

## THE IMPLEMENTATION OF 'LISTENING OF DAILY PRACTICE' (LEDP) TO IMPROVE STUDENTS' MOTIVATION IN ENGLISH CLASS

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**Abstrak:** Penelitian ini bertujuan untuk mengevaluasi penerapan "Listen English Daily Practice" (LEDP) dalam meningkatkan keterampilan mendengarkan siswa dan motivasi belajar mereka di kelas bahasa Inggris. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) dengan subjek siswa kelas VIII di SMP Muhammadiyah 10 Surabaya. Data dikumpulkan melalui tes pemahaman mendengarkan, angket motivasi siswa, observasi kelas, dan wawancara semi terstruktur. Hasilnya menunjukkan bahwa penggunaan LEDP secara signifikan meningkatkan keterampilan mendengarkan siswa dan motivasi belajar mereka. Penerapan LEDP juga menciptakan lingkungan belajar yang lebih interaktif dan menyenangkan, sehingga mendorong pembelajaran mandiri. Studi ini memberikan wawasan mengenai efektivitas program LEDP dalam konteks pendidikan bahasa Inggris dan menawarkan rekomendasi praktis untuk penerapan lebih lanjut.

**Katakunci:** LEDP (*Learning English Daily Practice*);  
Implementaton; Motivation

**Abstract:** This study aims to evaluate the implementation of "Listen English Daily Practice" (LEDP) in improving students' listening skills and their motivation to learn in English classes. The research employs a Classroom Action Research (CAR) design with subjects being eighth-grade students at SMP Muhammadiyah 10 Surabaya. Data were collected through listening comprehension tests, student motivation questionnaires, classroom observations, and semi-structured interviews. The results show that the use of LEDP significantly enhances students' listening skills and their motivation to learn. The implementation of LEDP also creates a more interactive and enjoyable

*learning environment, encouraging independent learning. This study provides insights into the effectiveness of the LEDP program in the context of English language education and offers practical recommendations for further application.*

**Keyword:** LEDP (Learning English Daily Practice);  
Implementaton; Motivation

## INTRODUCTION

Today's modern classrooms are increasingly diverse, both in terms of student characteristics and their learning needs. This diversity creates unique challenges for educators in meeting different learning needs. Based on the results of interviews with teachers, there are two main problems faced: student characteristics and the use of learning assistance technology.

Teachers report difficulty in diverting students' attention so they can follow the lesson well. The habit of students not paying attention to the teacher when other friends distract them by doing assignments from other subjects is one of the main problems. Apart from that, the characteristics of students' diverse learning styles make it a challenge for teachers to manage the class so that all students' learning styles can be met without exception.

When it comes to using learning aid technology to teach the four basic skills (Listening, Reading, Writing, and Speaking), teachers face their own challenges. Difficulties in teaching listening skills are caused by the lack of school facilities and infrastructure. In addition, teaching materials for listening skills often do not match the level of difficulty appropriate to the student's level. This problem is further complicated by the position of English as a foreign language, not a second language.

Therefore, I am introducing an application based on strengthening listening skills with diverse material and easy access. Apart from that, the material in this application can also be

adjusted to suit students' abilities and levels, from low to high level.

Apart from that, these apps can also increase students' learning motivation, especially listening. Not only that, this application can also increase students' interest in independent learning because it can be accessed on Android and iOS

## RESEARCH METHODOLOGY

This research uses a Classroom Action Research (CAR) design or Classroom Action Research (PTK). CAR is a reflective approach in which teachers identify areas that need improvement in their classrooms and implement targeted interventions to improve educational outcomes. The CAR approach is cyclic and iterative, involving several stages of planning, implementation, observation and reflection. This design allows for continuous improvement and adaptation based on real-time feedback and results.

## RESULT AND DISCUSSION

After implementing the "Listen English Daily Practice" (LEDP) program for one semester in class VIII at SMP M 10 Surabaya, it was found that this program had a significant impact on improving students' listening skills and their motivation to learn English. The research results indicate substantial progress both in terms of audio comprehension abilities and students' engagement in learning.

## Improvement in Listening Skills

At the beginning of the research, students were given a pre-test to measure their listening skills before the LEDP program was implemented. The average pre-test score was 60, indicating that most students had listening skills categorized as fair. The main difficulties faced by students included understanding native speakers' accents, recognizing new vocabulary, and identifying main ideas and specific information in audio materials.

After one semester of LEDP implementation, the average post-test score significantly increased to 85, which falls under the good category. Statistical analysis using a paired t-test showed that this improvement was statistically significant ( $p < 0.05$ ), indicating that LEDP had a tangible positive impact on students' listening skills. By utilizing features in the application, such as Audio Subtitle and Vocabulary Tracker, students could more easily understand the audio material, even when dealing with accents and language structures that were previously challenging.

Additionally, students demonstrated better abilities in analyzing audio content. They were able to identify main ideas, find specific information, and even comprehend the context of conversations more accurately. This progress was observed in both beginner and advanced materials, showing that LEDP could meet the needs of students with varying skill levels.

## Increased Learning Motivation

Students' motivation to learn English also increased significantly. According to the motivation survey results, 85% of students stated that they felt more motivated to learn English after using LEDP. Previously, many students perceived learning English as difficult and monotonous, especially due to limited access to engaging and relevant materials. However, with LEDP, students felt that learning became more interesting and interactive.

Intrinsic motivation indicators, such as interest in audio materials, willingness to learn independently, and confidence, consistently increased during the study. Classroom observations showed that students participated more actively during learning sessions. While previously only about 60% of students were actively involved in class discussions, after implementing the LEDP program, this level of engagement increased to 90%. Teachers also reported that students asked more questions, participated in discussions, and shared their understanding of the materials studied through the application.

In interviews, teachers conveyed that LEDP helped create a more dynamic learning atmosphere. Students appeared more enthusiastic and motivated to engage in learning, especially when using the application's engaging features, such as Pronunciation Practice and interactive quizzes. Teachers also noted that students became more confident in using English, both orally and in writing.

## Effectiveness of LEDP Features

The LEDP application provides various features designed to support English learning, particularly listening skills. The features most favored by students are Vocabulary Tracker, Audio Subtitle, and Pronunciation Practice.

The Vocabulary Tracker feature allows students to expand their vocabulary in an easy and structured way. While listening to audio materials, students can mark unfamiliar words, view their meanings, and save them for further study. This not only helps students understand the audio materials but also enriches their overall vocabulary.

The Audio Subtitle feature provides visual assistance in the form of text accompanying the audio. This feature is particularly helpful for beginner students in understanding audio content, especially when dealing with native speakers' accents that are difficult to understand. With subtitles, students can match what they hear with the visible text, improving their understanding of sentence structures and English pronunciation.

The Pronunciation Practice feature allows students to practice pronouncing words and phrases in English. Students feel more confident in pronouncing new words because the application provides direct feedback on the accuracy of their pronunciation. Thus, students not only learn to listen but also simultaneously practice their speaking skills.

## Challenges in Implementation

Although LEDP offers many benefits, some challenges were encountered during the research. One major obstacle was technological limitations. Some students had difficulty accessing the application due to inadequate devices or slow internet connections. As a solution, most students chose to download audio materials so they could use them offline. Teachers also assisted by providing additional devices, such as speakers and projectors, to support classroom learning.

Another challenge was students' initial adaptation to the application. Initially, students needed about two weeks to fully understand how the LEDP application works. Teachers played a crucial role in providing intensive guidance during this phase, enabling students to quickly master how to use the application's features. After the adaptation period, students became more independent in exploring the materials and application features.

## CONCLUSIONS AND RECOMMENDATIONS

The findings of this research show that LEDP is an effective tool for improving students' listening skills and motivation to learn English. By providing relevant, engaging, and level-appropriate materials, LEDP successfully created a more interactive and enjoyable learning experience. Furthermore, the application's features provided significant support

in enhancing specific aspects of students' English skills.

For future implementation, it is recommended that the application be equipped with additional features, such as gamification, to increase student engagement and an automatic evaluation system to facilitate teachers' monitoring. Additionally, LEDP could be expanded to other language skills, such as reading and speaking, to create a more comprehensive learning experience.

This program could also be extended to various other educational contexts, including schools with limited technological infrastructure. Therefore, developing a lightweight version of the application that can be used without a stable internet connection should be considered. In this way, LEDP can offer broader benefits and help improve the quality of English learning at various educational levels

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