Application of Listening English Practice in Understanding Listening for Junior High School Students

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Abstract. The purpose of this study is to determine how effectively the Listen English Practice App at SMP Islam Ruhama improves students' understanding of listening. The population of this research is eight²-grade students, and the sample is 27 students. The method of this study is experimental research with a pre-experimental design that applies the pre-test and post-test. In this study, the researcher used one class as an experiment. Data has been analyzed using a t-test, data analysis shows the average value of the pre-test is 51.29 and the post-test is 80.74. Interpretation of data shows that there are some significant differences between listening skills using Listen English Practice App and not using Listen English Practice App. This shows that the Listen English Practice App is influential for eight²-grade students junior high school students of SMP Islam Ruhama. An option in learning media is the Listen English Practice Application; it has a positive impact on the research and can encourage students to study English.

Keywords: Listening skills, Understanding listening, Listen English Practice Application

1. Introduction

One of the most common languages spoken worldwide is English. It is a universal language that is spoken in a wide range of nations. It has long been accepted as the standard for all international communication. English is taught as a school topic in some countries, like Indonesia, where it is considered a foreign language that must be studied.

Due to the rapid growth and widespread usage of English around the globe, there has been a paradigm change from teaching English as a Foreign Language (EFL) to teaching English as an International Language (EIL). This is especially true in the context of the expanding circle of nations. Academic studies on the international use of English have generated terms like "world English," "English as an international language," and "English as a lingua franca." [1].

In order to actively construct meaning, learners must actively engage in direct thoughts and behaviors during the learning process [2]. The complexity of learning English as a foreign language comes from the need for numerous skills and learning techniques. Four skills in particular are commonly linked to acquiring a language. The four skills are speaking, reading, writing, and listening. Students must master listening in order to learn English, but doing so is harder than it might seem [3]–[5]

Learning English as a foreign language is complex since it necessitates a variety of skills and strategies. In general, four skills are frequently related to language learning. Writing, reading, speaking, and listening are the four skills. Listening is one that students must master to learn English, but becoming a good listener is not as simple as it appears[6], [7].

To master English, students should be able to listen. The growth of listening has attracted the attention of many English teachers throughout the world. Listening is often seen as the simplest technique for receiving spoken language, and it is also regarded as the easiest ability to learn because it requires less time than other abilities such as speaking, reading, and writing [8], [9]–[11]. In contrary, according to Hanifa, encouraging students to listen is a tough challenge. This is because it is an internal process that cannot be witnessed immediately [12], [13]. As a result, it will be impossible for the teacher to determine whether or not their students have grasped the material. Furthermore, students

may be hesitant to express questions about what they do not understand, thus the teacher may be unable to assist them in better understanding the context or unfamiliar content.

Listening is regarded as a highly personal pursuit. A good listener is required before becoming a good speaker. Thus, if a speaker implants a message in the mind of the listener. It should replicate the message, try to measure out what the speaker is trying to say, and take away from any age disorder that seems relevant to the audience's goals. Furthermore, students can perfect their listening skills if they fully comprehend what English speakers are saying [14]. We can clearly define listening as recognizing and comprehending what others are saying. It's also a complicated task, so we may use prior knowledge to help students understand what they're hearing.

Listening is recognizing and comprehending what others are saying. It's also a complicated task, so we may use prior knowledge to help students understand what they're hearing. Aljamil argued the development of listening abilities is crucial for learning a second language [15]. Since listening gives second language learners language input, which in turn plays a critical part in language development, it may really be impossible to learn English without listening. In this sense, listening plays a significant part in learning English, but it also presents a significant learning difficulty. Teachers in achieving the main goal of students' interaction, which shapes discourse and helps solve communication problem [16].

Many factors have a role in the difficulty of learning listening skills. People have struggled to comprehend the English language information conveyed by the speaker in its entirety. Yahmun et al explained other factors, such as the listener and the physical context [17]. They further indicated that the listening factors were related to the students' lack of vocabulary and attentiveness in class, while the physical factors were linked to the classroom setting.

According to (Butt, 2010 in [18] one of the greatest obstacles to listening comprehension is that learners' vocabulary is too narrow to comprehend the message. Even though the theme is unfamiliar to them, learners will find it simpler to understand listening portions using familiar vocabulary.

The growing popularity of reverse technology programs is having an impact on language teaching. Technology is defined differently by different scholars in the ELT area. Technology integration, according to Dockstader (2008) in [19], is the use of technology to modernize and improve the educational environment. The impact of technology on language education approaches is numerous. The software in application, in particular, employs a highly modulated English teaching style. This unique technique presents a variety of positive possibilities, making language learning more enjoyable and productive.

Based on the mentioned problems, the researcher believes that media may be the right way to help students improve their listening skills. The media that researcher uses is the application, namely *"Listen English Practice"*. The application can be used independently by students and can be accessed via mobile phone. There are several features such as levels, various themes, and Accents (British & American) that can be customized. Furthermore, this application can be accomplished by adjusting student-centered strategies at the classroom level of activity and providing students with broader effective learning strategies. Students will not only become better listeners as a result of this, but they will also become more successful language students as a result of the opportunity to focus and reflect on their learning. Because of the various features presented in the application, as well as the fact that no research has been conducted using this application as a learning medium, the researcher is interested in conducting research under the title *"Listen English Practice Application: A Breakthrough in Understanding Listening for Junior High School."* Hopefully, by utilizing this application, students will be able to increase their abilities and understanding of English, especially in terms of listening skills.

Students must comprehend the speaker's aim in order to listen effectively. To comprehend implies to comprehend completely. Understanding encompasses not only knowing the meaning of listening abilities, but also comprehending the context of the speech material that will be delivered. To understand what someone is saying, you must have a comprehensive comprehension of what they are saying. Understanding can be defined as knowing the meaning of what someone says and comprehending that meaning. The objective of this study is to determine the effectiveness of the Listen English Practice App in improving students' understanding listening at SMP Islam Ruhama.

Listening

Listening to English is one of the most difficult skills among the four ones since they had problems with noise, accent, pronunciation, and vocabulary. Furthermore, because colleges and institutions place a greater emphasis on writing, reading, and speaking, most teachers do not assist students in

overcoming their listening challenges and supporting them in engaging activities [2]. [20] emphasize that 45 percent of our time listening, we're listening instead of talking. If we use our listening skills appropriately, we can master the tools of communication skills. Listening is challenging since the human mind seems to be readily diverted. The individual who masters their thought and listens intently gains a lot of other abilities and benefits.

Listening is an active process of establishing meaning by utilizing the information contained in incoming sounds, which requires both language and non-linguistic knowledge [21].

Listening entails active participation, commitment, and practice because it encompasses emotions, feelings, and desires. All language search approaches, with the exception of grammar-translation, include a listening component. Many types of education, such as total physical response, simply rely on learners listening and reacting. Auditory sensitivity, grammar, selection, memorizing, and linking information according to the sound system and type are all part of listening. It enables us to comprehend the world around us, and one of the fundamental parts is the ability to form positive interactions.

Understanding Listening

The ability to effectively identify information openly presented within speech and to draw conclusions based on that information in order to attain implicit (not consciously aware of or purposefully seeking to achieve) and/or explicit listening goals is defined as understanding listening [22].

Depending on one's background and level of knowledge, understanding the world and communicating with others around us differs from person to person. These "operational histories," according to Lian and Pineda (2014) in [23] lead to individual learners understanding spoken words presented to them in various ways. They say that additional research should be done on how the brain processes information such as decoding, editing, and retrieving.

Relationship development and increased trust are two of the most significant advantages of effective listening. One can become more aware and even wiser by effectively listening by questioning one's own presumptions. Try to understand before you try to be understood, to quote Stephen Covey. Understanding is the first step toward wisdom, and wisdom provides a leader an edge [24].

Types of Listening

There are six types of listening according to Rost (2011) in [25] that is Intensive Listening, Selective Listening, Interactive Listening, Extensive Listening, Responsive Listening, and Autonomous Listening. Before decide the type listening that will be teach to students, the teacher should consider students' needs, their interests, and obviously, their level, and then decide which types and listening strategy to use.

One of the most challenging responsibilities for teachers is to teach students to listen. This is due to the fact that effective listening abilities are developed over time and with a lot of practice. As listening comprehension is a complex ongoing process involving the interaction of multiple components, many students struggle to comprehend spoken material and are unaware of why. Students are frustrated because there are no rules, as there are in grammar classes. This isn't to imply that there aren't strategies to improve your listening abilities; nevertheless, quantifying them is challenging.

Teens are categorized as junior high school students. As a result, they claim that teaching teenagers is difficult since they are in a period of transition, confusion, self-consciousness, growth, and changing bodies and minds [26].

The principle of listening "A teacher should encourage students to listen as much as they can". Students have the option to practice and repeat listening, which may help them develop their listening skills. They may increase their vocabulary and learn how to pronounce words, so that when they are given listening assignment, they can comprehend what they are hearing and correctly answer the question.

According to Pratama since listening is not as important as speaking, it is considered that teaching listening is not a skill that takes much attention [8]. On the surface, this idea appears to be correct because it is assumed that listening will grow spontaneously as a result of speaking. Nowadays, this belief is disproved as listening becomes more popular, and it is also recognized as one of the abilities that should be taught more frequently, actively, and effectively in language classrooms. Many methods and approaches have lately been created and tested to help children improve their listening skills.

Listen English Practice App

Since applications run on cellular phones. Mobile-based applications are practical and easy to carry. It may be used anywhere and at any time with a mobile application, which includes information on learning English [27]. Listen English Practice is a listening skills tool that includes brief conversational formats or monologues. The test is delivered in the form of a series of speeches that the user must listen to. The contents are divided into several levels and categories, including English Fundamentals, English Intermediate, English Advanced, English American Accent, English British Accent, and a variety of themes. It can then be customized to each user's abilities and interests. To begin the practice, the user must carefully listen to the audio and set the audio speed. After that, the user should read the questions and select the proper answer from various options.

Listen English Practice is a basic app that allows learners in middle school to improve their listening skills. Students can read and understand the text in English because the subtitle feature is present in this application. Students can read and understand the text in English because the subtitle feature is present in this application. The students will then practice the conversations they have overheard in front of the class in order to become fluent in English. In brief, this application makes it easier for students to learn, especially those who find studying English to be tedious. As well as the fact that no research has been conducted using this application as a learning media, the researcher is the first to conduct research using Listen English Practice App.

Students must comprehend the speaker's aim in order to listen effectively. To comprehend implies to comprehend completely. Understanding encompasses not only knowing the meaning of listening abilities, but also comprehending the context of the speech material that will be delivered. To understand what someone is saying, you must have a comprehensive comprehension of what they are saying. Understanding can be defined as knowing the meaning of what someone says and comprehending that meaning.

From the previous description, it can be concluded that listening is one of the English skills that students struggle with; nevertheless, if students have the will and ability to learn to listen, they will grasp learning. The researcher is motivated to support students who are learning English, particularly in listening. As a result, the researcher chose to provide learning materials through an internet application, specifically the Listen English Practice App.

The Features of Listen English Practice App

Themes. It is a feature that contains a list of themes that the researcher can utilize to present the materials. Themes, levels, and accents can all be customized.
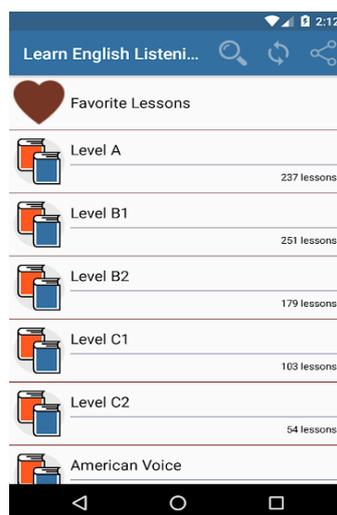
Figures 1. Themes

Lessons. This is a section of the lesson that can be chosen before moving on to the test. Each theme has a variety of lessons from which to choose, depending on the user's preferences.

Figures 2. Lessons

Listen and Practice. The listening feature in this app has the advantage of being able to be downloaded, making it easier for teachers to provide material to students first, as well as the ability to adjust the audio speed. In addition to the audio feature, it also includes a test, so you can read the questions while listening.


Figures 3. Listen and Practice

Subtitle. This is also one of the benefits of the features in this application; once students have completed their practice, they can create roles by reading the subtitles. Not only can users improve their listening abilities, but it can also improve speaking skills.
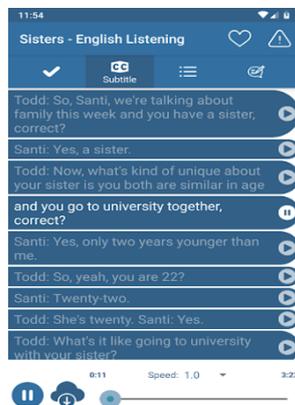

Figures 4. Subtitle

Vocabulary. After exercise, in the vocabulary feature part, there is a more detailed explanation of some of the words or sentences from the previous audio, as well as examples of how to use these words and sentences.
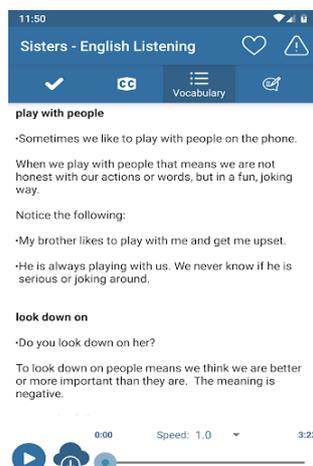
Figures 5. Vocabulary

Translate. This application involves a lot of features. When users don't know what a word means, the translate feature comes in handy.
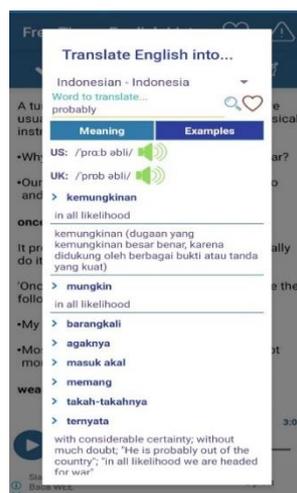
Figures 6. Translate

Advantages and Disadvantages of using Listen English Practice

The teacher's instructions can help students develop mindful listening abilities. [28] state that the lack of language in listening sessions simply stimulates students' comprehension of the material. They may become bored and lose motivation if they do not receive enough helpful strategies from the teacher. That is one of the disadvantages of using applications for learning, however depending on the app, there are also advantages.

The advantages of this application include its simplicity of usage. simple methods for usage in operation and procedure. It can also make it easier for teachers to give lesson plans and for teachers to find teaching materials in the classroom. The application provided like a vocabulary section, translation, and subtitles to users are the last advantage.

This application also has some disadvantages, such as the need for internet access; it cannot be used offline or when there is no internet access. In addition, this application will use up a lot of memory. Lastly, there aren't many questions in the exam session even though the conversation's audio is quite lengthy

From the previous description, it can be concluded that listening is one of the English skills that students struggle with; nevertheless, if students have the will and ability to learn to listen, they will grasp learning. The researcher is motivated to support students who are learning English, particularly in listening. As a result, the researcher chose to provide learning materials through an internet application, specifically the Listen English Practice App.

2. Method

This research was conducted among eight²-grade students at SMP Islam Ruhama, which is located at Jl. Tarumanegara No. 67. Cirendeu, Kec. Ciputat, South Tangerang. This study was carried out throughout the 2022–2023 academic year.

The method that was used by the researcher is experimental research. Experimental research is a form of study that looks at the effects of different treatments on different people in a control setting. A pre-experimental design was chosen by the researcher.

According to Thyer, the simplest group study designs involve evaluating the performance of a single group of participants of social work services. These procedures are referred to as pre-experimental designs. Efficacy studies are tightly controlled studies carried out in research groups or specific treatment settings that are used to show whether a certain treatment can be successful under perfect circumstances. Among the pre-experimental designs are the one group posttreatment-only study and the one group pretest-posttest design [29].

Based on the above, the research decided to use pre-experimental because it is a simple experiment to carried out. Furthermore, the researcher was used the Listen English Practice App as a tool or medium in this study to help students improving their listening skills. The researcher employs the following "one group pre-test and post-test design:

$$O_1 \ X \ O_2$$

Figures 7. One Group Pre-test and Post-test Design

O1   **: Pre-test**
X   **: Treatments**
O2   **: Post-test**

In a nutshell, it hopes that this type of design will assist the teacher in determining whether the use of the Listen English Practice App has a substantial impact on improving students' listening abilities.

In this study, the researcher takes two variables based on Cohen's [30] theory:

- Independent Variable (X)

Independent variable is a variable that has the ability to influence or respond to the dependent variable. In this research, the independent variable is the use of Listen to English App.

- Dependent variable (Y)

Dependent variable is one that is influenced or cause by other variables. The result of the students' listening test in learning English at grade 8.2 junior high school students at SMP Islam Ruhama is the dependent variable in this study.

A population is a collection of people who share a given trait [31] the population of a study object is its total number The population of a study object is its total number. All eighth-grade junior high school students at SMP Islam Ruhama in the academic year 2022–2023 made up the population of this study. There were 95 students in all across three classes of eighth-graders.

The researchers employ the Listen to English Practice App as a learning medium in this study to see how the application's use improves students' listening skills. Meanwhile, the researcher used tests, such as pre-test and post-test, to collect data. the researcher ran an experiment with the Listen English Practice Application. The researchers select learning materials from the app. The treatment was conducted 6 meetings include pre-test and post-test

To establish whether there is a difference in score between the sample's means before and after the use of the Listen English Practice App, the data output was examined using a dependent (paired sample) t-test. According to Gerald 2018:52 in [32]. To compare two score groups and their means, the dependent samples t-test (also known as the paired sample t-test) is used.

[33] states that a sample mean is compared to a particular value using the one-sample t-test. To determine whether a sample's mean differs significantly from a population mean, a researcher can use a one-sample t-test to compare the sample's mean with the hypothesized population mean.

The statistical computerization repeated measures t-test of SPSS 28.0 for Windows was used to examine the data i.e. $t = \frac{x_1 - X_2}{s_D}$ to assess if there is a significant difference between the pre- and post-test, where a significant difference is defined as P 0,05. Farhady and Hatch in [32]),

3. Discussion

This study's objective was to ascertain how the English Listen Practice Application affected the eight²-grade students at SMP Islam Ruhama's listening abilities. 27 students made up the study sample. By using test results, the researcher conducts research (pre-test and post-test).

Listening to the provided audio will reveal the student's pre-test score, then answering questions that relate to previous audio on paper with multiple choice. The pre-tests are 20 questions in form. This test is given before starting treatment. Before students receive treatment, it is meant to assess their listening skills. The precise questions from the pre-test, which are included in the application, are used to calculate student post-test results. The post-test consists of 20 questions. After the treatment is finished, this test was given. This was done to assess how well the students had listened after treatment.

Table 1. The Pre-Test and Post-Test Scores of the Students

No.	STUDENTS	PRE-TEST	POST-TEST
1	AER	55	80
2	MFR	45	90
3	L	60	75
4	NA	50	70
5	NRA	60	90
6	RS	55	70
7	AIP	40	80
8	SNI	50	70
9	PKS	45	95
10	FS	50	90
11	AP	65	80
12	KMM	65	85
13	AR	60	80
14	MI	50	70
15	MAA	35	90
16	PHA	30	80

17	CQF	45	85
18	MLR	55	80
19	FF	50	70
20	RA	45	90
21	AU	35	75
22	BPR	45	95
23	DS	55	95
24	HBB	50	85
25	ZA	65	70
26	RFV	60	65
27	AAM	65	85
N=27	**TOTAL**	**1385**	**2180**
	MEAN	**51.29**	**80.74**

The students' mean pre-test score was 51.29, with the lowest score being 30 and the highest being 65. And meanwhile, the post-test results showed that the mean score was 80.74, the maximum score was 95, and the lowest score was 65.

The result of the pre-test could represent the students' ability in understanding the spoken language. In this section, the students were separated into several groups of classification based on their scores.
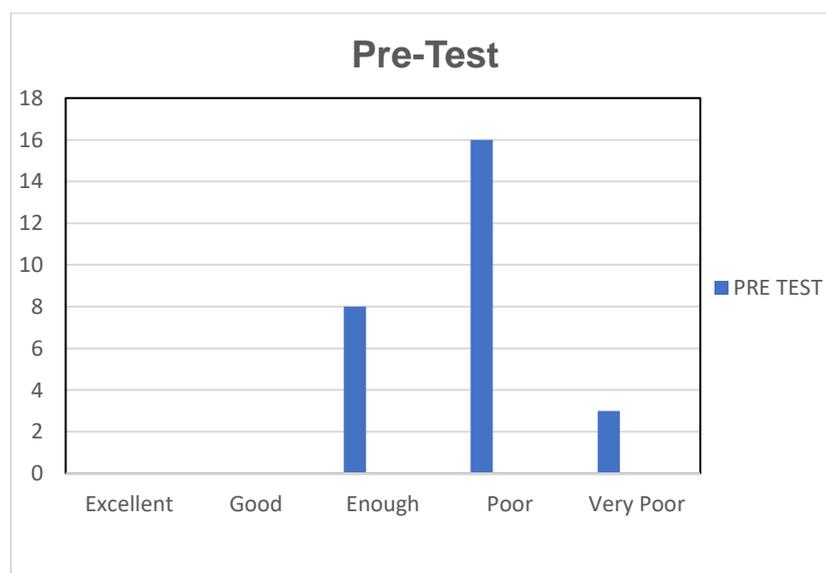

Diagram 1. The Result of the Pre-test Chart

The table above reveals that no student received both excellent and good. A total of 8 students, or 29.6% of the overall student, fell into this group. 16 students, or 59.2 % of all students, received poor grades. Additionally, 3 students received very poor results (11%).

The researchers classified the post-test scores of the students using the same measurement that was used to get the pre-test scores. According to the results of the post-test, the table below shows the students' listening skills.
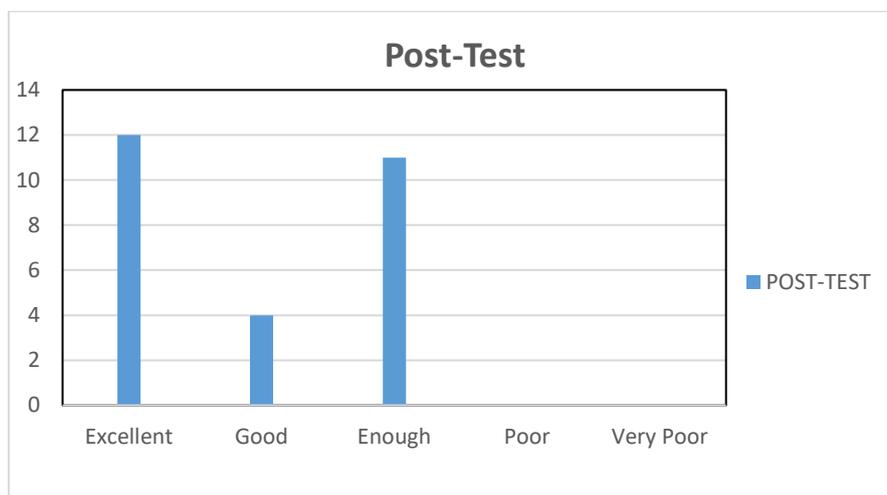

Diagram 2. The Result of the Post-test Chart

The table above shows that there were no students who got very poor and poor. There were students who got enough result (40.7%) and there were 4 enough result (14.8%). There were 12 students who got excellent result (44.4%).

The Analysis of Data

a. **Normality test,** [34]: 67-72) the normality should be followed irrespective of the sample size. If a continuous data followed normal distribution, then we present this data in mean value. Further, this mean value is used to compare between/among the groups to calculate the significance level (P value). If our data are not normally distributed, resultant mean is not a representative value of our data. A wrong selection of the representative value of a data set and further calculated significance level using this representative value might give wrong interpretation.[9] That is why, first we test the normality of the data, then we decide whether mean is applicable as representative value of the data or not. If applicable, then means are compared using parametric test otherwise medians are used to compare the groups, using nonparametric methods.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.113	27	.200	.945	27	.165
posttest	.142	27	.174	.924	27	.049
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Tests of Normality

Related the study the normality test shows that on the Shapiro-Wilk calculation result of the listening test from student in pre-test obtained the significant result 0.165 > α (0.05), where the significance score was higher than α = 0.05. from the statistic above the data of pre-test was normal. In post-test obtained the significance results 0.049 > α (0.05), where the significance score was higher than α = 0.05. from the statistic above, the data of post-test was normal.

Because of data utilized in this study were normal, parametric statistical methods could be employed to further analyse the data (Paired Sample T-test).

b. **Paired Samples Statistic**

Table 3. Paired Samples Statistic

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51.2936	27	9.66681	1.86038
	Posttest	80.7407	27	9.16764	1.76431

The output above shows a summary of the descriptive statistical results from the pre-test and post-test values. The pre-test mean score was 51.2936 while post-test score was 80.7407. the number of participants used as research samples was 27 students. For the standard deviation of the pre-test was 9.66681 and the post-test was 9.16764. Finally, the standars error mean for pre-test was 1.86038 and for post-test 1.76431.

Because the mean score of learning outcomes in pre-test was 51.2936 < post-test 80.7407, then it means there are differences between pre-test and post-test results contained in the "Paired Samples Test" output table tp prove whether the difference is really significant or not.

c. **Paired Samples Correlation**

Tables 4. Paired Samples Correlations

Paired Samples Correlations		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pre Test & Post Test	27	.196	.164	.328

The output above shows the result of the correlation test or the relationship between the two data or the relationship of the pre-test and post-test variable. Based on the output above, it was known that the correlation coefficient was 0.196, because the sig values was 0.164 and 0.328 < from the probability of 0,05, it could be concluded that there was a relationship between the pre-test variable and the post-test variable.

d. **Paired Samples Test,** the Paired Samples t Test, researcher can compare the means of two measurements made on the same subject, item, or related units. These "paired" measures can represent various things, a measurement made twice at various times (e.g., pre-test and post-test score with an intervention administered between the two time points).

Table 5. Paired Samples Test

Paired Samples Test		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Significance	
					Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pretest-Posttest	-29.44444	14.56638	2.80330	-35.20671	-23.68218	-10.503	26	<,001	<,001

Based on the "Paired Samples Test", we know Sig. (one-sided p & two-sided p) was <0.001, then H_0 was rejected and H_α is accepted because <0.05. So, it can be concluded that there was an average different between pre-test and post-test learning outcomes, which means that there was an influence of Listen English Practice App in stimulates students' listening learning in eight²-grade at SMP-Islam Ruhama, Cirendeu in 2022. Contains information about the "Paired Difference" mean score 29.44444 this value shows difference the average pre-test learning outcomes with the average post-test learning outcomes 51.2936 – 80.7407 = 29.4 and the difference between -35.20671 to -23.68218 (95% Confidence Intervals of the Lower and Upper Differences).

Interpretations:

The researchers proposed the hypothesis as follows:
1) Alternative hypothesis (H_1): The used of Listen English Practice Application improves students' listening understanding of Junior High School.
2) Null hypothesis (H_0): The used of Listen English Practice Application doesn't improve students' listening understanding of Junior High School.

According to the results shown above, the pre-test scores totalled 1385 and had an average of 51.29; the post-test scores totalled 2180 and had an average of 80.74. It indicates that the pre-test and post-test variances were different. Additionally, it can be observed from the statistical analysis above that there is a clear distinction between the average score from the outcome of utilizing the Listen English Practice Application.

Based on paired sample t-test table, $t_{obtained}$ was 10.503 and t critical at the level of significance (p) = 0.05 was 1.764, meanwhile if $t_{obtained} \geq t_{critical}$ at the level of significance (p) = 0.05, the null hypothesis (H_0) is rejected and accepts the alternatives hypothesis (H_1). Then significant (one sided & two sided p) is equal 0.01 with significant level $\alpha = 0.05$ (one sided & two sided p). since the score is 0.01 < α (0.05) H_1 was accepted and H_0 was rejected.

The alternative hypothesis (H1) was accepted in considering the results. In other words, it can be said that using the Listen English Practice Application to teach listening to eighth²-graders at SMP Islam Ruhama has significantly improved.

4. Conclusion

Regarding the results and interpretation of the findings provided earlier, the result of this study indicates; pre-test scores amounted to 1385 with an average 51.29 and post-test scores amounted to 2180 with an average 80.74. Therefore, Hence, it may be said that the of Listen English Practice Application has a significant improvement to teach students' listening skills of eight²-grade at SMP Islam Ruhama. The outcome of the paired sample t-test proved that the value of $t_{obtained}$ was 10,503 and the value of $t_{critical}$ the significance level (p)=0.05 was.860, This indicates that the alternate hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected.

The implication of this study is that the Listen English Practice application has a significant improvement in teaching listening skills to eighth grade students² at Ruhama Islamic Junior High School. The findings of this study can be used to inform the selection of learning media by current and prospective educators. In order to use existing technology and avoid creating a repetitive learning environment, media is needed in the teaching process.

The researcher focuses on the effectiveness of the Listen English Practice Application in improving students' listening comprehension at Ruhama Islamic Junior High School, that is the limitation of this study.

Regarding the results of this research, the researchers have a variety of suggestions. The Listen English Practice App can assist English teachers in helping students develop their listening abilities. As a result, in order to facilitate effective learning, teachers must be innovative in the learning materials they offer. If students want to help with their grasp of the skills, they should actively use the Listen English Practice app features. Researchers advise looking into education and technology-related domains more thoroughly and comprehensively for other researchers or for future study in order to introduce some fresh improvements in the teaching and learning process.

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