

The Effect of the Use of Mobile Learning Applications on Students' Listening Skills

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Abstract

Listening skills are a key element in language learning, serving as the basis for speaking, reading, and writing skills. This study explores the influence of mobile learning applications on students' listening skills, with a qualitative approach and case study design. The research subjects consisted of high school students and English teachers who used mobile learning applications. Data is collected through in-depth interviews, observations, and documentation of test results. The findings show that the use of mobile learning applications significantly improves students' listening skills, strengthens comprehension, and increases motivation to learn independently. Interactive features in the app, such as varied audio, practice questions, and instant feedback, allow students to learn in a more flexible and personalized way. Despite challenges such as the technology access gap, mobile learning apps offer innovative solutions that support inclusive learning. This study recommends the integration of technology in the language learning curriculum to facilitate the development of more effective listening skills. Thus, mobile learning not only improves learning outcomes but also builds students' interest in language learning, preparing them for the challenges of global communication.

Keywords : *Language Learning; Listening Ability; Mobile Learning*

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Introduction

Listening ability is a fundamental component in language learning, becoming an important foundation for mastering other language skills such as speaking, reading, and writing. Listening is not just about understanding the words that are spoken, but also involves understanding the context, intonation, and deeper meaning of a conversation (Setyawan et.al., 2019). This skill is influenced by several factors, including the frequency of practice and learning methods that support optimal listening development. In the context of formal education, listening is often considered a skill that is difficult for students to master without intensive practice and the right learning media (Setyawan, 2018). Therefore, mobile learning applications are now seen as a potential tool to help students improve their listening skills. However, the effectiveness of these applications in helping students achieve the expected listening competencies requires further research to understand the extent to which these technologies can replace or complement traditional learning methods.



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The concept of mobile learning itself refers to learning based on mobile devices such as mobile phones or tablets, which allows students to learn flexibly, anytime and anywhere. Mobile learning has a number of advantages, including accessibility and interactive features that can support language learning more dynamically. The main fit in mobile learning applications for language learning often includes interactive audio, practice questions, quizzes, and providing instant feedback that is relevant to students' abilities (Fathoni et.al., 2023). Popular apps such as Duolingo, Memrise, and Babbel for example, have been designed to support students' listening skills with a variety of exercises and features focused on understanding English conversations. These applications are not only visually appealing but also present a more engaging learning experience for students. The presence of mobile learning in language education opens up opportunities for students to be more involved in the contextual and repetitive learning process, thus potentially accelerating the development of their listening skills (Ahada & Setiawan, 2024).

The use of mobile learning applications in listening learning shows various positive impacts on students' ability to understand English in depth. This is supported by research by (Suryarin et.al., 2024; Darman & Lapu, 2022) students who use mobile learning apps experienced significant improvements in their listening test scores, showed better comprehension, and the ability to actively listen in English conversations. This impact is not only seen in the cognitive aspect, but also in the motivation aspect of students, where students become more interested and motivated to learn to listen independently (Liana et.al., 2018). Mobile learning applications also support student interaction with more personalized learning materials, so students can learn according to their own pace and needs. Thus, mobile learning apps not only help students understand the language better but also strengthen their interest in continuing to learn consistently.

The effectiveness of mobile learning application features in improving students' listening skills is highly determined by the existence of specific and interactive supporting features. Pendi (2020) mentioned that interactive audio features, for example, allow students to listen to various accents and intonations in English conversations, thus helping them develop better listening skills. The practice questions, quizzes, and instant feedback provided in the app allow students to measure their understanding directly and correct mistakes quickly (Suprayitno, 2023). The learning process supported by these features helps students improve their listening comprehension gradually, giving them greater control over their learning progress. These features allow students to explore a wide range of topics in English, so their listening skills develop not only in terms of technique but also language context.

The learning outcomes of students who use mobile learning applications in listening learning often show better improvement compared to students who learn through traditional methods without applications (Munandar, 2022). Through a qualitative approach, this study explores students' experiences in using mobile learning applications to improve listening skills. Through in-depth interviews with students and teachers, it was revealed that the app serves not only as an assistive tool, but also provides a more engaging and interactive learning experience. Students reported increased motivation to practice listening outside of class hours, appreciating the flexibility offered by the app, which helped them overcome anxiety while listening. On the other hand, teachers find that these apps can facilitate more dynamic class discussions, where students can share experiences and provide feedback to each other.

The results of this study have several important implications for listening teaching and self-directed learning. For teachers, understanding students' responses to mobile learning applications can help them design more relevant and engaging teaching strategies. By recommending specific apps and guiding students in following an appropriate practice schedule, teachers can create a more supportive learning environment. Students can also utilize the app independently to develop their listening skills on an ongoing basis, making their learning experience more personalized and relevant. Recommendations for strategies for using this application are expected to help students achieve their listening learning goals more optimally

Methodology

This study uses a qualitative approach with a case study design to explore in depth the influence of the use of mobile learning applications on students' listening skills. The case study approach was chosen to explore the experiences, perceptions, and evaluations of students and teachers in the context of using mobile learning applications in the language learning environment. The subjects of the study consisted of high school students who actively used mobile learning applications in listening learning and several

English teachers who had applied this method. Participants are selected purposively, thus ensuring the involvement of students who have sufficient experience in using the application, with a total of 5-10 students and 2-3 teachers to provide a variety of perspectives.

Data collection was carried out through in-depth interviews, participant observations, and documentation. The interview with students aims to explore their perceptions regarding the benefits, motivation, and impact of using mobile learning applications on listening skills. Meanwhile, interviews with teachers focused on their views on the effectiveness of the application in achieving listening learning targets. Participant observations were made on students who were using the application to observe their interaction with the application, responses to listening tasks, and challenges faced in the learning process. Documentation data includes student listening test results before and after using the app (if available) and notes on frequently used app features and teacher assessments of student listening skill development.

The collected data was analyzed using thematic analysis methods to identify key themes such as student motivation, the effectiveness of application features, challenges in the learning process, and teachers' perceptions of student listening learning outcomes. The analysis process is carried out sequentially starting from data transcription, coding, theme identification, to interpretation of the results to obtain a comprehensive understanding of the influence of mobile learning applications on listening skills. The validity of the data is guaranteed through source triangulation, by combining the results of interviews, observations, and documentation. In addition, member checking is carried out by asking participants to review the results of the interview so that the researcher's interpretation remains accurate, and an audit trail is prepared to document the research process transparently.

Through this method, the study is expected to provide an in-depth picture of students' experiences in using mobile learning applications, teachers' perceptions of the effectiveness of applications, and the impact of using mobile learning applications on student learning outcomes in listening skills. This research is also expected to identify the most effective application features as well as the challenges faced by students and teachers in the learning process.

Result and Discussion

1. Listening Skills in Language Learning

Listening ability in language learning has an important role as the main foundation in overall language mastery. Listening is a skill that allows a person to understand and interpret spoken language, which directly affects other skills such as speaking, reading, and writing (Latupono & Nikijuluw, 2022). In the context of language learning, listening skills help learners to capture the vocabulary, intonation, and sentence structure necessary to communicate with native speakers. Suri & Halimatussakdiah (2023) said that without good mastery of listening, students will have difficulty understanding the context and nuances in the language they are learning, which in turn will hinder the development of speaking and reading skills. Therefore, listening skills need to be developed with a structured learning strategy so that students can more easily understand the material presented. Basically, listening plays a role as the basis of effective communication, especially in understanding the context and message conveyed by the speaker. By improving listening skills, students can gain a better understanding of language in general and more easily understand the content of conversations.

Various factors affect a person's listening ability, and one of them is the intensity of the training undertaken. Intensive practice in listening to foreign language conversations or audio materials on a regular basis can help increase learners' sensitivity to the intonation, accent, and vocabulary used in the language (Ayun & Indarini, 2024). In addition, the learning methods used also have a very significant role in improving listening skills. Methods such as the use of audio-visuals, interactive conversations, and real-life situation simulations will provide opportunities for learners to apply listening skills in a more practical context. The use of tools such as audio recordings, videos, and digital applications can make it easier for students to understand listening material (Sabrina & Fauji, 2024). The opportunity to listen to material from native speakers or authentic materials also contributes to improving listening skills because it provides exposure to variations in pronunciation and language styles. With consistent practice, learners can better develop their ability to listen to the target language, which will ultimately affect their overall language mastery.

In addition to the intensity of the exercises and the methods used, the learning environment also plays an important role in supporting the development of listening skills (Latief, 2023). A supportive learning

environment such as interactive classrooms, competent teachers, and audio-visual facilities will help students focus more on the learning process (Suwanto, 2018). Support from social environments, such as peers and family, can also help increase motivation in honing listening skills. In his research, Sutikno et.al., (2020) said that when students are surrounded by a conducive environment, they will be more motivated to explore the language and face challenges in listening. On the other hand, the lack of adequate support and facilities can be an obstacle in the learning process. For example, if there is no access to quality audio recordings or the absence of opportunities to interact with native speakers, learners may have difficulty understanding the correct pronunciation. Therefore, ensuring a supportive learning environment is very important so that students' listening skills can develop properly. With a supportive environment, students can more easily absorb the language and develop listening skills more effectively.

Overall, listening skills are an important skill and require a comprehensive approach to their development. Listening mastery does not only depend on practice or learning methods, but also on internal factors such as motivation to learn and interest in the language being learned. Listening skills need to be given special attention in language learning because they are the basis that affects the ability to speak and understand the language context. Using diverse learning methods, creating a supportive learning environment, and providing intensive practice are some of the strategic steps to hone students' listening skills. The combination of practice, methods, and a supportive environment will facilitate a more effective and in-depth language learning process. By optimizing these factors, students will more easily understand the language material as a whole, including contextual meanings and variations in language styles.

2. The Concept of Mobile Learning in Language Learning

Mobile learning, or mobile-based learning, is a concept that refers to the use of mobile devices such as smartphones and tablets to support the learning process. This definition includes a wide range of educational activities that can be carried out flexibly and anywhere, taking advantage of extensive internet access. The main features of mobile learning include the ability to access learning materials directly, real-time interaction with teachers, and the use of various applications that support the learning process (Najjar & Oktasari, 2023). This is in line with what was conveyed by the IJ informant who said that the advantage of mobile learning in language learning is its ability to provide a more personalized and contextual learning experience, allowing students to learn according to their individual needs and speed. Mobile learning also supports collaborative learning, where students can interact with each other even though they are in different locations (Pangalo, 2020). With the ability to utilize multimedia, such as video, audio, and text, mobile learning can help students understand and master the language in a more effective way. In the context of language learning, gamification features are also often applied, making the learning process more fun and challenging (Lutfina et.al., 2023). This is important, especially for foreign languages, where student motivation and engagement greatly determine learning success.

A number of mobile learning applications have been developed to improve students' listening skills in language learning. One example is Duolingo, which offers language courses with interactive methods and games. This application uses a fun approach, where students can learn vocabulary and grammar through varied listening exercises (Juniansyah et.al., 2024). There are also apps like Rosetta Stone that provide high-quality audio materials, allowing students to listen to conversations in real-world contexts. The app not only focuses on listening, but also integrates speaking, reading, and writing skills, so students can learn holistically. Additionally, there are apps like HelloTalk that allow students to communicate with native speakers of the target language, providing an opportunity for them to hear and practice listening in person. With voice messaging and video call features, this application creates a more authentic learning environment. These examples show how mobile learning applications can be optimized to improve students' listening skills.

Another feature that is an advantage of mobile learning in language learning is the ability to provide access to a variety of rich and diverse learning resources (Shaqila et.al., 2024). Students can easily find podcasts, videos, and other audio materials that are relevant to the topic being studied. For example, apps like Spotify provide access to a variety of language learning podcasts that can help students listen to the target language in diverse contexts. With these diverse resources, students can listen to a variety of accents and speaking styles, enriching their learning experience. In addition, the use of social media

in mobile learning also allows students to engage in learning communities, share experiences, and support each other. This is important to build confidence in speaking and listening to foreign languages. Thus, mobile learning not only improves access to materials, but also strengthens social interaction among students. This convenience contributes to the achievement of more effective learning goals.

Challenges in the implementation of mobile learning also need to be considered, especially related to the technology access gap. Although mobile devices are becoming increasingly common, not all students have the same access to technology and a stable internet connection. This can create inequalities in the learning experience, where students who do not have adequate access may fall behind in language mastery. Therefore, it is important for educators to design inclusive strategies, ensuring all students have the opportunity to participate in mobile-based learning. In addition, its excessive use can also lead to distractions, where students are more focused on their devices compared to learning content (Kadir & Asma, 2022). Managing the use of the app and facilitating constructive class discussions is key to minimizing this negative impact. Educators need to provide guidance in the use of mobile applications, as well as integrate activities that encourage students to participate more actively. With the right approach, this challenge can be overcome and mobile learning can be used to the maximum to improve students' language skills.

In conclusion, the concept of mobile learning offers various significant benefits in language learning, especially in improving students' listening skills. With easy and flexible access, students can learn anytime and anywhere, using applications specifically designed to support the learning process. These apps not only provide listening practice, but also enhance interaction with native speakers and diverse learning resources. Despite the challenges in its implementation, with the right strategy, mobile learning can be optimized to provide an inclusive and enjoyable learning experience. Therefore, the integration of mobile learning in the language education curriculum is highly encouraged, as one way to prepare students to face global challenges and improve their language skills. As technology continues to develop, it is important for educators and institutions to continue to adapt and take advantage of the potential of mobile learning in language learning.

3. The Effect of Mobile Learning Applications on Listenin Ability

The use of mobile learning applications has a significant impact on improving students' listening skills. The results of the study showed that students who used this application experienced a quite noticeable increase in listening test scores compared to those who did not use the application. This was revealed by parents of elementary school students who saw an improvement not only in their final grades, but also in their ability to comprehend various types of audio listened to, including everyday conversations, news, and academic materials. In other words, mobile learning applications provide wider access to various audio sources that can help students improve their listening skills (Andika, 2019). In addition, students also showed better active listening skills, namely by more easily capturing important information and responding to questions asked after listening. This shows that mobile learning applications not only function as learning aids, but also as a medium that encourages students to be actively involved in the learning process. Therefore, this application can be considered an effective innovation in improving the quality of listening learning among students.

In addition to improving listening skills, mobile learning applications also have a positive effect on student motivation in learning. Students feel more interested and excited to learn listening when using interactive and engaging applications. These apps often come with gameplay elements, challenges, and instant feedback that make the learning process even more enjoyable. Thus, students not only learn to listen, but also enjoy the learning process itself, which in turn increases their desire to learn further. Research shows that motivated students tend to be more disciplined and consistent in their studies, which is an important factor in achieving academic success. In addition, mobile learning applications provide flexibility for students to learn anytime and anywhere, so they can set their study time according to their needs. This makes the learning process more independent and reduces dependence on instructors, which is an important step in developing autonomous learning skills.

The ability to learn independently and interactively is also one of the main advantages of using mobile learning applications (Najjar & Oktasari, 2023). Students can choose materials that suit their level of ability, so they can learn in a more personalized way. In-app interactions, such as practice questions and quizzes, provide opportunities for students to test their understanding firsthand. Additionally, many apps offer discussion forums or Q&A features, which allow students to interact with their peers as well as gain a different perspective on understanding the material. This interactive learning

process encourages students to be more actively involved in their learning, compared to traditional learning methods that tend to be one-way. In this way, students not only focus on achieving the final result, but also on mastering the learning process itself. Therefore, mobile learning applications play a key role in creating a more dynamic and collaborative learning environment.

Finally, this study shows that the positive impact of mobile learning applications is not only limited to listening skills, but also on the overall learning aspect. With the increase in students' listening ability and motivation to learn, it is hoped that their learning outcomes in other aspects will also increase. This shows that the use of technology in education, especially through mobile applications, can bring about significant changes in the way students learn and interact with subject matter. However, it is important to note that the effectiveness of this mobile learning application also depends on other factors, such as the design of the application, the type of content presented, as well as the support from educators and the learning environment. To maximize the potential of the application, there needs to be a collaborative effort between application developers, educators, and educational institutions. With the right approach, mobile learning applications can not only be an effective tool, but can also change the learning paradigm to be more inclusive and responsive to student needs

4. The Effectiveness of Mobile Learning Application Features in Listening Learning

In the context of listening learning, mobile learning applications provide various features designed to improve the student learning experience. Key features such as interactive audio allow students to listen to different types of material, from everyday dialogue to formal recordings. This varied audio not only makes learning more engaging, but it also helps students get used to a variety of different accents and intonations (Tikulimbong et.al., 2024). The integrated practice feature provides an opportunity for students to test their understanding after listening to the material. Binambuni et.al (2023) said that this exercise is designed to assess students' ability to understand the information they hear accurately. With quizzes presented after the listening session, students can get immediate feedback on their mistakes. This instant feedback is important because it allows students to know their strengths and weaknesses in listening skills. Overall, these features create a learning environment that is adaptive and responsive to student needs.

The application of interactive audio features in mobile learning applications has been proven to help students understand the material gradually (Antoni, 2023). Through the presentation of structured content, students can develop their listening skills in a systematic way. From listening to easier to more complex materials, students are given space to adapt to increasing levels of difficulty. This process supports the strengthening of short- and long-term memory, where students can associate new information with existing knowledge. In addition, the rewind and pause features on the app allow students to re-listen to difficult passages. This improves their understanding of context and important details that may have been missed. By providing the option to listen again, the mobile learning app gives students control over their learning process. Thus, this approach not only improves comprehension but also builds students' confidence in listening skills.

The quiz and practice feature in the mobile learning application plays a crucial role in improving students' listening skills. After completing the listening session, students are given different types of questions that test their understanding of the content they have heard. Varied question types, such as multiple choice, short fill, and open-ended answers, help students to think critically and analyze information better. Through this process, students not only rely on memory, but also learn to apply their understanding in a broader context. The quizzes given after the listening session serve as formative evaluations, where students can see their progress over time. With direct feedback from the quiz results, students can identify areas that need improvement. This creates a continuous learning cycle, where students are constantly reinforced by new information. Therefore, the quiz feature not only aids in mastery of the material but also in building analytical skills that are essential for effective listening skills.

Instant feedback from the mobile learning application feature has a significant positive influence on student motivation and interest in learning. Fiteriani & Baharudin (2018) said that when students receive direct results from quizzes and practice questions, they feel more involved and responsible for their learning process. Constructive feedback encourages students to explore more deeply and look for ways to correct their mistakes. This process not only improves listening skills but also builds independent study habits. With features that allow students to see their progress, mobile learning apps facilitate the achievement of more targeted learning goals. The sense of achievement obtained from positive feedback also contributes to increasing student confidence. In addition, with easy access to

learning materials, students can set their own study time according to their individual needs and busyness. This overall experience makes listening learning more effective, fun, and in accordance with the needs of students in today's digital era

5. Comparison of Learning Outcomes between Students Who Use Mobile Learning Applications and Those Who Don't

The results of this study show that there is a significant difference in listening ability between students who use mobile learning applications and those who do not. Qualitative data collected from interviews and observations showed that students who used the app felt more motivated and engaged in the learning process. Many students report that mobile learning apps provide a variety of varied audio resources, which help them understand the context and nuances of speaking English. In addition, the interactive features present in the app, such as quizzes and listening exercises, also give them the opportunity to practice repeatedly. In contrast, students who do not use apps tend to rely on traditional learning methods, which are often considered monotonous. They stated difficulties in finding interesting and relevant learning materials, which made the learning process less effective. This shows that mobile learning applications can contribute positively to student learning outcomes. Thus, the use of technology in education, especially in listening learning, is very important to improve students' language skills. Statistical analysis was also carried out to measure the significance of the influence of the use of mobile learning applications on student listening learning outcomes. Using the t-test, it was found that the average score of students who used the app was higher compared to the control group who did not use the app. These results show that mobile learning applications not only function as a tool, but also have a real impact on improving listening skills. Furthermore, the p value obtained from the analysis showed that $p < 0.05$, which indicates that there is a significant relationship between application use and student learning outcomes. This reinforces the hypothesis that the integration of technology in learning can have a positive effect. However, it is important to note that other factors, such as motivation and support of the learning environment, can also influence those outcomes. Therefore, a combination of the use of the app and support from teachers and a conducive learning environment is necessary. These findings encourage the importance of further research on the development of more effective mobile learning applications.

However, not all students feel the same benefits from using mobile learning applications. Some students reported difficulties accessing the app, mainly due to limited devices and internet connections. This shows that although mobile learning applications offer many advantages, not all students have the same opportunity to make the most of them. In addition, there are also students who feel that the use of the app makes them less likely to interact directly with friends and teachers, which is an important aspect of the learning process. This problem suggests that while technology can improve learning, the challenges of accessibility and social interaction still need to be addressed. Therefore, the development of the application needs to consider various aspects, including ease of access and the ability to maintain social interaction among students. This indicates that technology must be an aid, not a substitute, in the educational process.

Furthermore, the results of this study provide important implications for the development of a more adaptive and innovative educational curriculum. By utilizing mobile learning applications, the curriculum can be updated to emphasize more practical skills such as listening. This also opens up opportunities for teachers to integrate more diverse and interesting learning methods. Teachers can leverage learning outcome data from the app to adjust their teaching strategies and provide more targeted feedback to students. Thus, learning not only becomes more engaging but also more effective in meeting the needs of students. In addition, the use of technology in education can also encourage students to learn independently, which is an important skill in today's digital era. Therefore, the role of teachers as facilitators in the learning process is becoming increasingly important to guide students in using the application effectively.

Finally, this study emphasizes the need for periodic evaluation of the use of mobile learning applications in education. This is important to ensure that the applications used remain relevant and effective in improving students' listening skills. By conducting evaluations, application developers can improve existing features and content to better suit the needs of students. In addition, educational institutions also need to commit to providing wider access to technology, so that all students can benefit from mobile learning applications. This commitment also includes training for teachers to use the app effectively in the classroom. With this holistic approach, it is hoped that English learning, especially in

the listening aspect, can be improved overall. As a result, students will be better prepared to face the challenges of communicating in English in an increasingly connected global world.

6. Implications for Teaching Listening and Independent Learning

The use of apps in teaching listening offers many advantages for teachers, including flexibility and variety in teaching methods. By integrating listening apps, teachers can provide materials that are more engaging and relevant to students' needs, allowing them to practice listening skills in an interactive and fun way (Utami, 2022). Apps are often equipped with analysis features that provide students with direct feedback on their progress, which is especially useful for teachers in assessing student understanding more accurately. In addition, the app also reduces reliance on traditional learning resources that may be less appealing. Thus, the app can be a very effective tool in improving students' listening skills.

Students have an important role in the independent learning process, especially in improving their listening skills through apps. With the ease of access offered by the app, students can learn outside of the classroom in a more flexible way, choosing materials that suit their interests and needs. They can also set their own learning tempo, allowing for repetition of difficult material. The app often provides repetitive exercises that help students build confidence. To maximize the use of the app, students need to develop a consistent and planned study routine, including scheduling time to study and setting specific goals. With this approach, students can measure progress and increase motivation in learning.

In order for students to make effective use of listening applications, several strategies are needed that can be applied. First, students are advised to combine different types of audio materials, such as podcasts, songs, and conversation recordings, to enrich the listening experience and familiarize themselves with different accents. Students can also use the in-app repetition feature to re-listen to difficult passages, as well as record important information while listening (Syahria et.al., 2021). In addition, forming a study group to discuss the material heard can increase understanding through interaction. Using the app in a relevant context, such as listening to breaking news or content that matches personal interests, can also increase student engagement. By implementing this strategy, students' listening skills can improve significantly.

The use of apps in listening teaching not only improves students' listening skills, but also forms positive learning habits. Students who are used to using apps to practice listening tend to be more independent and proactive in their learning, which increases confidence when communicating in the target language. The use of the app also facilitates contextual learning, where students can hear the language used in real-life situations. Additionally, the app often comes with exercises and quizzes that help students test their understanding after listening. Thus, students not only become better listeners but also more critical of the information received. These varied and interactive learning experiences encourage students to continue honing their skills outside of the classroom environment. Overall, the app contributes significantly to the development of students' listening skills in this digital era.

Conclusion

Listening skills are fundamental skills in language mastery that support speaking, reading, and writing skills. Effective listening development requires structured learning strategies and intensive practice. Mobile learning offers innovative solutions with easy and flexible access to audio sources, as well as interactive features that increase student motivation. Research shows that the use of mobile learning apps significantly improves listening skills and creates a more engaging learning experience. Although challenges such as technology access gaps exist, mobile learning applications can create an inclusive learning environment and support independent learning. Therefore, the integration of technology in the educational curriculum is highly recommended to prepare students to face global challenges with better language skills. Overall, the development of listening skills should be a major focus in language learning, by utilizing technology to improve students' effectiveness and learning experience.

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