THE IMPACT OF JOURNAL LISTENING ON THE DEVELOPMENT OF LISTENING SKILL

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Abstract

This paper discussed the effects of using listening journals in English for Special Purpose (ESP) classes, as well as the outcomes and challenges that students encountered as a result. The purpose of this action research was to determine whether listening journals can lessen student resistance to listening exercises, given that the use of various listening materials can help students develop their listening skills and lessen their anxiety. A questionnaire is used to examine the effects of this activity on students, and the data collected then explained and analyzed. It can be concluded that these activities have a positive effect on students and make them feel more prepared to attend English lectures. Because they feel more at ease, confident, and prepared to attend classes and lectures in English, the findings indicate that they exhibit less resistance to listening skills.

Key words: English, listening skills, student.

INTRODUCTION

For both teachers and students, teaching listening in a foreign language has always been difficult (Aminatun & Oktaviani, 2019), (Oktaviani et al., 2020). According to (Suprayogi & Pranoto, 2020), activities that assess listening without properly teaching it result in students receiving less attention in class because people believe it is a naturally acquired skill. Listening is an essential skill in the university setting (Amelia et al., 2022), (Puspita & Pranoto, 2021). At a university, many subjects are taught in English (Novanti & Suprayogi, 2021), (Asia & Samanik, 2018), and students must understand and participate in certain formats, like lectures and seminars (Suprayogi, Pranoto, et al., 2021), (Qodriani & Kardiansyah, 2018), (Fakhrurozi & Adrian, 2021). However, many Indonesian students arrive at universities with subpar English language proficiency (Kuswoyo et al., 2022), (Aguss et al., 2021), making it difficult for them to achieve high academic performance (Maulana & Suprayogi, 2022), (Ahmad et al., 2021). As an English teacher, one thing I've noticed is that students think listening skills are the hardest (Kuswoyo & Siregar, 2019), (Qodriani & Wijana, 2020), and they often resist listening activities (Septiyana & Aminatun, 2021), (Febriantini et al., 2021), (Ambarwati & Mandasari, 2020). They frequently express their dissatisfaction with the listening portion of the exam or insist that they do not comprehend the speaker's words (Kardiansyah, 2019c), (Oktaviani, 2018), and

even some accents can be extremely challenging to comprehend (Puspita, 2021), (Wardaningsih et al., 2022).

Students are reluctant to learn and improve their listening skills because of these challenges, which are unquestionably frustrating (Gulö & Rahmawelly, 2019), (Setri & Setiawan, 2020), (Fakhrurozi & Puspita, 2021). During an English for Special Purposes (ESP) course, the researchers developed and implemented a listening journal (LJ) to reduce student resistance to listening exercises. The subsequent inquiry is developed: Can students' resistance to listening practice be reduced by using listening journals in English classes? The researchers begin with the argument that using a variety of listening materials can help students develop their listening skills and lessen their resistance and anxiety. This action research aims to determine if listening journals can make students feel more at ease when watching videos or audio in English and reduce their resistance to understanding. As a result, the purpose of this paper is to discuss the effects of using a listening journal with three different groups of students, as well as the responses to a questionnaire that was given to the students.

LITERATURE REVIEW

This action research was carried out at a public tertiary institution located in Indonesia. That happened in the No Limits Language program, which aims to encourage professors, scholars, staff, and students to learn foreign languages and provide comprehensive changes in the teaching of foreign languages at universities in Indonesia. This program was developed by the Ministry of Education and BAN PT and plays an important role as a teaching development program in undergraduate Language Teaching courses at many universities in Indonesia (Budiman et al., 2021), (Teknologi et al., 2021). Language Without Borders is also part of the university internationalization project in Indonesia (Simamora & Oktaviani, 2020), (Wahyudin, 2018), (Mandasari & Aminatun, 2020a). Considering the objectives of this program, the English Language team offers free courses for the university community, with a main focus on academic English (Suprayogi, Samanik, et al., 2021), (Pranoto, 2021). One of the courses offered by them is "Listening to Understanding: Lecture," which is the course chosen for this action research (Nurmalasari & Samanik, 2018), (Kardiansyah, 2019b), (Kasih et al., 2022). The course lasts 32 hours, with classes twice a week (2 hours per class), and is offered in the second semester of 2019.

The aim is to improve students' listening comprehension skills so they can attend lectures in English (Puspita & Amelia, 2020), (Yulianti & Sulistyawati, 2021), (Ngestirosa et al., 2020). Three groups participating in this course participated in the study: two groups with A2 (basic) English language proficiency and one at B1 (pre-intermediate) level, according to the Common European Framework (CEFR). The program uses ITP TOEFL scores and placement tests from an online platform called My English Online for level one students (Qodriani & Wijana, 2021), (Kuswoyo et al., 2020). The A2 group has 10 students attending the course to the end (Mandasari & Aminatun, 2020b), (Mandasari, n.d.). Another group had four students, and group B1 had five students, all formed by the university community (Fithratullah, 2019), (Journal et al., 2021). The same activities and instructions were given to these three groups, but with different themes (Kardiansyah, 2019a), (Gulö et al., 2021). Students from these three groups come from various fields of study, with ages varying from 18-40, and they are enrolled in undergraduate / graduate programs or currently working at universities (Aminatun et al., 2022), (Pradana & Suprayogi, 2021). Most of them have previous learning experience with English in high school or in other language courses (Samanik, 2018). Diversity and plurality within these groups are common features of English classes in the Unlimited Language program, and enrich discussion and experience for teachers and students.

METHOD

Data Collection Procedure

To analyze how this activity affects students, the researchers created a Google Form with questions related to the use of listening journals in our course. This questionnaire was written in Indonesian so students could fully understand the questions and answer them without worrying about grammatical mistakes. This form consists of 26 questions: two about personal information (name, email), 11 about the use of listening journals, seven about the implications, four about the use of Padlet, and two asking for authorization. That includes open and closed questions, and statements with which students can agree or disagree (Likert scale).

This questionnaire was tested with one of the groups during the course evaluation in the previous semester. In this evaluation, students answered several questions about listening journals, and I identified the need to add more specific questions related to the conduct of

listening journals to examine how students conducted activities. It is important to verify, for example, whether students do activities during the course rather than at the end, and that is why I add questions related to the number of listening journals they have done, and the amount of time they spent on each. The researchers designed the questionnaire on the Google Form for students to respond to. I sent a link via email after class ended and they had one day to answer it. They are not obliged to respond, and their participation is voluntary.

Data Analysis Procedure

After students answer the questionnaire, the data collected is analyzed and the most important information is presented in a graph to provide a visual representation of the information. Pie charts and bar charts are used for closed questions (quantitative data), and tables are used to present answers to open questions (qualitative data).

RESULTS AND DISCUSSION

According to the file on Google Forms, 13 (out of 19) students answered the questionnaire and authorized their answers to be part of this research: eight were from the A2 group, and five from B1. The data for the three parts of the questionnaire can be found in this section.

Responses to Questions About Listening to Journal Participation

It is expected for students to deliver activities on time because of the purpose of the activity, and to do at least six listening journals in order to have good performance throughout the course. As can be seen in Figures 1 and 2, the majority of students (54%) post their listening journals on time, although some of them are late, and most of them (84%) do the expected number of listening journals. This is important for their learning process so that they often carry out activities that are part of their routine.
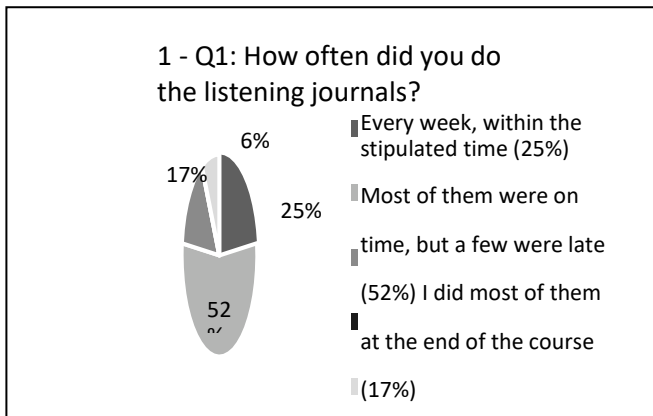
Figure 1. Student responses to question 1. The majority of students did most listening journals on time.
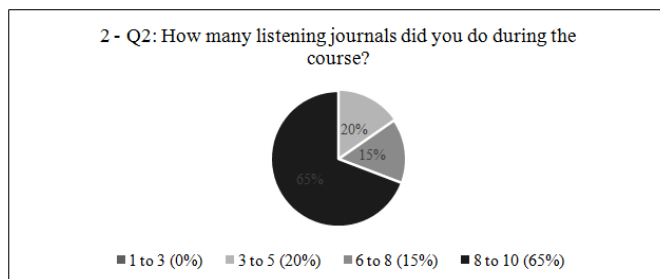

Figure 2. Student responses to question 2. Over two thirds of students completed the required number of listening journals.

The possibility of keeping in touch with English outside the classroom was what motivated students (see Figure 3). However, according to class observations, most of them showed concern about the final grades and certificates, so there is a possibility that the fact that this activity was the assessment tool was what mainly motivated them.
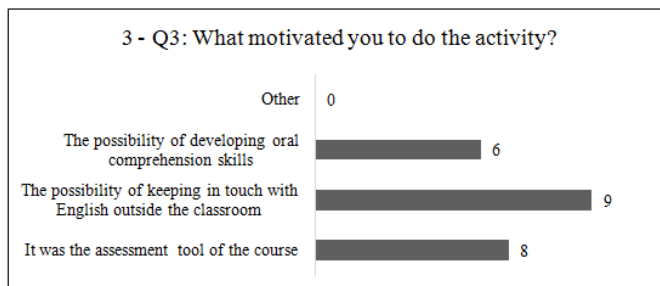

Figure 3. Student responses to question 3. Respondents were motived to do the activity by three factors.

Figure 4 shows that one of the biggest difficulties for students was to have time to do the activity. As they are university students and usually are involved in many extra activities, this fact may have influenced their commitment to the English course, so this answer was expected. Class observations show that it was common for them to arrive late and even miss classes because of other appointments at university.
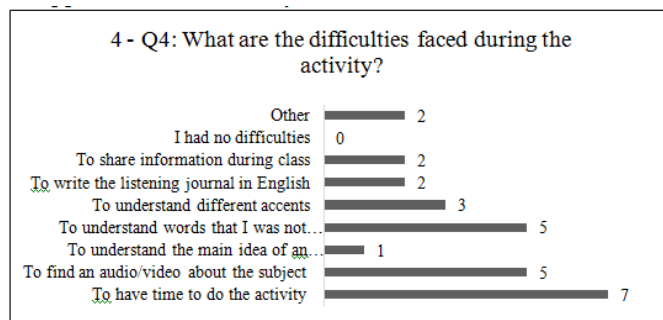

Figure 4. Student responses to question 4, showing a variety of difficulties faced during the activity. Note: two answers for "other": "Find a video that I really liked," and "Depending on the video, the speech was very fast, which made the activity difficult, since it took me longer to understand"

In question 5 ("What is the most difficult part of listening to a lecture or class in English?"), only "speed" and "vocabulary" were chosen, and for students the most difficult thing when listening to a lecture or class in English was speed (85%) (see Figure 5). It might be difficult because they are not used to the naturalness of second-language speech from academic contexts in general English classes. According to class observations, I thought that the major difficulty could be accents, as students used to complain that some accents were difficult to understand—so having speed as the main difficulty was an unexpected response.
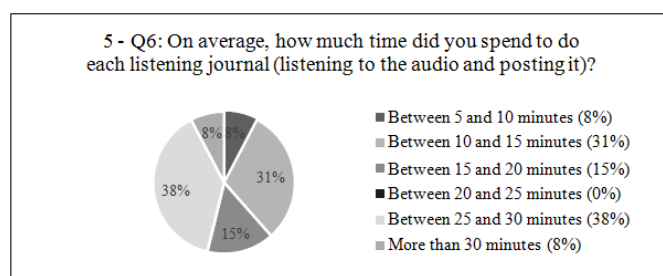

Figure 5. Student responses to question 5. Students varied in their time investment.

Although it is difficult to determine how much time a student will spend to do the activity, considering that this will depend on many aspects (their difficulties, time management, etc.), around 38% of students spent around 25–30 minutes to do the listening journal, which shows it was time consuming for them. Nevertheless, we can see that the results vary: one student spent between five and 10 minutes, and another spent more than 30 minutes.

During classes, I suggested that students listen to audios first without subtitles in order to check what they could understand and use English subtitles or transcription as a final resource to comprehend what they had difficulty with and find new words. I also suggested that they avoid subtitles in Portuguese. In this case, there is no way to check if they really did the activity following my instructions because it was supposed to be done at home and away from the teacher's control. However, it can be seen in Figure 6 that most students (38%) said that they listened to audios first without subtitles, then with them—following my suggestion. Then, Figure 7 demonstrates that 50% of those who listened to the audios with subtitles did it in English.
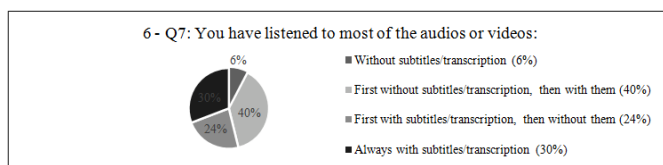

Figure 6. Student responses to question 6. Students tended to approach subtitles according to instructions.
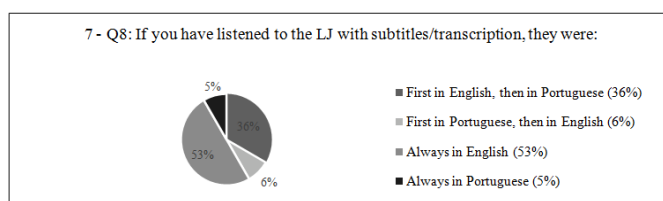

Figure 7. Student responses to question 7. Students tended to approach subtitles according to instructions students were expected to search for audios based on the topic, instead of the duration.

However, answers from question 9 ("What criteria did you use to choose the audios/videos to do the activity?") show that the most chosen criteria were duration (10) and title (9), followed by availability of subtitles (3), channel or website (3), and views (1)—and these results support the findings from graph 4. Although students were not asked to read the posts of their classmates, I wanted to know if they were curious and interested in exploring extra materials. In question 10 ("How often did you read your classmates' posts?"), none of them read all the posts; 15% read most posts' 24% did not read any posts, and 62% read some posts. In question 11 ("How often did you watch the videos/audios posted by your classmates?"), none watched all of the videos posted; 8% watched most of the videos; 46% watched some videos; and 46% did not watch any videos. This shows that students are more likely to read classmates' posts than watch the videos posted by them.

Responses to Questions About Students' Feelings After Listening Journals

In the second part of the questionnaire, students marked if they strongly disagree, disagree, are neutral, agree, or strongly agree with the following statements, after doing the listening journals activity

Questions	SD	D	N	A	SA
12. I feel more comfortable listening to audios or watching videos in English.	0	1	7	4	1
13. I feel more prepared to listen to lectures or classes in English.	0	2	6	3	2
14. I am more confident when listening to people with different accents speaking English.	0	3	6	4	0
15. I feel I am able to understand both general and specific information in lectures and classes in English.	0	2	5	4	2

Figure 8. Student responses to questions 12-15, asking if students strongly disagree (SD), disagree (D), are neutral (N), agree (A), or strongly agree (SA) with the statements.

Although most answers were neutral in the four statements above, more students agreed than disagreed in all cases, and no one strongly disagreed. This indicates that students are demonstrating less resistance to listening activities as they feel more comfortable, confident and prepared to attend lectures and classes in English. In addition, at the end of the course, I noticed that students were paying more attention to the listening activities and could comprehend more audio recordings without reading the whole transcription.

In question 16, students were asked to propose a suggestion to improve the activity. From these answers, there were seven suggestions (from students A, G, I, J, K, L, M,

respectively). All of the answers are available in Appendix C. Student A suggests including a moment in the activity where they have to read or watch what their classmates had posted, and later post a comment about it. This suggestion could improve the activity indeed. Student G proposes to start with simpler audios and progress through the course. In fact, it happened with the activities in class. It could not be done with the listening journal as it goes against the particularity of the activity: the freedom to choose the audio. Student I would like a more accurate correction in the oral sharing moment of the activity, especially with grammar and vocabulary. Although it was not the focus of the course, this suggestion shows that he/she felt insecure with the speaking part, and it demonstrates that more attention should be given to this aspect. Student J suggests having more dynamic classes, which is not directly related to the listening journal activity. This student does not explain what a dynamic class is in his/her opinion. Student K proposes to offer a list of sites to find materials, but it was done in the beginning of the course by email. Students L and M would like fun videos and to be encouraged to listen to creative and comic videos. As stated before, students could choose the type of video they were interested in. Considering these two suggestions, it seems that the purpose and the instructions of the activity were not clear for all the students.

In question 17, when asked whether they would do this activity again, 92% answered "yes," and 8% that they would do it only in courses focused on listening comprehension. The fact that all students responded that they would do the listening journals again demonstrates that they enjoyed the activity and found it meaningful; otherwise, they would not want to experience this activity again.

CONCLUSION

The researchers concluded that Padlet was the right tool to post a listening journal and that most students had satisfying experiences with it. They mentioned that sending and sharing content was easy, despite the fact that there was no modification history feature that would allow users to see new changes. After implementing this activity during the ESP course, I would like to know whether the use of listening journals in English classes can reduce student resistance to listening practice. Finally, it can be concluded that these activities affect students positively and make them feel more able to attend lectures in English. It also shows that they show less resistance to listening activities because they feel more comfortable, confident and ready to attend lectures and classes in English. It is also

important to recognize that answers are not anonymous and students know that the teacher will read the responses and use them in further research. This means that there is a power relationship involved (between students and teachers) and they may influence some responses a little - for example, students may feel uncomfortable or constrained to express their opinions. This is considered in the analysis procedure and all data collected is still considered valuable for analysis. To conclude, it is better to repeat this activity with other student groups and include suggested improvements in this section, because listening journals have proven productive and effective in enriching students' listening comprehension.

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