

**THE INFLUENCE OF USING “ENGLISH LISTENING AND
SPEAKING APPLICATION” TOWARDS STUDENTS’
LISTENING COMPREHENSION AT 8th GRADE OF
JUNIOR HIGH SCHOOL**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
Seminar Proposal**



By:

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ABSTRACT

The Influence of Using English Listening and Speaking Application Towards Students' Listening Comprehension at the 8th Grade of SMPN 29 Bandar Lampung was conducted to investigate whether the use of the English Listening and Speaking Application influenced students' listening comprehension. Listening is one of the essential English skills, but many students still experience difficulties in understanding spoken English because of limited vocabulary, different accents, pronunciation, and the speed of native speakers. Therefore, the English Listening and Speaking Application was used as a digital learning medium to help students improve their listening comprehension.

This research used a quantitative approach with a quasi-experimental design. The population of this research consisted of the eighth-grade students of SMPN 29 Bandar Lampung. The sample included an experimental class and a control class selected through cluster random sampling. The experimental class was taught using the English Listening and Speaking Application, while the control class was taught using conventional media. The data were collected through pre-test and post-test and analyzed using the normality test, homogeneity test, and independent sample t-test.

The findings indicated that the use of the English Listening and Speaking Application had a significant positive influence on students' listening comprehension. Students who learned using the application showed better listening comprehension than those who learned through conventional media. The application also increased students' motivation and provided more interactive listening practice. It can be concluded that the English Listening and Speaking Application is an effective learning medium for improving students' listening comprehension.

Keywords: English Listening and Speaking Application, Listening Comprehension, Digital Learning Media, Quasi-Experimental Design.

DECLARATION

The students's identify, the undersigned below:

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I state this thesis entitled "The Influence Of Using The "English Listening And Speaking Application" Towards Students' Listening Comprehension At The 8th Grade Of SMPN 29 Bandar Lampung" is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.

Bandar Lampung, July 1, 2026

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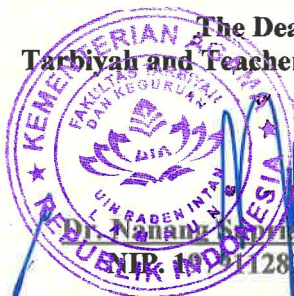
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MOTTO

كُلُّ مَنْ عَلَيْهَا فَانٍ

*"Everyone upon it (the earth) will perish."
(Surah Ar-Rahman, 55: 26)*



DEDICATION

With all love and gratitude, I dedicate this thesis to everyone who has given me love, support, and prayers throughout my life and educational journey. I would especially like to express my gratitude to:

1. Al-Khaliq, Allah SWT, whose infinite mercy and blessings have been my greatest strength, guiding me through every challenge in completing this thesis.
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CURRICULUM VITAE

Yefa Azzahrah.Fz was born on December 26, 2002, in Kayu Agung, South Sumatra. She is the first child of Mr. Fauzi and Mrs. Evi. She began her formal education at Dharma Wanita Kindergarten and continued her studies at SD Negeri 12 Tanjung Batu, MTs at Raudhatul Qur'an Payaraman Islamic Boarding school, and MA at Al-Ittifaqiah Indralaya Islamic Boarding School, from which she graduated in 2020. After graduation, she joined the Mabit (Mujahadah Dan Pembibitan) Al-Ittifaqiah Program as preparation for studying abroad. However, due to the Covid-19 pandemic and changes in her educational plans, she served as a teacher at Raudhatul Qur'an Islamic Boarding School for approximately three months. In 2021, she was admitted to the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Raden Intan Lampung. During the first two years of her undergraduate studies, she resided at the university's Ma'had Al-Jami'ah and also worked as a private English tutor. Since late 2024, she has been actively involved as a volunteer at Rumah Zakat, participating in various social and educational programs. These experiences have contributed to the development of her academic, pedagogical, and social competencies.

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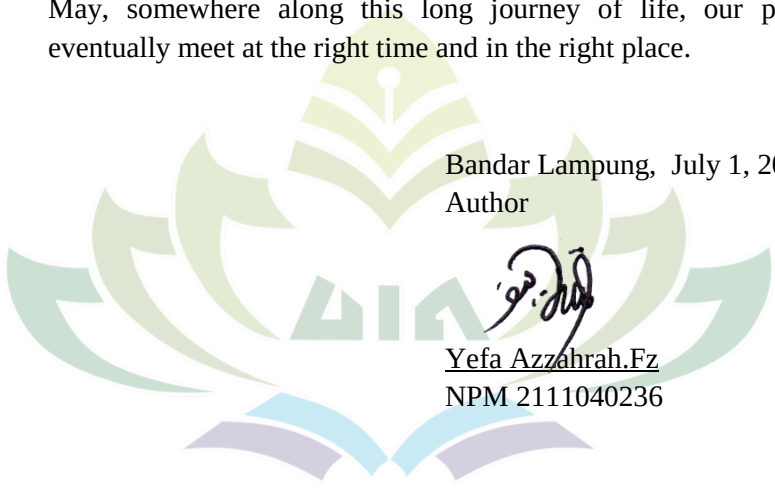
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CHAPTER I

INTRODUCTION

A. Title Confirmation

Listening comprehension refers to the capacity to receive, process, and interpret spoken messages. It entails several processes, including perceiving sounds, identifying vocabulary, understanding grammatical forms, and relating them to appropriate contexts. As stated by Brown, listening comprehension is an active mental activity in which listeners derive meaning by selecting, organizing, and interpreting the oral input they encounter.¹

Gilakjani and Sabouri assert that listening comprehension comprises two complementary processes. Lower-level processes involve recognizing sounds and identifying vocabulary, while higher-level processes include syntactic analysis, semantic interpretation, and the activation of the listener's prior knowledge.² These processes must occur simultaneously for the listener to construct a complete and coherent understanding of the spoken message. From this perspective, listening comprehension is not merely the passive reception of sounds but rather a complex cognitive activity that demands active engagement. The degree to which spoken discourse is comprehended depends largely on the listener's ability to integrate linguistic input with existing cognitive schemata. This makes listening comprehension a fundamental component of communicative competence in both second language acquisition and everyday communication.

However, in practice, listening skills do not always function ideally. Learners, especially those acquiring a foreign language, often face difficulties such as the fast pace of native speakers' speech, unfamiliar pronunciation, and limited vocabulary or

¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)* (White Plains, NY, USA: Longman, 2001).

² A. P. Gilakjani and N. B. Sabouri, "The Significance of Listening Comprehension in English Language Teaching. Theory and Practice in Language Studies" 11, no. (2) (2021): 211–18.

contextual understanding. As stated by Underwood, the fast-paced speech of native speakers is considered a major obstacle for listeners trying to understand spoken language³. In addition, external distractions such as poor audio quality or an uncondusive learning environment can further obstruct the listening process. These challenges indicate that although listening is an active cognitive process, its success remains heavily influenced by linguistic and technical factors that must be properly addressed in language instruction.

In response to these challenges, it is essential to provide a medium that can effectively support the development of listening skills, especially for language learners. In this regard, the researcher offers a solution in the form of an application called English Listening and Speaking Application. This application is designed to provide an interactive and structured listening experience by offering a variety of audio materials tailored to the user's proficiency level. Through features such as audio transcripts, pronunciation practice, and comprehension quizzes, the application not only helps users gradually improve their listening skills but also encourages active engagement in the learning process. Furthermore, the inclusion of various topics and speakers with different accents helps train listeners to comprehend a wide range of English usage in real-life contexts. Thus, the English Listening and Speaking Application serves as a strategic support tool to overcome listening barriers and enhance overall English language competence.

The use of English listening and speaking applications has a positively influences the listening comprehension of 8th grade junior high school students. These applications provide interactive and engaging practice opportunities that help students become more familiar with different accents, intonations, and vocabulary in real-life contexts. They encourage active listening by enabling students to anticipate, infer meaning, and self-correct their understanding. Therefore, incorporating such technology supports the complex cognitive process of listening and helps students

³ Mary Underwood, *Teaching Listening* (London: Longman, n.d.).

develop greater confidence and competence in comprehending spoken English.

B. Background of Problem

Listening is the first skill we acquire before speaking or reading. Writing Listening, as one of the most important language skills, plays an important role in language learning. Therefore, not only listening, but also identifying, understanding and interpreting language is the first step in successful communication. When listening, do not just hear, but the listener must pay attention to what the speaker is saying.

Furthermore, according to Roger, listening is more than just hearing sounds. It is an active process that involves understanding the messages, both verbal and nonverbal, conveyed by others. Effective listening requires empathy, mindfulness, and appropriate responses. Experts often emphasize that listening is a skill that can be learned and improved.⁴ And based on Brown, listening emphasises that language learning is not only about mastering grammar and vocabulary, but also about understanding the culture in which the language is used. By understanding the cultural context, language learners.⁵ Listening is a crucial skill for students to learn when studying a language like English. However, becoming proficient in listening is a challenging task. Listening plays a vital role in building students' vocabulary and improving how they use language.

Learning English listening often proves to be one of the most challenging skills for students due to various factors. Significant hurdles include understanding connected speech, where words merge in the flow of utterance, as well as the high speed of native speakers.⁶ Additionally, limited vocabulary and difficulty in distinguishing similar sounds or comprehending intonation also act

⁴ Carl Rogers, *On Becoming a Person* (Boston: Houghton Mifflin Harcourt, 1951).

⁵ Brown and H. Douglas, *Principles Language Learning And Teaching* (Upper Saddle River: Pearson Education, 2000).

⁶ John Field, *Psycholinguistics: The Key Concepts*. (London, UK & New York, NY, USA: Routledge, 2019).; Michael Rost, *Teaching and Researching Listening (4th Ed.)* (London, UK: Routledge, 2024)

as barriers.⁷ From the listener's perspective, psychological factors like anxiety can impair concentration, while a lack of background knowledge complicates the contextual understanding of messages.⁸ All these elements collectively contribute to the complexity and frequent difficulties encountered in mastering listening comprehension.

In light of the pre-research findings conducted in Grade VIII, it was found that most students struggle to understand native speakers' pronunciation, particularly when spoken at a fast pace. This has become a major barrier in the listening process, as students are often unable to grasp the meaning of what is being said. Furthermore, 65,6 percent of the students reported that they do not use any applications, or utilize other supplementary media to support their listening comprehension independently. This indicates a lack of access to and engagement with tools that could enhance their listening skills outside the classroom.

To address these challenges, the English Listening and Speaking Application emerges as a relevant technological innovation. This application not only offers interactive exercises featuring audio clips and dialogues from native speakers to help students improve their understanding of accents and vocabulary, but it is also developed and published by Miracle FunBox. The involvement of Miracle FunBox reflects a dedicated effort to provide engaging and effective learning tools, ensuring an immersive and productive listening experience for students.

Based on the results of a pre-research survey conducted by the researcher at SMPN 29 Bandar Lampung through a questionnaire to 32 students in grades 8.9, several significant challenges in mastering listening skills among students were identified.

⁷ Penny Ur, *A Course in English Language Teaching (2nd Ed.)* (Cambridge, UK: Cambridge University Press, 2017).

⁸ Jay Siegel and Jennifer Siegel, *Listening in a Foreign Language*. (London, UK & New York, NY, USA: Routledge, 2015); Michael Rost, *Teaching and Researching Listening (4th Ed.)* (London, UK: Routledge, 2024).

Table 1.1
Students' Interest and Experience in Listening Lessons

No	Question/Statement	Percentages
1.	Students stated that they were mediocre in listening lessons	62.5%
2.	Students liked listening lessons	28.1%

Table 1.2
Students' Use and Perception of Listening Applications

No	Question/Statement	Percentages
1.	Students who have never used a special application for learning English listening	62.5%
2.	Students who used apps very rarely or rarely	>60%
3.	Students who feel the application is quite helpful	62.5%
4.	Students who feel the application is not very helpful	34.4%
5.	Students who feel the application is very helpful	1.3%

Table 1.3
Students' Difficulties and Expectations toward Listening App

No	Question/Statement	Percentages
1.	Students interested or might be interested in learning listening using applications in formal learning	87.5%
2.	Students reported difficulties in understanding various accents of native speakers and capturing information in fast conversations	Majority

The disparity between the importance of listening skills and the challenges faced by students, the pattern of utilization of listening learning media which is still dominated by conventional methods, and the non-optimal utilization and positive perceptions of listening applications, are important foundations for this study. This study aims

to identify factors that affect students' listening skills and explore the potential for listening application integration as an effective learning media and in accordance with student expectations in this digital era.

With pronunciation practice, students can mimic native speakers while simultaneously refining their speaking skills. According to Kelly, Pronunciation is fundamental and includes what anyone who wants to communicate or is in the process of communicating learning English should understand⁹. The application also includes quizzes and exercises that reinforce understanding, helping students answer questions based on the dialogues they have heard. The interactive nature of this application creates a dynamic learning environment with instant feedback, enabling students to identify areas for improvement. By using this tool, learners can build the confidence needed to communicate effectively in English, whether in academic settings or in everyday conversations. This application serves as a valuable resource for students at all levels, making the process of learning listening and speaking skills more engaging and effective.

In conclusion, listening stands as a fundamental yet challenging language skill, often hindering students' comprehension of speech speed, accents, and vocabulary. While a preliminary survey highlights students' struggles and low current app usage, it also reveals a significant interest in app-based learning. This makes the "English Listening and Speaking Application" by Miracle FunBox a promising technological innovation. Offering interactive exercises designed to boost comprehension and confidence, this study ultimately aims to pinpoint the factors behind listening difficulties and explore how integrating such an application can serve as an effective and engaging learning medium in today's digital age.

C. Identification of the Problem and Limitation of the Problem

1. Identification of the Problem

Based on the background of the problem, the writer would like to identify the problems as follows:

⁹ Kelly G, *How to Teach Pronunciation*, Pearson Education. (Harlow, Essex: Pearson Education., 2000).

- a. The students have difficulties in understanding spoken English during listening activities.
- b. The students' listening comprehension is still low due to limited exposure to English listening materials.
- c. The teacher uses less interesting media in teaching listening, which makes the learning process monotonous and less engaging.

2. Limitation of the Problem

Based on the problem identification above, this research will focus on The Influence Of Using The “English Listening And Speaking Application” Towards Students’ Listening Comprehension At The 8th Grade Of SMPN 29 Bandar Lampung.

D. Formulation of the Problem

Is there any significant influence of using the “English Listening and Speaking Application” towards students’ listening comprehension at the 8th grade of SMPN 29 Bandar Lampung?

E. Purpose of the Study

This study aims to investigate whether there is an influence of using “English Listening and Speaking Application” towards students’ listening comprehension at 8th grade of SMPN 29 Bandar Lampung.

F. Significance of the Research

The benefits of the research are as follows:

1. Theoretically

Theoretically, this research is expected to provide information to students about the influence of using “English Listening and Speaking Application” towards students’ listening comprehension at 8th grade of junior high school. The results of this study have the potential to enrich the treasure of knowledge in the field of English language teaching, especially in the utilization of technology as an innovative learning medium. This research can also be a foundation for future studies that

want to explore more deeply the effectiveness of similar applications in different contexts and levels of education.

Practical Significance

a. For the student

The use of “English Listening and Speaking Application” is expected to increase students' interest and motivation in learning English. With interactive and interesting media, students are expected to be more encouraged to improve their mastery of listening skills independently and in classroom learning activities.

b. For the teacher

This research is expected to provide insight to teachers regarding the use of creative and innovative learning media, especially the “English Listening and Speaking Application”, as one of the effective teaching strategies in improving students' listening skills. This information can be a consideration for teachers in choosing and integrating learning media that are more interesting and relevant to the needs of students in this digital era.

G. Relevant Studies

Some previous studies are related to the topic; in this section, the researcher takes some previous studies as a reference that is reviewed for this study.

The first is “Improving the Students’ Speaking Skills through ‘English Listening and Speaking Application’ at the First Grade of SMAN 2 Palopo” by Lilis (2022). The research used a pre-experimental research design with a quantitative approach. This study focused on improving students’ speaking skills through the English Listening and Speaking Application. The findings showed that the application effectively enhanced students’ speaking ability by providing various interactive learning features, such as conversation topics, short stories, pronunciation practice, vocabulary exercises, and listening activities. These features encouraged students to practice speaking more frequently, increased their confidence, and helped them improve their fluency, accuracy, and comprehensibility. In addition, the application

created a more engaging learning environment that motivated students to participate actively in speaking activities. The study concluded that the English Listening and Speaking Application is an effective learning medium for improving students' speaking skills. However, this study differs from the present research in several aspects. While Lilis (2022) focused on improving students' speaking skills, the present study investigates students' listening comprehension. Moreover, Lilis conducted the research at the first grade of senior high school using a pre-experimental design, whereas the present study is conducted at the eighth grade of junior high school using a quasi-experimental design with an experimental and a control class. Therefore, the novelty of the present study lies in examining the effectiveness of the English Listening and Speaking Application in improving students' listening comprehension at the junior high school level, which has not been explored in the previous study.¹⁰

The second is "The Influence Of Duolingo Application Towards Students' Vocabulary Mastery" by Resti Dwi Jayanti (2022). The research used a qualitative research method. This study focuses on vocabulary mastery through the Duolingo application, demonstrating how technology can enhance specific aspects of language learning. By employing interactive methods and gamification, Duolingo provides an engaging and enjoyable learning experience for students. The app offers varied vocabulary exercises, ranging from introducing new words to using them in sentences, allowing students to understand the context and nuances of vocabulary more effectively. Additionally, the immediate feedback feature helps students identify errors and improve their understanding in real-time. This study also shows that consistent use of Duolingo can increase students' motivation and engagement, which in turn positively impacts their vocabulary mastery. With this approach, students not only learn new vocabulary but also develop confidence in using English actively. This makes

¹⁰ Lilis Suryani, "The Second Is "Improving the Students' Speaking Skills through 'English Listening and Speaking Application' at the First Grade of SMAN 2 Palopo"" (palopo, 2022).

Duolingo one of the effective tools in supporting language learning in today's digital age.¹¹

Other research that support is "The Influence of English Song To Improve Students' Listening Comprehension Of Grade Eleven At Smkn 1 Mepanga" by Reza Ardiyanto. The research used a qualitative research method. These studies have strong relevance in examining listening skills in English language learning through the use of audio-based media. The first study focuses on the influence of English songs on listening comprehension skills of eleventh-grade students at SMKN 1 Mepanga, where songs are used as a tool to enhance students' listening abilities through exposure to vocabulary, intonation, and pronunciation in a natural context. This study demonstrates the effectiveness of audio media in helping students become familiar with English, aligning with findings from other research that also explores audio-based methods as listening aids. Both studies share a focus on improving students' listening skills through audio media, consistent with the Communicative Language Teaching (CLT) approach, which emphasizes developing language skills through listening practice in realistic and relevant contexts.¹²

And next is "The Effectiveness of The English Daily Listening Application in Learning Listening Skills" by Aulia Millatina Tasya (2025). This study applied a quantitative approach using a quasi-experimental method with pre-test and post-test instruments to evaluate students' progress in listening comprehension. The research highlights the use of the English Daily Listening application as a medium to support students' listening practice through daily exposure to authentic English materials. The results revealed that students who used the application showed better listening achievement due to consistent practice, diverse audio inputs, and contextual learning. This study indicates that digital-based listening platforms can play an essential role in enhancing students' listening skills by giving them regular access to natural

¹¹ Resti Dwi Jayanti, "The Influence of Duolingo Application Towards Students' Vocabulary Mastery," 2022, 1–46.

¹² Reza Ardiyanto, *The Influence Of English Song to Improve Student's Listening Comprehensiom Of Grade Eleven At SMKN 1 Mepanga*, 2023.

English input. Moreover, the study's relevance lies in its connection to the Communicative Language Teaching (CLT) framework, emphasizing practical and meaningful listening experiences in real-life communication situations.¹³

Thus, the three previous studies provide a relevant foundation for the present research. The first study emphasizes the role of language learning applications as effective tools to improve vocabulary mastery, the second highlights the importance of audio-based media such as songs in enhancing students' listening comprehension, and the third shows the effectiveness of digital listening applications in developing students' listening skills through authentic and consistent practice. All of these studies share the same focus on the use of technology and audio media in language learning, which is closely related to the principles of Communicative Language Teaching (CLT) that encourage students to practice listening in real-life contexts. Based on these findings, the researcher conducted a study entitled **“The Influence of Using ‘English Listening and Speaking Application’ Towards Students’ Listening Comprehension at the 8th Grade of Junior High School”**, which aims to examine how the use of an English listening and speaking application can improve students' listening comprehension skills.

H. Systematics of The Discussion

1. Chapter I: Introduction

The title confirmation, background of the problem, identification of the problem, purpose of study, research objectives, research significance, research relevance, research methods, and systematic of and facts.

2. Chapter II: Theoretical Framework

This chapter presents the **underlying theories** relevant to your research topic. It includes concepts, theories, and previous research that form the basis for your thinking and analysis in this study.

¹³ Aulia Millatina Tasya, “The Effectiveness Of The English Daily Listening Application In,” 2025.

3. Chapter III: Research Methodology

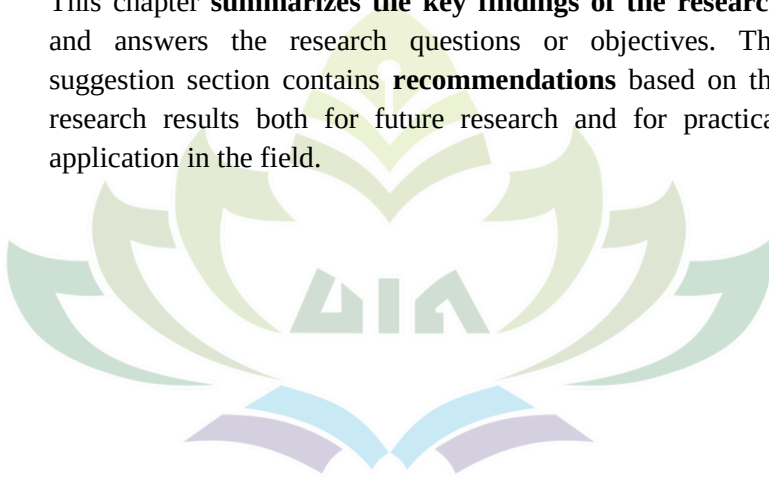
This chapter explains **in detail how your research was conducted**. This covers the research design, population and sample, data collection techniques (e.g., questionnaires, interviews, observations), research instruments (e.g., the questionnaire), and the data analysis techniques used.

4. Chapter IV: Result and Discussion

This chapter presents the **main findings of your research** (results) and then **analyzes and interprets these findings** based on the theoretical framework and previous research (discussion).

5. Chapter V: Conclusion and Suggestion

This chapter **summarizes the key findings of the research** and answers the research questions or objectives. The suggestion section contains **recommendations** based on the research results both for future research and for practical application in the field.



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theory

1. The Concept of Listening

a. Definition of Listening

Listening is the dynamic engagement with spoken language to grasp its meaning. This entails focusing on auditory input, deciphering its significance through context and signals, and frequently reacting to the person speaking. More than simply perceiving sounds, listening is a fundamental ability for successful communication. Furthermore, based on Mukhtorova's research, listening emerges as a crucial and foundational skill for effective communication, acquiring information, and language learning. For students learning English as a Second Language (ESL) or as a Foreign Language (EFL), strong listening skills are vital for comprehension and interaction within English-speaking contexts. This competence not only enhances conversational abilities but also underpins broader language development, positively impacting speaking, reading, and writing skills.¹⁴

Research on listening further highlights that effective listening transcends the mere passive reception of words, evolving into a dynamic interplay actively involving both the listener and the speaker. In successful interactions, listeners not only absorb information but also engage mentally and emotionally, providing verbal and nonverbal feedback that shapes the conversational flow. Echoing this, Drucker posits that Listening is not merely hearing what is said; it is understanding what is meant.¹⁵ The quality of listening significantly molds mutual comprehension, fosters

¹⁴ Mokhtaroyim Mukhtorova, "Qo'qon Universiteti Xabarnomasi Kokand University Herald Вестник Кокандского Университета," 2024, 8–10.

¹⁵ Parker.F Drucker, *The Practice of Management* (New York: Harper Business, 2006).

relationships, and dictates the overall efficacy of communication. When listeners demonstrate attentiveness, pose clarifying questions, and respond with empathy, speakers are encouraged to convey their messages with greater clarity and openness. Conversely, deficient listening skills can impede understanding, breed misunderstandings, and disrupt the interaction's progression. Consequently, proficient listening is not solely an individual skill but also a crucial interpersonal competency for forging meaningful and productive communication.

b. Listening Comprehension

Listening comprehension refers to the ability to understand and interpret meaning from spoken language through the process of listening. This ability involves more than simply hearing sounds; listeners must also be able to recognize phonemes, understand sentence structures, grasp vocabulary, and connect the information to the ongoing context. In language learning, listening comprehension serves as a fundamental skill because it precedes and supports the development of other language skills such as speaking, reading, and writing.¹⁶

According to Field, listening comprehension involves a series of complex cognitive processes, beginning with sound recognition and word segmentation, followed by syntactic analysis, lexical access, and ultimately discourse-level meaning construction. He emphasizes that the process is dynamic and interactive, combining bottom-up processing (decoding from the audio input) with top-down processing (drawing from prior knowledge and contextual clues).¹⁷ Effective listeners do not rely solely on what they hear but also engage their background knowledge to predict and interpret meaning.

¹⁶ Rost, *Teaching and Researching Listening (4th Ed.)*.

¹⁷ John Field, *Listening in the Language Classroom*. (Cambridge, UK: Cambridge University Press, 2008).

Listening comprehension also plays a critical role in second language acquisition. Comprehensible spoken input allows language learners to absorb the structure and vocabulary of the target language more naturally. Therefore, this skill is not passive but requires active attention, working memory, and inference strategies to grasp the speaker's intended meaning fully.

Furthermore, the capacity to comprehend spoken messages is closely linked to academic achievement. Developing listening comprehension not only improves oral communication but also provides a strong basis for reading and writing proficiency. Within literacy development, skilled listeners demonstrate the ability to interpret texts, infer meanings, and establish meaningful connections among ideas. Additionally, effective listening stimulates critical thinking, requiring learners to assess the speaker's intent, recognize implied meanings, and differentiate essential details from irrelevant ones. It also contributes to intercultural competence in second language learning, since learners gain exposure not only to linguistic input but also to the cultural perspectives, norms, and communicative practices embedded in spoken discourse. Therefore, listening comprehension should not be regarded solely as a receptive activity, but as an active and integrative skill that supports effective communication and lifelong learning.

In addition, incorporating listening comprehension into classroom instruction demands the application of diverse pedagogical strategies, such as pre-listening preparation, interactive exercises, and post-listening analysis. These techniques enable learners to go beyond decoding spoken input, fostering higher-order skills like summarizing, evaluating, and applying knowledge. When listening tasks are situated in authentic contexts—such as discussions, storytelling, or multimedia engagement—students gain meaningful opportunities to interact with language in real-life scenarios. Ultimately, reinforcing listening comprehension equips learners with the communicative

competence essential for success both in academic settings and in broader social interactions.

c. Components of Listening

Based on Kline's components of listening, the following are identified:

1) Receiving

This is where the listening journey begins. It's the initial, conscious act of detecting incoming sound stimuli. Think of it as opening the ears and mind to the speaker's signals. It's not passive hearing; it requires a deliberate shift in attention, where the listener begins to mentally and physically prepare to process the sounds being received. This foundational step is non-negotiable; without active receiving, the subsequent stages cannot even commence, making it the gateway to understanding.

2) Attending

Once sounds are received, the listener moves to the attending stage. Here, the listener actively chooses to concentrate on a specific message, skillfully filtering out distractions. In a world full of noise from buzzing phones to internal thoughts, this selective attention is paramount. It's about consciously directing cognitive resources to the speaker's words, tone, and nonverbal cues, ensuring that the critical information is not lost in the shuffle. This stage highlights the intentional effort and discipline required to truly engage with what is being communicated.

3) Understanding:

This is the cognitive heart of listening, transforming raw sounds into meaningful information. At this pivotal stage, the listener interprets the message by drawing upon their existing knowledge, personal experiences, and the specific context in which the message is delivered. This is not just about knowing what the words mean; it is about grasping the speaker's intent, feelings,

and the underlying message. Accurate understanding is the bedrock of successful communication, preventing misinterpretations and fostering a shared reality between individuals.

4) Responding:

Listening is not a one-way street. The responding stage provides the crucial feedback loop, where the listener demonstrates their reception and comprehension of the message. This can take various forms: verbal cues like asking clarifying questions "Could you elaborate on that?", paraphrasing "So, if I understand correctly...", or offering brief confirmations "Okay, I see."; or non-verbal cues such as nodding, maintaining appropriate eye contact, mirroring body language, or showing facial expressions that convey understanding. This response is vital for the speaker, allowing them to gauge how well their message landed and to adjust their delivery or content if needed.

5) Remembering:

The final, yet equally critical, stage is remembering. This involves the listener's ability to retain the information they've understood for future use and recall. It is the testament to truly effective listening, that the message has not just been processed in the moment but has also been stored in a way that allows for later retrieval and application. The capacity to recall details, instructions, or sentiments from past conversations is fundamental for continuous learning, building strong relationships, and making informed decisions over time.¹⁸

¹⁸ John A. Kline, *Listening Effectively: Achieving High Standards in Communication*, 2nd edition ed. (Upper Saddle River, New Jersey, USA: Pearson Education, 2003).

d. Aspect of Listening Comprehension

Listening comprehension is not merely the act of hearing spoken language but a complex process of interpreting meaning. As Buck explains, listening requires both bottom-up processing, which involves decoding linguistic signals, and top-down processing, which draws upon prior knowledge and contextual clues.¹⁹ To gain a clearer understanding of students' listening skills, researchers have outlined several essential aspects.

1) Identifying Specific Information

One key aspect of listening comprehension, as outlined by Buck, is the ability to identify specific information, often referred to as listening for specific details. This skill assesses how well listeners can capture explicit details such as names, numbers, locations, or times within a spoken text. Recent research further indicates that this ability is strongly dependent on adequate vocabulary breadth, as a wide lexical repertoire enables listeners to recognize key words and process them rapidly in real-time listening situations.

2) Understanding the Main Idea

Another essential aspect is understanding the main idea, or listening for gist, which requires listeners to integrate linguistic cues with background knowledge in order to formulate the core message. Buck emphasizes that this process involves top-down processing, where context is used to build a global understanding. Contemporary findings reinforce that executive functions, such as updating and shifting, play a significant role in filtering

¹⁹ G Buck, *Assessing Listening* (Cambridge: Cambridge University Press, 2001).

relevant information to construct a coherent mental representation of the spoken discourse.²⁰

3) Making Inferences.

Listening for inference tests a listener's ability to draw conclusions from implicit information. Buck notes that this requires an interaction between bottom-up processing (recognition of linguistic elements) and top-down processing (use of prior knowledge). Recent studies add that this skill is greatly influenced by vocabulary depth that is, a deep understanding of the relationships between words, which enables listeners to fill informational gaps that are not explicitly stated.²¹

4) Understanding Vocabulary from Context

The ability to infer word meaning from context is another critical aspect of listening comprehension. According to Buck, listeners often encounter unfamiliar words and must rely on semantic, syntactic, and situational cues to infer meaning. Recent research suggests that, beyond linguistic skills, cognitive flexibility is a crucial factor in this process, as listeners must switch between strategies when processing new information under time constraints.²²

5) Listening with Visual Support

In instructional contexts, listening with visual support is frequently used to enhance comprehension. While Buck does not include it as a core aspect, he acknowledges that visual aids such as images, diagrams, or maps can reduce

²⁰ Matthew P. Wallace and Kerry Lee, "Examining Second Language Listening, Vocabulary, and Executive Functioning," *Frontiers in Psychology* 11, no. June (2020): 1–14, <https://doi.org/10.3389/fpsyg.2020.01122>.

²¹ Yuzhi Luo et al., "The Effect of Vocabulary Depth and Breadth on English Listening Comprehension Can Depend on How Comprehension Is Measured," *Frontiers in Psychology* 12, no. May (2021): 1–11, <https://doi.org/10.3389/fpsyg.2021.657573>.

²² Wallace and Lee, "Examining Second Language Listening, Vocabulary, and Executive Functioning."

the processing load of spoken language and help identify important information. This multimodal approach aligns with recent findings that integrating visual and auditory input can improve both the speed and accuracy of comprehension, particularly for second language learners.²³

e. Challenges in Listening Learning

1) Linguistic Aspects of the English Language:

- a) Native Speaker Speech Rate: Native speakers often converse at a pace that's too fast for learners.²⁴ They also frequently use contractions, elisions (sound omissions), assimilations (sound changes due to neighboring sounds), and reductions (shortenings) in daily speech, making words difficult to discern.²⁵
- b) Accent and Dialectal Variation: English boasts a wide array of accents (e.g., British, American, Australian) and dialects. Learners might be accustomed to one accent but struggle to comprehend unfamiliar ones.²⁶
- c) Vocabulary and Idioms: A limited grasp of extensive vocabulary, particularly idiomatic expressions and phrases, can impede comprehension. Often, the overall meaning of a sentence can not be grasped merely from individual word meanings.²⁷
- d) Complex Grammatical Structures: Sentences with intricate grammatical structures, lengthy clauses, or the use of conditional sentences can make it difficult for learners to quickly decipher the meaning.²⁸

²³ Luo et al., "The Effect of Vocabulary Depth and Breadth on English Listening Comprehension Can Depend on How Comprehension Is Measured."

²⁴ Misbah M, "EFL STUDENTS' DIFFICULTIES IN LISTENING SKILLS," *English Language Teaching Journal* 12, no. 1 (2023): 35–43.

²⁵ Nurhayati N, "An Analysis of Students' Difficulties in Listening Comprehension," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 3 (2021): 444–49.

²⁶ M, "EFL STUDENTS' DIFFICULTIES IN LISTENING SKILLS.," N, "An Analysis of Students' Difficulties in Listening Comprehension."

²⁷ N, "An Analysis of Students' Difficulties in Listening Comprehension."

²⁸ M, "EFL STUDENTS' DIFFICULTIES IN LISTENING SKILLS."

1) Speaker and Message Characteristics:

- a) Clarity of Pronunciation: Some speakers may have unclear articulation, mumble, or speak too softly/quickly, making the message hard to catch.²⁹
- b) Intonation and Emphasis: Changes in intonation and emphasis within a sentence can alter meaning or convey specific nuances, which learners might find challenging to grasp.
- c) Unfamiliar Content: If the topic of conversation is unfamiliar or outside the learner's interest, it becomes harder to maintain focus and understand the information.

2) Learner Psychological and Cognitive Factors:

- a) Anxiety and Lack of Confidence: Many learners experience anxiety when listening to English, especially under pressure (e.g., during tests or live conversations). This anxiety can hinder information processing.³⁰
- b) Limited Background Knowledge: Comprehension often relies on prior knowledge (schemata). If learners lack sufficient background knowledge about the topic being discussed, they'll struggle to connect new information.
- c) Limited Working Memory Capacity: Listening is a real-time process. Learners must quickly process incoming information and retain it to link with subsequent parts of the message. Limited working memory capacity can be a significant hurdle.
- d) Ineffective Listening Strategies: Learners may not possess or effectively employ active listening strategies, such as predicting, identifying keywords, or inferring meaning from context.

²⁹ Ibid.

³⁰ N, "An Analysis of Students' Difficulties in Listening Comprehension."

3) Listening Environment Conditions:

- 1) Background Noise: A noisy environment can severely disrupt concentration, making it difficult to distinguish relevant sounds.³¹
- 2) Poor Audio Quality: Unclear recordings, distorted sound, or other technical issues can significantly impede comprehension.

2. The Concept of Digital Media

Digital media is any form of content or communication that uses digital technology to be created, stored and distributed. Different from traditional media such as physical books or analog radio broadcasts, digital media operates in a binary format and can be accessed through a variety of electronic devices, including computers, smart phones, and tablets, often via the internet. Its main function is to deliver information quickly and widely, facilitate two-way interaction, and support a variety of purposes ranging from education, entertainment, marketing, to social interaction. Examples include websites, social media, mobile apps, streaming video and audio, and electronic books.

Furthermore, based on *The Language of New Media*, Lev Manovich stated that digital media is defined by key traits: it is **numerical nature** (data as numbers), **modular design** (made of separate pieces), **automated processing**, **adaptability** (easily changed), and **transcoding capabilities** (converting formats).³² These features underscore the distinction of digital media from traditional analog media, highlighting its capacity for extensive manipulation, distribution, and interaction.

In the context of English language learning, particularly listening skills, digital media offer great potential to overcome

³¹ Fitriani A, "EFL STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION," *Journal of English Language Teaching and Learning* 4, no. 1 (2023): 12–21.

³² Lev Manovich, *The Language of New Media* (Cambridge, MA, USA, & London, UK: The MIT Press, 2001).

traditional challenges. In contrast to conventional audio recordings or limited classroom interaction, digital media allows access to a wide range of authentic materials such as podcasts, YouTube videos, movies and news from native speakers around the world. This flexibility not only introduces students to a variety of accents and speech rates, but also facilitates interactive and personalized learning. Students can repeat difficult sections, access transcripts, or even interact with the material through quizzes and instant feedback features that are not available on analog media. Therefore, the utilization of digital media is key to making listening learning more interesting, effective, and relevant to the needs of modern learners. In this study, the researcher specifically uses digital media in the form of a mobile application called “English Listening and Speaking Application” to help students in the process of learning English listening.

3. The Concept of “Listen and Imitate” Technique

The "Listen and Imitate" technique is widely recognized as an effective method in language learning, particularly for enhancing listening comprehension, pronunciation, and speaking fluency. This method emphasizes the importance of intensive listening to native speakers in order to absorb natural speech patterns, vocabulary, and intonation through repeated exposure.

According to Kaufmann, a renowned polyglot and founder of LingQ, repeatedly listening to native speakers is a crucial step in language acquisition, as it allows learners to imitate and internalize language patterns naturally.³³ In addition, Brown, who developed the Automatic Language Growth (ALG) method, stated that listening plays a fundamental role in implicitly acquiring a language, similar to how children

³³ S. Kaufmann, *The Linguist: A Personal Guide to Language Learning* (Vancouver, Kanada: Ontario: LingQ Publishing., 2020).

learn their first language, which naturally enhances oral fluency over time.³⁴

Furthermore, as noted by Stevick, meaningful exposure to authentic language materials and active engagement in communicative contexts are essential for language development, supporting the role of imitation as a component of effective language practice.³⁵ By integrating the "Listen and Imitate" technique into regular practice, learners can improve listening comprehension, refine pronunciation, and build confidence in oral communication.

4. The Concept of Teaching Listening with The Modified "Listen and Imitate" Technique Using The "English Listening and Speaking Application"

The concept of teaching listening in language learning has evolved significantly from merely asking students to listen to recordings and answer questions. Modern perspectives underscore that listening is an active and complex skill requiring the development of strategies, rather than just passive comprehension.³⁶ The goal is to equip students with the diverse tools and strategies they need to become effective listeners in various real-life contexts, enabling them to construct meaning independently from what they hear.

Unlike traditional views that see listening as a passive process, contemporary understanding considers it a highly interactive and cognitive process.³⁷ Listeners do not simply receive information; instead, they actively build meaning by utilizing existing knowledge, contextual cues, and various mental strategies. Therefore, listening instruction must reflect this interactive nature by engaging students in tasks that require them to predict, clarify, and respond, rather than merely recording facts.

³⁴ J. M. Brown, *From the Outside In: A Perspective on Language Learning*. (Bangkok: AUA Language Center., 2000).

³⁵ E. W. Stevick, *Teaching Languages: A Way and Ways* (Rowley, Massachusetts: Newbury House, 1980).

³⁶ Buck, *Assessing Listening*.

³⁷ Rost, *Teaching and Researching Listening (4th Ed.)*.

The primary focus in current listening instruction is on developing students' listening strategies, which are generally categorized into two main types. First, top-down strategies, which involve using background knowledge, schemata, and context to predict and understand the overall meaning (e.g., identifying the main topic or making inferences). Second, bottom-up strategies, which involve processing linguistic details from the smallest to the largest units (e.g., recognizing sounds, words, and sentence structures).³⁸ Teachers play a crucial role in explicitly teaching these strategies and providing ample opportunities for practice through diverse listening activities. Exposure to authentic and contextualized listening materials also

5. The Procedure of Learning Listening with The Modified “Listen and Imitate” Technique Using The “English Listening and Speaking Application” in a Structured Table Format:

The procedure for learning listening using the “Listen and Imitate” technique, which is part of the Intuitive-Imitative Approach, involves exposing students to spoken English by native speakers and encouraging them to repeat what they hear as closely as possible. This technique helps students internalize pronunciation, intonation, and rhythm naturally. As stated by Celce Murcia, et al, the Intuitive-Imitative Approach assumes that learners can develop listening and pronunciation skills through repeated exposure and imitation, without the need for explicit phonetic instruction.³⁹

³⁸ Vandergrift L and Goh C C M, *Teaching and Learning Second Language Listening: Metacognition in Action* (New York, NY, USA: Routledge, 2012).

³⁹ Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide (2nd Ed.)* (Cambridge: Cambridge University Press, 2010).

Stage	Activities	Purpose
Pre-Listening	The teacher introduces the vocabulary, phrases, or sentences that students will listen to and imitate.	To build context and prepare students to listen and imitate accurately.
	The teacher plays a native speaker's pronunciation (via recording or live).	To provide a clear and accurate pronunciation model for students to imitate.
	Students are asked to pay attention to intonation, word stress, and rhythm while listening.	To raise students' phonological awareness of pronunciation features
	The teacher explains how to use the English Listening and Speaking Application, focusing on recording and playback features.	To ensure students understand how to use the app effectively for practice and feedback.
	Students listen carefully to the native speaker's	To train focus and

While-Listening	pronunciation again via the application.	concentration on detailed sounds.
	Students imitate the pronunciation aloud, trying to match intonation and rhythm, then record their voices using the app.	To practice imitation and accurate pronunciation actively.
	The application provides immediate or automatic feedback on students' pronunciation.	To help students recognize and correct pronunciation errors.
	Students repeat listening, imitating, and recording until their pronunciation improves.	To enhance accuracy and fluency through repeated practice and self-correction
	Students practice saying the words/phrases/sentences spontaneously without listening first.	To test independent pronunciation ability and build confidence.
	Class discussion about	To reflect

Post-Listening	difficulties faced and strategies to improve pronunciation.	and reinforce learning.
	The teacher assigns additional practice tasks using the application for home study and monitors progress.	To encourage continued practice and track improvement outside the classroom.

The procedure of listening activities in this study is adapted from Underwood, who divides listening instruction into three main stages: pre-listening, while-listening, and post-listening. Pre-listening activities are designed to provide students with context, stimulate motivation, and activate their prior knowledge. While-listening activities guide learners to focus on comprehending the content of the spoken text, while post-listening activities aim to integrate the listening experience with other language skills such as discussion or writing. As Underwood states, In the pre-listening stage, students should be given background information, vocabulary, or questions to think about; during the while-listening stage, the main goal is to grasp meaning; and in the post-listening stage, learners consolidate what they have heard through follow-up activities.⁴⁰

6. The Concept of Listening and Speaking Application

a. The "English Listening and Speaking" Application

The "English Listening and Speaking" Application is a specialized mobile learning application designed to significantly enhance English listening and speaking skills. It's not just a passive audio player; it functions as a comprehensive and interactive language laboratory

⁴⁰ Mary Underwood, *Teaching Listening* (London: Longman, 1989).

accessible directly from a smartphone or tablet. At its core, this application is a digital platform rich with thousands of authentic English language content, including conversations, stories, and dialogues from native speakers across various accents (American, British, Australian, etc.).⁴¹ Each audio file comes with a complete, interactive transcript, which is crucial for learners to follow along, identify unfamiliar words, and understand how words connect in natural speech.⁴² The material is often categorized by difficulty level (from beginner to advanced) and real-life topics, making it suitable for a wide range of learners and purposes. Its main goal is to provide a flexible and engaging environment for developing listening comprehension and pronunciation, bridging the gap between theoretical language knowledge and practical communication skills.⁴³ Through this application, users can improve listening accuracy, expand vocabulary with integrated word lists and quizzes, refine pronunciation through specific lessons and a recording feature with feedback, and build confidence in understanding and producing English. In short, the "English Listening and Speaking" app serves as a self-study resource that brings authentic language exposure and interactive practice directly to the learner, making the often-challenging process of mastering English listening and speaking more accessible, personalized, and effective.

The use of the English Listening and Speaking Application is closely related to the concept of Mobile-Assisted Language Learning (MALL). MALL is an approach that integrates mobile technologies into language learning to provide flexible, accessible, and learner-centered learning experiences. According to Figueiredo

⁴¹ S. D. Krashen, *The Input Hypothesis: Issues and Implications* (2nd Ed.), 2nd ed. (London: Longman, 1985).

⁴² R. E. Mayer, *Multimedia Learning* (3rd Ed. (New York: NY:Cambridge University Press, 2021)).

⁴³ K Beatty, *Teaching and Researching Computer-Assisted Language Learning* (Harlow: Pearson Education, n.d.).

(2023), Mobile-Assisted Language Learning positively influences language attainment by increasing learners' engagement, encouraging autonomous learning, and facilitating continuous access to authentic learning materials.⁴⁴ Therefore, the English Listening and Speaking Application serves as an implementation of the MALL approach by enabling students to practice listening through interactive exercises, authentic audio, vocabulary activities, pronunciation practice, and immediate feedback, which support the improvement of their listening comprehension.

In the context of this research, the "English Listening and Speaking" application is not merely a learning medium; it serves as the primary instrument used by the researcher to test hypotheses and measure its impact on students' listening abilities.⁴⁵ The researcher will implement the use of this application in the learning process for the experimental group, comparing the results with a control group that does not use a similar application. Through its various interactive features and structured content, the application will act as the intervention variable, exposing students to a standardized learning experience. Data collected from the exercises and quizzes within the application, or through separate evaluations after app usage, will be analyzed to determine the extent to which the application's use correlates with improvements in listening comprehension and the overcoming of previously identified difficulties. Thus, this application becomes an essential tool for empirically understanding how digital technology can play a role in enhancing students' English listening skills.

⁴⁴ Sandra Figueiredo, "The Effect of Mobile-Assisted Learning in Real Language Attainment: A Systematic Review," *Journal of Computer Assisted Learning* 39, no. 4 (2023): 1083–1102, <https://doi.org/10.1111/jcal.12811>.

⁴⁵ J. Egbert and E. Hanson-Smith, *Eaching and Researching Computer-Assisted Language Learning* (Alexandria: VA: TESOL Publications., 1999).

- 1) Features of the "English Listening and Speaking" Application Extensive Authentic Audio & Transcripts:
 - a) Provides thousands of dialogues and stories with native speaker audio support.
 - b) Offers complete transcripts for each audio, aiding comprehension and text tracking.
 - c) Conversations are categorized by level (basic to advanced) and real-life topics (e.g., daily life, science, technology, shopping, travel, school life).
- 2) Pronunciation Practice Features:
 - a) English pronunciation lessons covering fundamental pronunciation principles.
 - b) Speech recognition and evaluation allowing users to record their voice and receive feedback to compare with native speakers.
 - c) Practice for pronouncing names and surnames.
- 3) Listening Comprehension Exercises:
 - a) Hundreds of listening tests designed to enhance listening skills and vocabulary.
 - b) Options to listen to lessons online or offline (by downloading materials).
 - c) Ability to bookmark favorite lessons for easy access.
- 4) Vocabulary Management Tools:
 - a) Vocabulary lists for various topics, including common words, IELTS Academic, TOEIC, TOEFL vocabulary, and children's vocabulary.
 - b) Diverse vocabulary quizzes to aid memorization.
 - c) An irregular verbs table with audio support.
- 5) Educational Games:
 - a) Sentence Building Game.
 - b) Vocabulary Building Game.
 - c) Word Chain Game.

- d) Interactive quizzes integrated within listening exercise modules.
- 6) Additional Resources:
- a) Commonly used idioms and phrasal verbs in daily conversations.
 - b) Essays for IELTS preparation.
 - c) Integration with an online dictionary for quick word lookups.
 - d) Some sources indicate material from BBC Learning English (British accent) and VOA Learning English (American accent).

This application is designed to provide a dynamic, interactive, and comprehensive learning experience, supporting students in effectively developing their English listening and speaking skills.

- b. Procedure of teaching listening using listening and speaking apps

The listening learning procedure using the modified “Listen and Imitate” technique through the English Listening and Speaking Application is carried out in three main stages: pre-listening, while-listening, and post-listening.⁴⁶ In the pre-listening stage, the teacher introduces the vocabulary, phrases, or sentences that students will hear and imitate, so they have the necessary context and readiness to listen and reproduce them accurately. Next, the teacher plays a recording or provides a live pronunciation model from a native speaker to serve as a clear and precise reference. Students are directed to pay attention to intonation, word stress, and rhythm in the pronunciation in order to enhance their phonological awareness. At this stage, the

⁴⁶ F Lengkoan and P L Hampp, “Imitation Technique In Learning English At English” 10, no. 1 (2022): 48–53, <https://doi.org/10.23887/jpbi.v10i1.668>.

teacher also explains how to use the application, particularly the recording and playback features, so that students can use them effectively for practice and receive feedback.

In the while-listening stage, students listen again to the native speaker's pronunciation through the application with full focus on the details of the sounds. After that, they imitate the pronunciation aloud, trying to match the intonation and rhythm, and then record their voice using the application. The app's automatic feedback feature helps students identify and correct their pronunciation errors. This process of listening, imitating, and recording is repeated several times until the students' pronunciation becomes more accurate and fluent. Through repeated practice and self-correction, pronunciation skills are expected to improve significantly.

The post-listening stage focuses on students' independence in pronouncing words, phrases, or sentences without first hearing a model, thus increasing their confidence. The activity continues with a class discussion on the difficulties encountered and strategies that can be used to improve pronunciation. The teacher then assigns additional practice using the application to be done at home, while also monitoring students' progress outside the classroom. This stage aims to ensure that practice continues and that the learning outcomes are sustained over time.

c. Advantages of the "English Listening and Speaking" Application

The "English Listening and Speaking" application offers significant advantages for language learners, primarily by providing a **dynamic and accessible platform** to overcome common listening challenges. Its rich library of authentic audio materials, featuring diverse accents and real-life conversations, directly exposes users

to natural speech, crucial for developing accurate comprehension. The integration of **interactive transcripts** allows for seamless text tracking and understanding of connected speech, while customizable **speed controls** empower learners to adjust difficulty as needed. Furthermore, the application fosters active learning through **engaging quizzes and pronunciation practice with feedback**, which not only reinforces understanding but also builds confidence in speaking. Its **flexible nature** means users can learn anytime, anywhere, transforming passive listening into an immersive and personalized learning experience. By combining comprehensive listening practice with speaking and vocabulary development features, the app creates a holistic learning environment that effectively enhances overall English communication skills.

d. Disadvantages the "English Listening and Speaking" Application

While the "English Listening and Speaking" application offers numerous benefits, it also presents several potential drawbacks that might affect its overall learning effectiveness. A primary limitation is the absence of nuanced human interaction. The app, despite its interactive features, cannot fully replicate a teacher's role in providing personalized, adaptive feedback, especially concerning spontaneous speaking and the negotiation of meaning in real-life conversations. There's also a risk of passive engagement, where students might merely listen without actively applying comprehension strategies or critical thinking, particularly if they lack guided instruction.

Furthermore, reliance on internet connectivity can be a hindrance; even with offline modes, initial downloads and updates often require a stable connection. Lastly, while the app provides varied content, some students might experience monotony over time or find that the

material does not perfectly align with their specific interests or curriculum needs, potentially diminishing long-term motivation. Nevertheless, these limitations can often be mitigated by integrating app usage as part of a broader, more guided learning strategy.

B. Frame of Thinking

This research framework is based on the understanding that improving listening ability for Junior High School students requires a well-planned and balanced instructional approach. The study involves two groups an experimental class and a control class both receiving equal instructional time and comparable teacher attention, yet employing different teaching methodologies.

In the experimental class, students will learn using a 'Listening Application'. This application is designed to provide diverse and interactive listening materials, such as audio recordings, dialogues, or stories, which may be equipped with features like repetition or adjustable speed. The aim of using this application is to deliver a rich and structured listening experience, enabling students to practice independently and develop their listening comprehension.⁴⁷ The incorporation of this application aligns with modern learning principles that advocate for leveraging technology to enrich the educational experience.

Conversely, in the control class, students will develop listening skills using traditional methods, specifically through text-based learning or conventional audio materials without the aid of a specialized application. The materials utilized (e.g., texts from textbooks or audio recordings from CDs) will possess a comparable level of difficulty and relevance to those in the experimental class. Primary activities in the control class will involve standard listening tasks such as answering post-listening questions, completing sentences, or summarizing, with a focus on direct teacher guidance and repeated practice of the same material. Unlike the experimental class, the control class will not use the

⁴⁷ L and M, *Teaching and Learning Second Language Listening: Metacognition in Action*.

'Listening Application'; their focus will be on more conventional teaching methods adapted to the existing curriculum.

Both classes will receive equal instructional time and comparable access to listening input through relevant resources. The key difference lies in the instructional method: the experimental class integrates the use of a listening application, while the control class employs a traditional approach. By comparing these two approaches, this research aims to identify which method more effectively improves the listening ability of Junior High School students. This framework ensures fairness and balance in treatment, enabling a valid comparison of instructional strategies.

In conclusion, this framework provides a systematic and equitable basis for comparing an application-based listening approach with a traditional approach in enhancing the listening ability of Junior High School students.

Sample s T-test to compare the mean listening abilities between the group of students using the 'Listening Application' and the control group. The significance level is set at $\alpha = 0.05$. **According to Field, the independent t-test is appropriately used to compare the means of two unrelated groups⁴⁸.** Therefore, this test will be used to determine whether the use of the application has a significant influence on the listening abilities of Junior High School students.

H_0 : There was no significant influence of using the “English Listening and Speaking Application” on students’ listening comprehension at the eighth grade of junior high school.

H_1 : There was a significant influence of using the “English Listening and Speaking Application” on students’ listening comprehension at the eighth grade of junior high school.

⁴⁸ Andy Field, *Discovering Statistics Using IBM SPSS Statistics* (London: Sage Publications Ltd, 2018).

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APPENDICES





Appendix 1. Pre-Research Letter Reply From SMPN 29 BANDAR LAMPUNG



PEMERINTAH KOTA BANDAR LAMPUNG
SMP NEGERI 29 BANDAR LAMPUNG
 Jalan Soekarno – Hatta By Pass Sukarame Bandar Lampung, 35131
 Email : smpnegeri29balam@gmail.com



Nomor : 400/82.1/III.01/II.29/2025
 Lampiran : -
 Perihal : Surat Balasan Izin Melaksanakan Pra Penelitian

Kepada
 Yth : Dekan Fakultas Tarbiyah dan Keguruan
 Universitas Islam Negeri Raden Intan Lampung
 di-
 Bandar Lampung

Memperhatikan Surat Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung Nomor :
 B-1988/Un.16/DT.I/PP.009.11/03/2025 tentang Izin Melaksanakan Pra Penelitian Mahasiswa
 Atas Nama :

Nama : Yefa Azzahrah. Fz
 NPM : 2111040236
 Prodi/Fakultas : Pendidikan Bahasa Inggris

Maka dengan ini kami mengizinkan Mahasiswa tersebut untuk melaksanakan **Pra Penelitian**
 di SMP Negeri 29 Bandar Lampung.
 Demikian surat keterangan ini dibuat sesuai dengan keadaan yang sebenarnya dan akan
 dipergunakan sebagaimana mestinya.



Bandar Lampung, 12 Maret 2025
 Kepala SMP Negeri 29 Bandar Lampung

M.Pd.
 209 200312 1 003

Appendix 2. Pre-Research Questionnaire

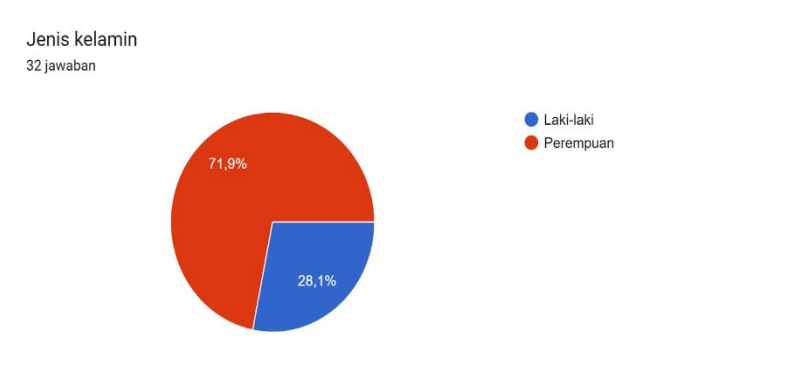
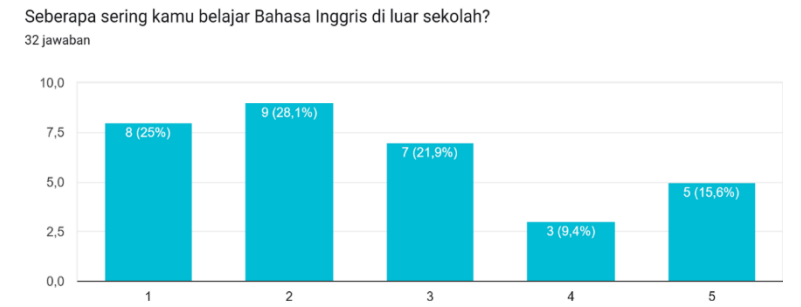
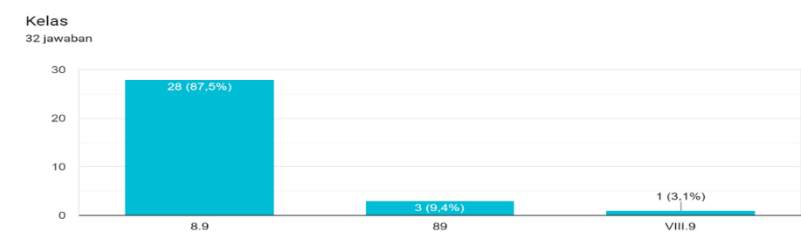
A. Class 8.9 respondent's absences

No	NIS	Nama Siswa	L/P	KELAS
1	7024	ADE ALIFAH SITI AZRA	P	VIII. 9
2	7025	AEERA BUNGA TYANDRA	P	VIII. 9
3	7026	AISYA HANIYA AZRA	P	VIII. 9
4	7057	ALFATIH DAMAR BRILLIAN	L	VIII. 9
5	7030	AMABEL ANINDITA PUTRI HAMDANI	P	VIII. 9
6	6848	ARASY MADYA KIRANA	P	VIII. 9
7	6820	CHIKA PUTRI FELICITA	P	VIII. 9
8	7002	CIKA ANGGRAINI	P	VIII. 9
9	6906	CORNELIA RUTH AGUSTIN	P	VIII. 9
10	7034	DINI DESWITA	P	VIII. 9
11	6969	DINI NOVI THREE	P	VIII. 9
12	7036	FAIRUZ AIDIL IKHSAN	L	VIII. 9
13	6973	FATTAN MUHAMMAD IRAWAN	L	VIII. 9
14	7066	FEBRIYA NAYLA PUTRI	P	VIII. 9
15	6883	HILMAN EDGAR	L	VIII. 9
16	7039	KANIA AULIA RAHMA	P	VIII. 9
17	6854	KEANDRA NAYAKA ATMAJA	L	VIII. 9
18	7007	KHARISA AFWA ZAKIYAH	P	VIII. 9
19	7075	MUHAMMAD ILHAM DWI UTOMO PRASOJO	L	VIII.9
20	7012	MUHAMMAD RAYHAN KENZI	L	VIII. 9
21	7015	NAZLA SIGI RAYA	P	VIII. 9
22	7078	NIKKEN SAHRA WATI	P	VIII. 9
23	7079	POCUT ALEXA PUTRI FATIMAH	P	VIII. 9
24	7053	RAFFIE PUTRA FAEYZA	L	VIII. 9
25	7099	REULA ADITYA PUTRI	P	VIII. 9
26	6894	REY ASADEL	L	VIII. 9
27	6895	SABILLA NUR PUTRI	P	VIII. 9
28	6925	SHAQILA NAFISA ADLINA	P	VIII. 9

29	6956	SHAWSAN CAMILA PUTRI VASYA	P	VIII. 9
30	7055	ZAHRA ATARIYAH	P	VIII. 9
31	6900	ZEVANYA EIRENE HANANI WA'O	P	VIII. 9
32	6928	ZHAFIRA DESIKA RANADIHARJA	P	VIII. 9

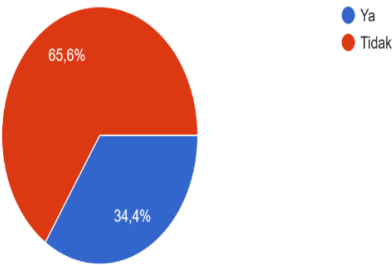


B. Questionnaire Questions



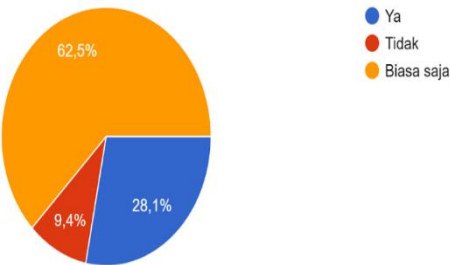
Apakah kamu pernah menggunakan aplikasi khusus untuk belajar listening bahasa Inggris?

32 jawaban



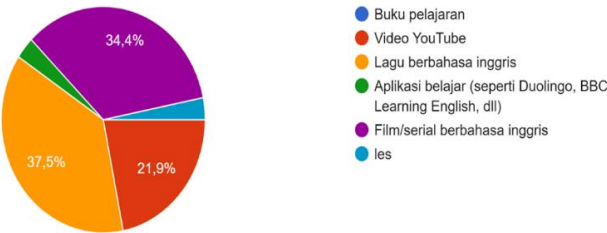
Apakah kamu suka pelajaran Listening (mendengarkan)?

32 jawaban



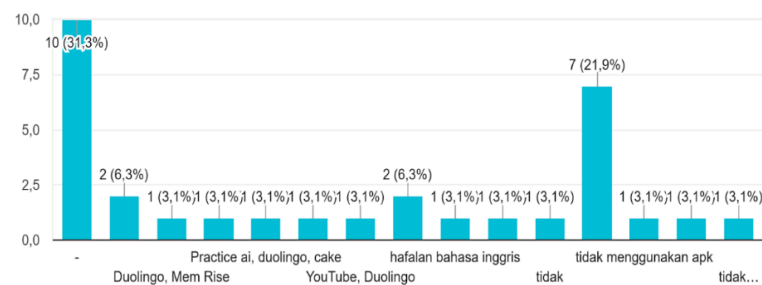
Apa media yang biasa kamu gunakan untuk belajar listening?

32 jawaban



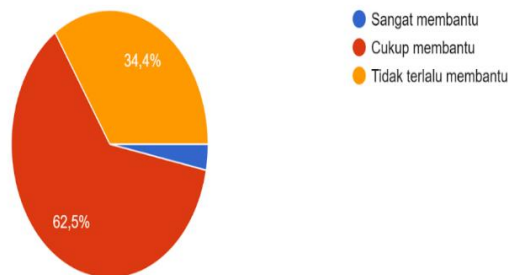
Jika ya, sebutkan aplikasi yang pernah kamu gunakan

32 jawaban



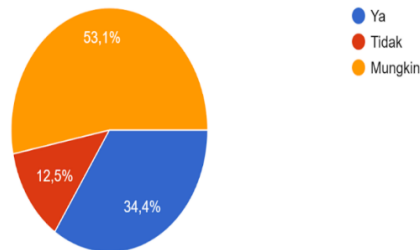
Menurutmu, apakah aplikasi tersebut membantu meningkatkan kemampuan listening kamu?

32 jawaban



Apakah kamu tertarik untuk belajar listening menggunakan aplikasi dalam pembelajaran di sekolah?

32 jawaban



Apa kesulitan yang kamu rasakan saat belajar listening menggunakan aplikasi?

32 jawaban

-
tidak ada
tidak pernah menggunakan aplikasi
tidak tahu
aksen orangnya susah untuk dimengerti
suara yang kurang jelas
Aksen pembicara susah dimengerti
Aksen
tidak pernah melakukan aplikasi
saat mendengarkan native speaker
menyusun ejaan yang benar
tidak pernah menggunakan
kadang ² belibet
Tidak ada, semua kalimat jelas, semua kalimat jelas
Pronouns yg tidak kelas
tidak pernah menggunakan aplikasi listening
kurang mengerti
tdk menggunakan apk
tdk ada karna tdk menggunakan
Kurang mengerti karena tidak tatap muka

Apa harapan kamu dari pembelajaran listening menggunakan aplikasi?

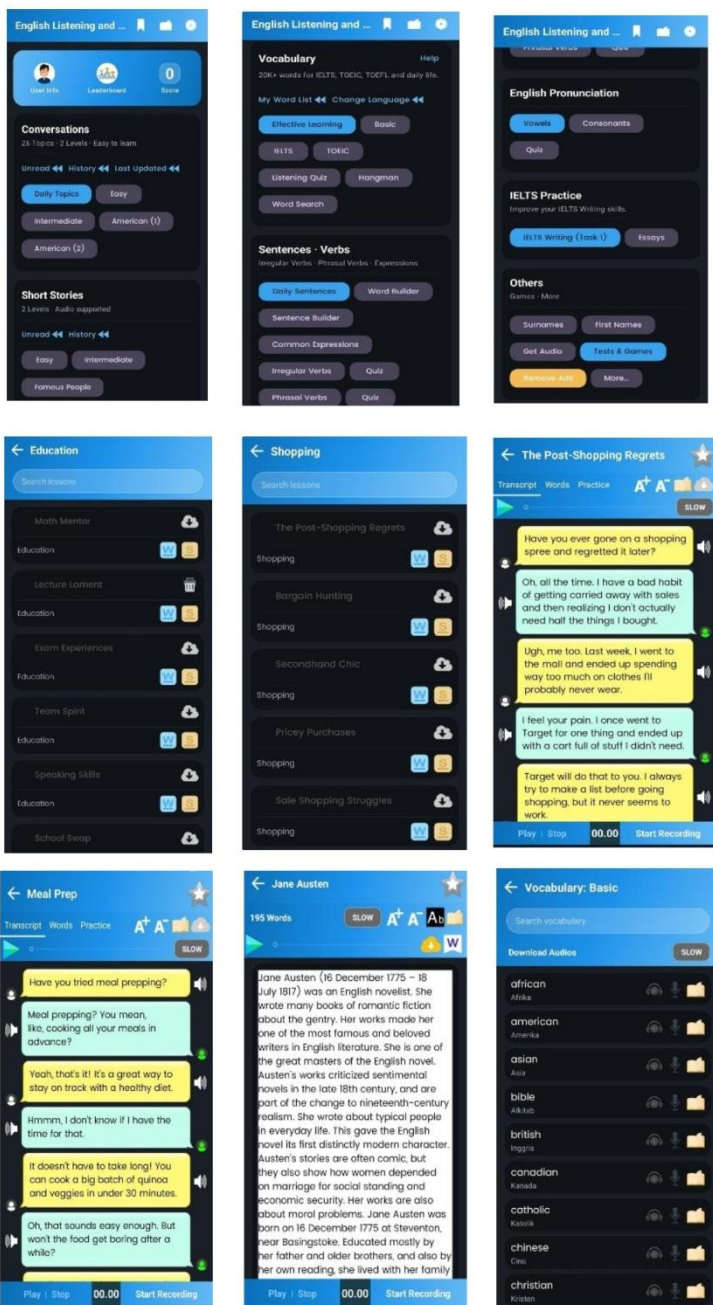
32 jawaban

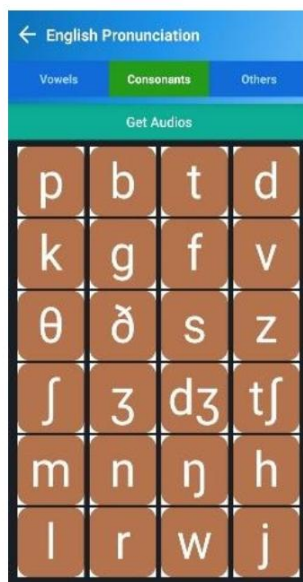
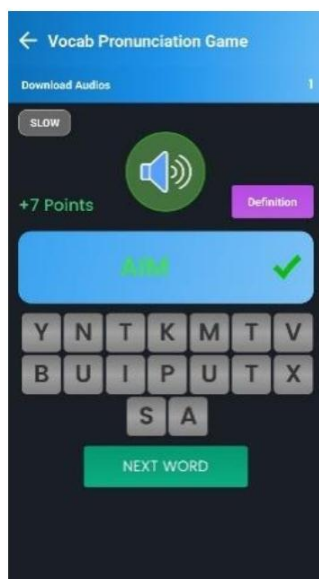
-
bisa membantu kita dalam belajar bahasa inggris dengan baik
harapan saya, saya dapat lebih paham pelajaran bahasa inggris jika menggunakan aplikasi
semoga jauh lebih bisa memahami bahasa Inggris
semoga dengan adanya aplikasi ini saya dapat menguasai bahasa Inggris
bisa mengerti yang di bicarakan
Menjadi lancar dalam berbahasa Inggris dan gampang memahami lawan bicara yang berbahasa Inggris
Mengerti apa yang disampaikan
bisa membantu kita belajar bahasa Inggris dengan baik
lebih terbiasa mendengar native speaker
bisa lebih lancar
Harapan saya adalah dapat meningkatkan kemampuan mendengarkan secara lebih efektif dan fleksibel
semoga bisa jauh memahami bahasa inggris jauh lebih baik
banyakin komedi nya menurut ku
Dapat mendapat lebih banyak vocabullary native speaker (non formal) ataupun vocab formal
lebih bisa memahami grammer
menjadi bisa berbahasa inggris dengan lancar
Bahasa Inggris sedikit2 membaik
semoga bisa memahami b inggris jauh lebih baik
semoga aplikasi nya belajar melalui musik ² yg menarik seperti lagu ² zaman sekarang yg lagi trend contohnya lagu yg sedang saya suka creep by radiohead
supaya ngerti
bisa jauh lebih baik dalam memahami bahasa Inggris
semoga bisa memahami bhs inggris jauh lebih baik
semoga bisa lebih baik memahami bahasa inggris
saya harap saya bisa listening yang lancar
bisa megerti saat ada dialog dialog atau percakapan

Saya berharap bisa meningkatkan kemampuan berbicara dan memahami bahasa Inggris dengan lebih baik. Dengan listening, saya bisa lebih terbiasa dengan pelafalan dan intonasi bahasa Inggris yang benar, sehingga saya bisa berbicara dengan lebih lancar dan percaya diri. Selain itu, saya juga berharap bisa memahami percakapan sehari-hari dalam bahasa Inggris dengan lebih baik, sehingga saya bisa berkomunikasi dengan orang asing dengan lebih efektif.



C. Listening and Speaking Application Display





D. CERTIFICATE TURNITIN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIT PELAKSANA TEKNIS PERPUSTAKAAN
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
Alamat : Jl. Letkol H. Endro Suraimin Sukarame Bandar Lampung Telp. 0721 703278

SURAT KETERANGAN

Nomor: B-2956/Un.16/P1/KT/VI/2026

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Eni Amaliah, S.Ag., S.S., M.Ag.
NIP : 197005121998032002
Jabatan : Kepala UPT Perpustakaan UIN Raden Intan Lampung
Menerangkan bahwa Artikel Ilmiah dengan judul :

**THE INFLUENCE OF USING "ENGLISH LISTENING AND SPEAKING APPLICATION"
TOWARDS STUDENTS' LISTENING COMPREHENSION AT 8 th GRADE OF JUNIOR
HIGH SCHOOL**
Karya

NAMA	NPM	FAKULTAS/PRODI
YEFA AZZAHRAH.FZ	2111040236	FTK/ English Education

Bebas Plagiasi dengan tingkat kemiripan sebesar 14%. Dan dinyatakan **Lulus** dengan bukti terlampir.

Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 29 Juni 2026
Kepala UPT Perpustakaan



Dr. Eni Amaliah, S.Ag., S.S., M.Ag.
NIP.197005121998032002

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E. VALIDATION LETTER



SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Sahril Taufik, S.Pd
 Instansi : SMP Negeri 29 Bandar Lampung
 Jabatan : Guru

Telah membaca instrument penelitian yang akan digunakan dalam penelitian skripsi dengan judul "The Influence Of Using "English Listening And Speaking Application" Towards Students' Listening Comprehension At 8th Grade Of SMPN 29 Bandar Lampung." oleh:

Nama : Yefi Azzahrah.Fz
 NPM : 2111040236
 Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrument penelitian maka masukan untuk peneliti tersebut adalah:
 untuk lebih bisa menyesuaikan dengan kemampuan peserta didik.
 Dan disarankan untuk memperluas instrumen penelitian dengan menambahkan aspek-aspek lain dalam keterampilan listening agar instrumen menjadi lebih komprehensif.

Demikian surat keterangan ini dibuat agar dapat dipergunakan dalam penelitian.

Bandar Lampung,

2026

Validator

Sahril Taufik, S.Pd

NIP. 196608051994121003

Appendix 3. The Research

A. Research Letter



PEMERINTAH KOTA BANDAR LAMPUNG
SMP NEGERI 29 BANDAR LAMPUNG
 Jalan Soekarno – Hatta By Pass Sukarame Bandar Lampung, 35131
 Email : smpnegeri29balam@gmail.com



Nomor : 400.3.5/361/III.01/II.29/2025
 Lampiran : -
 Perihal : Surat Balasan Izin Melaksanakan Penelitian

Kepada
 Yth : Dekan Fakultas Tarbiyah dan Keguruan
 Universitas Islam Negeri Raden Intan Lampung
 di-
 Bandar Lampung

Memperhatikan Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung Nomor : B-11.910/Un.16/DT/PP.009.7/11/2025 tentang Izin Melaksanakan Penelitian Mahasiswa Atas Nama :

Nama : Yefa Azzahrah Fz.
 NPM : 2111040236
 Prodi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Influence Of Using “English Listening and Speaking Application”
 Towards Students’ Listening Comprehension at 8th Grade Of Junior High School.

Maka dengan ini kami mengizinkan Mahasiswa tersebut untuk melaksanakan **Penelitian** di SMP Negeri 29 Bandar Lampung.
 Demikian surat keterangan ini dibuat sesuai dengan keadaan yang sebenarnya dan akan dipergunakan sebagaimana mestinya.

Bandar Lampung, 18 November 2025
 Kepala SMP Negeri 29 Bandar Lampung



Samsul Bahri Pd
 SMP 4740209.200312.1.003

B. Documentation of the research



PRETEST AND POSTEST INSTRUMENT**PRETEST****A. Multiple Choice****Making Inferences**

Listen carefully and choose the best answer based on the audio!

1. What can we infer about Rina?
 - a. She is very relaxed
 - b. She is late for school
 - c. She is in a hurry
 - d. She is at home

2. Where are Rina and her friend?
 - a. At the library
 - b. At home
 - c. In the school yard
 - d. At school

3. Why does Rina run quickly?
 - a. She want to play
 - b. She is scared of the teacher
 - c. She forgets her notebook
 - d. The bell is broken

4. What will probably happen next?
 - a. Rina goes home
 - b. The lesson will start
 - c. The students go outside
 - d. Rina goes to the canteen



Listen carefully and choose the best answer based on the audio!

5. What can we show about Dina's feeling?

- a. She is excited
- b. She is disappointed
- c. She is angry
- d. She is bored

SCAN ME



6. Why does Dina feel that way?

- a. She did not study
- b. She forgot the test
- c. The test was difficult
- d. The teacher was angry

7. What can we show about Sari?

- a. She is blaming Dina
- b. She is ignoring Dina
- c. She is encouraging Dina
- d. She is angry with Dina

8. What message can we get from the conversation?

- a. Tests are not important
- b. Studying is useless
- c. Doing your best is important
- d. English is very easy



(Identifying Specific Information Question)

Listen carefully and choose the best answer based on the audio!

9. Who does she talk about?

- a. Her big sister
- b. Her little sister
- c. Her brother
- d. Her mother



10. What color is her hair?

- a. Brown
- b. Blond
- c. Grey
- d. Blue

11. What is beautiful about her sister?

- a. Her eyes
- b. Her smile
- c. Her dimple
- d. Her dress

Listen carefully and choose the best answer based on the audio!

12. What does Tom like to do every day?

- a. Play soccer
- b. Read a book



- c. Write stories
- d. Watch television

13. When does Tom usually read?

- a. At night
- b. In the morning
- c. In the afternoon
- d. After lunch

14. Where does Tom sit when he reads?

- a. On the floor
- b. On a blue chair
- c. On his bed
- d. On the table

15. What does Tom see in his book?

- a. Only words
- b. Numbers
- c. Pictures
- d. Maps

16. What is Tom's favorite animal?

- a. A dog
- b. A bird
- c. A cat
- d. A tiger

Listen carefully and choose the best answer based on the audio!

The Little Bird (Main Idea Questions)



Scan here!

17. What is the story mainly about
 - a. A cat named Pip
 - b. A little bird named Pip
 - c. A big tree in the forest
 - d. A rainy day
18. What color is Pip?
 - a. Red and white
 - b. Blue and white
 - c. Green and yellow
 - d. Black and white
19. Where does Pip live?
 - a. In a nest on the ground
 - b. In a cage
 - c. In a tree
 - d. In a hole
20. When does Pip sing?
 - a. Only in the morning
 - b. Only at night
 - c. All day
 - d. Never
21. How does Pip find food?
 - a. Pip asks the other birds
 - b. Pip finds a worm on the ground
 - c. Pip eats seeds from the tree
 - d. Pip doesn't eat

22. Who are Pip's friends?
- a. Other birds
 - b. Cats
 - d. Dogs
 - D. Squirrels
23. What does Pip do when it rains?
- a. Plays in the rain
 - b. Flies away
 - c. Sits in the tree and waits
 - d. Looks for food
24. How does Pip feel after the rain stops?
- a. Angry
 - b. Happy
 - c. Hungry
 - d. Tired

(Vocabulary From Context)

Listen carefully and choose the best answer based on the audio!

25. Hungry (Meow is hungry, so he eats a lot of fish)

- a. Needs to sleep
- b. Needs to eat
- c. Needs to play
- d. Needs to drink



26. Tiny (Meow is tiny. He is a very small cat)

- a. Very big

- b. Very small
 - c. Very loud
 - d. Very heavy
27. Fast (He can run very fast. He is not slow)
- a. Quick
 - b. Quiet
 - c. Tired
 - d. Angry
28. Smart (Meow is smart. He can open the door)
- a. Lazy
 - b. Clever
 - c. Scared
 - d. Sleepy

Part 2: Listening Comprehension

Instruction: Choose the correct answer based on the story.

29. Who is Meow?
- a. Andi's friend
 - b. Andi's cat
 - c. Andi's brother
 - d. Andi's teacher

30. What does Meow eat?
- a. Bread
 - b. Fruit
 - c. Fish
 - d. Rice
31. When does Andi give milk to Meow?
- a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. At night
32. Does Meow like milk?
- a. Yes, he likes it very much
 - b. No, he does not like it
 - c. He hates milk
 - d. The story does not say

(Listening with visual Support)

Listen to the audio and fill in the blanks based on the pictures!



Scan here!



33. A. Shoes

B. Bag

C. Watch

D. Belt



34. A. Belt

B. Necklace

C. Ring

D. Scarf



35. A. Necklace

B. Earrings

C. Bracelet

D. Ring



36. A. Helmet

B. Cap

C. Crown

D. Hood



37. A. Ring

B. Earrings

C. Button

D. Glasses



38. A. Goggles

B. Sunglasses

C. Glasses

D. Lens



39. A. Socks

B. Gloves

C. Sleeves

D. Mittens



40. A. Cap

B. Helmet

C. Hat

D. Scarf

POSTEST**(Making Inferences)**

Listen to the audio and fill in the blanks based on the pictures!

1. What does Sarah have?

- A. A washing machine
- B. A car
- C. A laptop
- D. A fan



2. What does Sarah have in her house?

- A. A bike
- B. A fridge
- C. A book
- D. A bag

3. What does Sarah have?

- A. A stove
- B. A phone
- C. A pen
- D. A chair

4. What does Sarah want?

- A. A small stove
- B. A big stove
- C. A new phone
- D. A bag

5. What does Sarah NOT have?

- A. A TV
- B. A microwave
- C. A toaster
- D. An air conditioner

6. What does Sarah have?

- A. A vacuum cleaner
- B. A car
- C. A bike
- D. A fan

7. What does Sarah have?

- A. An air conditioner
- B. A table
- C. A book
- D. A pen

8. What does Sarah want?

- A. A fridge
- B. A TV
- C. A stove
- D. A microwave

(Identifying Specific Information Question)

Listen carefully and choose the best answer based on the audio!

9. What is her name?

- A. Anna
- B. Sarah
- C. Sinta
- D. Sofia



10. What is Sarah's job?

- A. A doctor
- B. A farmer
- C. A teacher
- D. A nurse

11. Sarah is a...

- A. student
- B. mother
- C. singer
- D. driver

12. Is Sarah a farmer?

- A. Yes, she is
- B. No, she is not
- C. Yes, she does
- D. No, she does not

13. How old is her daughter?

- A. Five years old
- B. Six years old
- C. Seven years old
- D. Eight years old

14. How old is her son?

- A. Four years old
- B. Five years old
- C. Six years old
- D. Seven years old

15. What is her daughter like?

- A. Shy
- B. Brave
- C. Lazy
- D. Angry

16. Where is her family from?

- A. Indonesia
- B. England
- C. USA
- D. Canada

(Main Idea Questions)

Listen carefully and choose the best answer based on the audio!

The Reading time



17. What is the main idea of paragraph 1?

- A. Tom plays games
- B. Tom reads a book every day
- C. Tom goes to school
- D. Tom eats breakfast

18. What is the main idea of paragraph 2?

- A. Tom likes dogs
- B. Tom's favorite animal is a cat
- C. Tom has many books
- D. Tom buys a cat

19. What is the main idea of paragraph 3?

- A. Tom reads alone
- B. Tom's mother cooks
- C. Tom and his mother read together
- D. Tom watches TV

20. What is the main idea of paragraph 4?
- A. Tom plays outside
 - B. Tom reads for a short time and enjoys it
 - C. Tom is tired
 - D. Tom goes to sleep
21. What is the main idea of the whole text?
- A. Reading time is fun for Tom and his mother
 - B. Tom has many animals
 - C. Tom goes to the park
 - D. Tom studies at school
22. What is the main idea about Tom's habit?
- A. Tom likes running
 - B. Tom reads every day
 - C. Tom eats every day
 - D. Tom sleeps every day
23. What is the main idea about the cat in the story?
- A. The cat is big
 - B. The cat is scary
 - C. The cat is Tom's favorite animal in the book
 - D. The cat runs fast

24. What is the main idea about reading time?

- A. It is boring
- B. It is difficult
- C. It is Tom and his mother's favorite time
- D. It is very long

(Vocabulary From Context)

Listen carefully and choose the best answer based on the audio!

25. What does **“wake up”** mean?

- A. Go to sleep
- B. Get up from sleep
- C. Eat food
- D. Go to school

26. What does **“delicious”** mean?

- A. Bad
- B. Tasty
- C. Hot
- D. Cold

27. What does **“meet”** mean?

- A. Leave someone
- B. Call someone
- C. See someone

D. Forget someone

28. What does “**kind**” mean?

A. Angry

B. Nice

C. Lazy

D. Loud

29. What does “**friendly**” mean?

A. Not nice

B. Quiet

C. Easy to talk to

D. Sad

30. What does “**take a rest**” mean?

A. Study hard

B. Sleep at night

C. Relax

D. Run fast

31. What does “**tired**” mean?

A. Full of energy

B. Sleepy and need rest

C. Hungry

D. Happy

32. What does “**homework**” mean?

A. Work at school

B. Work at home for school

C. Playing games

D. Cleaning the house

(Listening with visual Support)

Listen to the audio and fill in the blanks based on the pictures!



33. A. Bird

B. Goat

C. Dog

D. Cat



34. A. Horse

B. Mouse

C. Cow

D. Chicken



35. A. Goat

B. Bird

C. Dog

D. Cat



36. A. Chicken
B. Cat

- C. Dog
D. Bird



37. A. Dog
B. Cat

- C. Mouse
D. Cow



38. A. Horse
B. Cat

- C. Mouse
D. Cow



39. A. Goat
B. Cow

- C. Dog
D. Chicken



40. A. Bird

B. Chicken

C. Cat

D. Horse

EXPERIMENTAL CLASS

No	Student	Pretest	Benar	Posttest	Benar
1	AAH	50	10	75	15
2	ADP	60	12	85	17
3	AAB	55	11	80	16
4	ATS	55	11	70	14
5	AMJ	60	12	85	17
6	AAK	65	13	75	15
7	APR	45	9	70	14
8	AAMP	50	10	80	16
9	BH	45	9	75	15
10	CEO	60	12	85	17
11	DAF	50	10	70	14
12	DRP	55	11	80	16
13	ERB	65	13	75	15
14	EH	45	9	65	13
15	FKZ	40	8	65	13
16	FSW	50	10	70	14
17	FAD	65	13	85	17
18	GHA	55	11	70	14
19	IKA	50	10	80	16
20	MBA	60	12	75	15
21	MYS	55	11	65	13
22	MSPS	45	9	75	15
23	MI	55	11	90	18
24	MAP	50	10	70	14
25	MHF	50	10	80	16
26	MRAP	55	11	70	14
27	RAH	60	12	85	17
28	RAF	40	8	60	12
29	RS	40	8	65	13
30	SK	50	10	85	17
31	SM	45	9	65	13
32	UAA	60	12	75	15

CONTROL CLASS

No	Student	Pretest	Benar	Posttest	Benar
1	AYA	60	12	65	13
2	ANF	55	11	60	12
3	ACC	70	14	75	15
4	AAS	45	9	55	11
5	DRA	55	11	60	12
6	DAZ	55	11	70	14
7	DN	65	13	65	13
8	KAP	60	12	55	11
9	KRA	50	10	65	13
10	KZN	60	12	60	12
11	KOI	65	13	80	16
12	KP	60	12	75	15
13	MS	70	14	75	15
14	MIR	50	10	55	11
15	MAF	60	12	65	13
16	MAP	45	9	50	10
17	MJA	55	11	60	12
18	MRA	65	13	70	14
19	MS	60	12	65	13
20	NA	50	10	50	10
21	NQS	65	13	70	14
22	NS	55	11	60	12
23	NME	50	10	55	11
24	PNS	55	11	60	12
25	RIM	45	9	50	10
26	SM	65	13	70	14
27	TZA	50	10	55	11
28	VAB	60	12	65	13
29	WRA	55	11	70	14
30	ZAK	45	9	60	12
31	ZKZ	55	11	70	14