

LEARNERS PERSPECTIVE: THE CONTRIBUTION OF PRE-LISTENING ACTIVITIES ON LEARNER'S LISTENING COMPREHENSION

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Abstract

The use of systematical learning activities is essential for the success of the learning process itself especially in acquiring second language skill such as listening. One of the most important part of listening learning is the preparation before the main listening task, it is important to implement pre-listening activities which has proven to be beneficial for the learner's listening comprehension. The purpose of this study is to investigate the contribution of pre-listening activities on learner's listening comprehension. This study was conducted in a form of qualitative method. The research data was taken from 20 English education students from a public university in Indonesia by using questionnaire in order to investigate learner's perceptions on doing pre-listening activities and the impact on their listening comprehension. The result shows that the majority of learners agree that pre-listening activities activates their background knowledge which help them improve their listening comprehension. Thus, it can be concluded that pre-listening is important in facilitating listening acquisition in EFL post-secondary classroom.

Keywords: Listening, Pre-Listening, Comprehension

INTRODUCTION

Listening is one of the most important skill to comprehend because generally listening is the first ability that a human being acquired. However, listening is not an easy skill to comprehend and need a long period of time to fully develop the skill, especially for Indonesian learner where English is a foreign language (EFL). Graham (2015) explained that according to learners' experience in learning English shows that listening comprehension is the most difficult skill among the four English skills to be mastered. In this case, a well-organized learning activities is important in determining the success of teaching-learning listening in the classroom. In developing learners' listening skill, learning activities that provides opportunities for the students to practice is influential. The learning activities is implemented to gain learners' interest in learning listening and also encourage them to develop their listening skill by engaging themselves in the learning process. According to Rost and Candlin (2014), in order to let learners concentrate more on the listening task, teacher should organize different activities before the listening task instead went directly to the listening task itself without letting the learner prepare. It is important to implement pre-listening activities to discuss the topic related to the listening task in order to activate learners' background knowledge. Pre-listening activities is a learning strategy that could help learners in reducing their anxiety in listening classroom as EFL learners and give them an overview about what they are going to hear in the listening process. According to Vandergrift (1999), pre-listening activities is process that help learners in making decision in what to listen for and at the same time helping them focus on what the topic of the listening process. In other word, pre-listening activities is implemented as a

preparation platform for the listener in order to get their interest and focus on the main listening process. The main goal in implementing pre-listening activities is to provide learners with necessary context in listening process and help them activate their previous-knowledge to gain their expectation for the coming information in the listening process (Gilakjani & Ahmadi, 2011). According to Owolewa and Olu (2017), during listening process in the classroom, learner may be appear to be listening to the given task through their ears but their brain might face some difficulties by the input of information from the listening task. By implementing pre-listening activities in listening classroom, learners gather more information before listening process begun and help them imagine or predict the content of the listening process. The pre-listening activities can be implemented in the form of audio or visual. There are several pre-listening activities such as brainstorming, predicting, pre-teaching keywords, picture description, questioning, and story building. Those activities is useful for learners especially for beginner and EFL listeners (Renandya and Widodo, 2016: 117). Listening skill is more than just a hearing ability, the skill need learners' background knowledge in order to be able to identify and comprehend the information delivered in the listening process. Therefore, it is important to discuss on the implementation of pre-listening activities.

Previous study on the impact of the implementation of pre-listening activities have been conducted across various EFL classroom contexts. Win & Maung (2019) investigated the effect of listening activities on learner's listening comprehension shows that pre-listening, while-listening, and post-listening and found that learning activities are effective and could increase learner's listening ability as suggested by various scholar. Rajaei (2015) studied the role of pre-listening activities on EFL learner and it was shown that there are significant difference on the learner's score before the implementation of pre-listening activities and after the implementation. He emphasized that pre-listening activities give positives effect on students listening comprehension. Similarly, Madani & Kheirzadeh (2018) investigated the impact of pre-listening activities on learner's listening comprehension. The result shows that in the implementation of pre-listening activities. It was suggested to enrich activities related to vocabulary bearing in mind the background knowledge of EFL learners. Zohrabi, Sabouri, & Behgozin (2015) also studies about the impact of pre-listening focusing on Iranian EFL learners' listening comprehension. They explained that learners doing significantly better in acquiring second language after doing pre-listening activity suggesting the activities was effective in leading learners to comprehend new words. They stated that learners' listening comprehension improved due to the use of pre-listening. Likewise, Sari, Marhum, and Usman, (2017) indicates that with the implementation of pre-listening activities, 94% students are actively participating in the listening process shows that pre-listening have positive impact. While many types of pre-listening studies have been conducted, few researches focus on learner's perspective. Learners play an important role in the success of the listening learning itself, so this study aims to fill the gap by investigating the learner's perspective and experience on pre-listening activities and their contribution on their listening ability. By analyzing the learner's perspective and experience on the implementation of pre-listening activities, this studies is expected to provide a description on the advantages and contributions of pre-listening activities on listening classroom that may help teachers in understanding the strategies of teaching listening and also provides basis result for future studies related to listening classroom.

METHOD

This study conducted in the form of qualitative study aim at exploring learners' experience on the use of pre-listening activities in listening classroom. Based on Creswell, et.al (2006), qualitative study explore a specific phenomenon in participant's view. The researcher applied

the qualitative design in order to enrich by exploring the participant’s point of view through questionnaire and interview session. Data was taken from 30 English Education Department students at public University in Indonesia who are willing to share their experience through 10 items questionnaire in order to explore how far pre-listening impacted their listening comprehension, the most prominent advantages, and their views on the implementation of pre-listening. These participants were chosen based on their experience on using pre-listening activities during their intermediate level listening classroom. According to Ary (2010), questionnaire is a research instrument in which participant give response to question that indicates their response related to their experience. In this study, researcher use close-ended questionnaire. In order to support the collected data through questionnaire, researcher conducting interviews with the participants. Bolderston (2012) explained interview help to express the participants’ perception on a specific situation based on their point of view. The researcher used random sampling to get the participant in this interview.

RESULTS AND DISCUSSION

Results

Table 1. Learners Perception on Pre-listening Activities

No	Questions	Responses				
		SA	A	N	D	SD
1	Pre-listening activity increase my motivation in learning listening	15. 7	52. 6	26.3	5.2	0
2	I engaged in the listening process more after pre-listening activity	15	55	25	5	0
3	Pre-listening help me predict the information from the listening task	31. 5	52. 6	15.7	0	0
4	Pre-listening activity help me imagine the content of the listening task	26. 3	47. 3	26.3	0	0
5	Pre-listening activity help me comprehend new words related to the task	15	50	25	10	0
6	Pre-listening activities help me understand the listening topic easier	30	30	40	0	0
7	Pre-listening is not effective and it took the main listening activity duration	0	25	40	35	0
8	My listening comprehension improve after doing pre-listening activities	10. 5	42	47.3	0	0
9	I feel more confident in my listening ability after doing pre-listening activity	15	40	45	0	0
10	I think it’s important to do pre-listening activity before the main task	20	60	20	0	0

Discussion

The result of the questionnaire above shows 68.3% of learners (strongly agree and agree) feel that pre-listening had a significant impact on increasing their motivation in learning listening. The majority of the learners acknowledge that their motivation in doing the listening task increase after pre-listening activity as well as their engagement in the listening task proved by

70% of the learners agree that they participate more to the listening process after doing pre-listening activity. This findings is aligned with McDonough et al, (2013) in Tawfeeq (2018) who explained that learners' interest in the upcoming information will increase with the implementation of pre-listening activities and help them engaged in the listening process. It seems that there are factors that still impacting their motivation and engagement in the listening learning, namely learners who still find difficulties in the listening task due to the understanding of the listening task audio. Meanwhile, majority of the learner strongly agree and agree that that pre-listening activities help them predict the information (84.1%) and imagine the context (73.6%) from the listening task audio. Pre-listening such as short introduction to the listening topic could stimulus learners' background knowledge to predict the upcoming information or topic from the listening task (Sarhan and Tawfeeq, 2019). According to the learners, among the pre-listening activities, short introduction to the listening topic is the most used pre-listening activities along with picture description. There are 50% of the learners who agree that the implementation of pre-listening help them in understanding new words from the listening task audio and 30% strongly agree that it help them understand the topic of the listening more. It shows that aside from activating learners' past knowledge, doing pre-listening activity also develop learners new knowledge such as new vocabulary and better understanding about the listening topic. This findings align with the study by Zohrabi, Sabouri, & Behgozin (2015), they explain that pre-listening activities help learners comprehend new word and significantly help them in acquiring the second language. But it seems that there are still difficulties as 10% of the learners disagree with the first statement. They stated that their difficulties the listening task is not the topic but from their understanding of the speaker's accent even after doing pre-listening activity. In this case, the audio chosen in the listening activity is essential. The majority of 52.4% learners acknowledge that their listening comprehension improve after doing pre-listening activity before listening task and most of the learners agree that they feel more confident in their listening ability. This result proving that pre-listening activity have positive impact on learners' listening comprehension. As stated by Win and Maung (2019) in their study that pre-listening activity has significant effect on learner's listening ability, these activity could increase learner's listening comprehension. According to the learner, pre-listening activity help them prepare for the main listening task so they can know what to expect in the listening task audio. However, 25% of the learners think that doing pre-listening activity is not effective in the time management aspect as it took the main listening activity duration. Doing pre-listening activity before the listening task, students have the opportunity to prepare their background knowledge regarding to the listening topic. Moreover, pre-listening activity also give learners time to comprehend new vocabulary related to the listening topic. This is in line with the result of the previous research on pre-listening, stated that it is the first stage of listening process and the most essential part on the success of learner's listening comprehension, this stage help learner put emphasis on the content of the listening task (Win and Maung, 2019). Learner finds the implementation of pre-listening could solves their vocabulary problems in listening since they have the time to emphasize the content before the listening task started. In addition, the learners all agree that pre-listening activities is important to do before getting to the listening task and should be implemented in every listening class. Beside the time management, the learners give positive response to pre-listening activities.

CONCLUSION

The findings of this study shows pre-listening activities have a positive response from the learners for the impact on their listening comprehension. Precisely, learners strongly agree that doing pre-listening activity help learners emphasize the listening topic more as they connect it

with their background knowledge related to the topic. Furthermore, pre-listening provides learners time to comprehend new vocabulary related to the listening topic that could help them in listening task. It is worth noting that aside from activating learner's background knowledge, the implementation of pre-listening activity also help learner's discover know knowledge in the form of new word and better understanding on the listening content that could significantly effecting learner's listening comprehension.

ACKNOWLEDGMENTS

Thank you to the University of Singaperbangsa Karawang who have provided great support so this research can be carried out properly. Then the greatest thank you to the education department students who willingly gave their learning experience that make this research possible.

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