq X \leq 20$	Very less

From data above, namely pre test data score and post test data score, than it can be tested using N-Gain Formula it can be done following:

$$\begin{aligned}
 g &= \frac{73,376 - 11,176}{100 - 11,176} \times 100\% \\
 &= \underline{62,2} \\
 &88,824 \\
 &= 0,700 \times 100 \\
 &= \mathbf{70,026}
 \end{aligned}$$

Following data analysis with the N-Gain formula, a value of 70,026 was produced; this indicates that the effectiveness criteria are in the good category, are consistent with previous studies demonstrating the general effectiveness of language learning applications. This validates that the widely reported effectiveness also applies within the specific context of IAIM Sinjai. The significance of this research lies in providing relevant empirical evidence for the IAIM Sinjai context, filling a research gap in that area. It also affirms the application's potential to enhance learning motivation and accessibility, addressing common listening comprehension challenges in Indonesia.

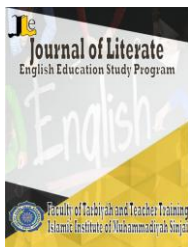
#### 4. Conclusion

One additional method that teachers can utilize to help their students learn listening comprehension is the English Listening Application. Because it makes them more relaxed during the learning process, students pick up knowledge more rapidly and retain it. According to the research's

findings, the successful criteria are classified as "good." Thus, employing an English listening application to help students at TBI of IAIM Sinjai Academic Year 2020 enhance their listening skills is effective in a favorable way. The pre-test average score of 11,176 shows that the students' listening abilities have improved. The students' values both before and after utilizing the English listening program make this clear. Following that, the post-test average is 73,376. Using the N-Gain formula to test student pre- and post-test scores, this has been proved. The results are pleasing because they fall into the good group. Recommendations for future research include: (1) Compare this application directly with conventional listening teaching methods to observe its advantages. (2) Focus on specific features to identify which aspects of the application are most effective in helping students improve their listening skills.

### References

- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Beall, M. L., Gill-Rosier, J., Tate, J. A., & Matten, A. (2008). Considering learning styles when creating lessons and presenting material. *Journal of Instructional Psychology*, 35(4), 347–352.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.  
<http://dx.doi.org/10.1017/CBO9780511732959>
- Creswell, J. W. (2012). *Educational research in English language teaching*. New York, NY: Pearson Education, Inc.
- Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge: Cambridge University Press.
- Hake, R. R. (n.d.). Analyzing change/gain scores. Retrieved from <http://www.physics.indiana.edu/~sdi/AnalyzingChange-Gain.pdf>
- Hanifa, R. (2014). *Improving the students' listening skills of the 8th grade students of SMPN 1 Ngeplak through scaffolding principles* [Undergraduate thesis, State University of Yogyakarta].
- Hasyuni. (2006). *The students' preferred activities for English listening classes (A survey conducted to the second and fourth semester students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006)* [Unpublished undergraduate thesis]. Universitas Bengkulu.
- Hidayat, A. (2013). The use of songs in teaching students' listening ability. *Journal of English and Education*, 1(1), 21–29.
- Kirwan, M. (2009). *Veterinary communication skills*. Oxford: Blackwell Publishing Ltd.
- Littlewood, W. (1991). *Communicative language teaching: An introduction*. New York, NY: Cambridge University Press.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge.
- Naga, D. S. (2005). *Pengantar teori skor pada pengukuran pendidikan*. Jakarta: Gunadarma.
- Putro Widoyoko, E. (2009). *Evaluasi program pembelajaran*. Yogyakarta: Pustaka Belajar.
- Richard, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York, NY: Cambridge University Press.
- Rossell-Aguilar, F. (2013). Podcasting for language learning through iTunes U: The learners' view. *Language Learning & Technology*. Retrieved from <http://llt.msu.edu/issues/october2013/rosellaguilar.pdf>
- Schwartz, S. H. (2009). Culture matters: National value cultures, sources and consequences. In C. Y. Chiu, Y. Y. Hong, S. Shavitt, & R. S. Wyer Jr. (Eds.), *Understanding culture: Theory, research and application* (pp. 127–150). New York, NY: Psychology Press.



- Smith, J. R. (2020). The role of mobile applications in enhancing language learning: A review of current trends. *Journal of Educational Technology & Society*, 23(3), 1–15.
- Snell, J. (1999). Improving teacher-student interaction in the EFL classroom: An action research report. Retrieved March 7, 2021, from <http://iteslj.org/Articles/Snell-Interaction.html>
- Soehardi. (2003). *Esensi perilaku organisasional*. Yogyakarta: Bagian Penerbit Fakultas Ekonomi Sarjanawiyata Tamansiswa.
- Sugiyono. (2013). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D* (Cet. 18). Bandung: Alfabeta.
- Wiersma, W., & Jurs, S. G. (1990). *Educational measurement and testing* (2nd ed.). Toledo, OH: The University of Toledo.
- Wulandari, F. (2011). *Improving students' listening ability using Spot the Dictogloss technique* [Undergraduate thesis, Sebelas Maret University].
- Wulandari, R. K. (2013). *The listening ability of the eleventh grade students of SMA Negeri 1 Jekulo Kudus taught by using breaking news in the academic year 2013/2014* [Undergraduate thesis, Muria Kudus University].
- Yildirim, S. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4), 2097–2106.
- FluentU. (n.d.). *The best English listening apps*. Retrieved February 1, 2021, from <https://www.fluentu.com/blog/english/english-listening-app/>
- IAIM Sinjai. (n.d.). *Sejarah IAIM Sinjai*. Retrieved August 10, 2021, from <http://iaimsinjai.ac.id/profile/sejarah>