Learners Perspective on the Contribution of Pre-Listening Activities on Learner's Listening Comprehension

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Supplementary Data

A. LITERATURE REVIEW

Nadig (2013) stated that listening comprehension is a process of understanding spoken language and making sense of its information. The process involved understanding speech sound and comprehending the meaning of word. Moreover, listening is a complex process and need specific strategies in teaching the matter because according to Börjesson (2012), individual condition make a difference in listening comprehension.

Listening skill hold important key in communication. According to Richards (2005), listening ability is a key tool for overall English language acquisition and also the main platform of human communication. Listening also can help learner comprehend other English language skill like speaking. It help learners acknowledging the world around them and hold essential elements in forming successful communication (Rost, 2009). To use English effectively, listening ability is the primary skill that EFL learners must acquire.

1. Listening Learning in Language Classroom

In language classroom setting, listening process were used significantly even in other English skill learning process. Goh (2002) explained that in every day communication, listening comprehension took 50% of time than the other English comprehension skill. The statement also supported by Jafari and Hashim (2015), stating that listening contributed more than 50% time of learners in learning English language. However, listening skill is not an easy skill to be mastered especially for Indonesian learners where English is a foreign language. As stated by Prapphal (2003), in Indonesia, listening comprehension for university graduate level is lower than the other three English language skills of speaking, writing, and reading. The problem is caused by the insufficient listening classroom teaching.

Listening process train learners on how to comprehend information and making students get use to English vocabulary and pronunciation. Listening process can be done is a form of media such as audio or video and also done directly by the learners. According to Pauk (1983:17) cited in Nurhidayah (2015), listening learning evaluation follows 5R techniques (Record, Reduce, Recite, Reflect, Review). Through this technique, learners are expected to write all aspect of information that they understood in the listening learning process. In record, learners are expected to cite keywords and important things from the listening topic. In reduce stage, learners have to summarize the listening process. For recite, learners are expected to recall the listening process in their own word. In reflect stage, learners are

expected to connect the new information with their prior knowledge. At the last stage, learners have to review the topic on their learning process.

As a matter of fact, learner with English as foreign language environment face difficulties in comprehending the spoken target language. In order to guide the learner and reach the aim of listening study, it is suggested that listening learning sequences should be divided into three stages: pre-listening, while-listening, and post-listening. Karakas (2002) explained that listening activities such as pre-listening, while-listening, and post-listening can develop learners' listening skill significantly. Pre-listening activities is the first step and the most important step of the listening process, this stage help students put emphasis on the listening content meaning (Win & Maung, 2019).

2. **Pre-Listening Activities**

In order to prepare learners before the listening process, pre-listening activities should be implemented. According to Rost (2016), pre-listening activities is a stage of learning listening process that consist of some short activities in order to encourage learners to receive upcoming information in the listening process. Pre-listening activities could be in a form of discourse framework that provides learners with a platform to connect with the listening topic. With pre-listening activities, learners' interest in the upcoming information will increase and help them engaged in listening process easily (McDonough et al, 2013:78). Renandya and Widodo (2016) showed that the implementation of pre-listening activities is helpful especially for the beginner.

There are several pre-listening activities such as brainstorming, predicting, pre-teaching keywords, picture description, questioning, and story building. Brainstorming is an activity that could help learners producing a lot of ideas about the topic of the listening before the listening process begin. According to Richard (2015), the teacher provide the topic that the learners going to listen and expecting the learners to activate their prior knowledge about the topic so they can come up with ideas related to the listening topic. Predicting, the main function of predicting activity is to engaged learners in the listening process making them think about what they will listen is the listening process. According to Sarhan and Tawfeeq (2019), short introduction about the listening topic could stimulus learners' prediction. Pre-teaching keywords, according to Harmer (2012) pre-teaching keywords is a process of teacher unfamiliar and new vocabulary to the learner that they are going to listen to in the listening process. This activity is used when there are specific word in the listening text that may unfamiliar to the learner. Picture description is an activity that involves teacher presenting the picture related to the listening passage before learners listen to the spoken text and then discussing the relation between the picture and the passage (Richards, 2015). Questioning, the purpose of this activity is to encourage learners to think about the topic presented by the teacher before they start the listening process. In this activity, learners are expected to produce as many questions as possible that related to the listening topic. Story building, this activity encourage learners to activate their imaginative skill. Learners are expected to build a story related to the listening topic and predict the event that might or might not

happening in the listening process. Story building activity usually used a list of pictures in the wrong order and asked the learner to put it together in the correct order related to the listening passage.

3. The Importance of Pre-Listening Activities

EFL learners found some difficulties in listening comprehension since English is not their first language. In this matter, pre-listening help them prepare the basic knowledge before they get into the main listening process. Juan and Floor (2006) stated that pre-listening activities is important to activate learners' background knowledge about the specific topic which the content of the listening passage is about to cover. Pre-listening activities enable learners to comprehend the listening passage and may help them overcome listening difficulties as EFL learner. According to Sari, Marhum, and Usman (2017), pre-listening activities is important in the effectiveness of listening classroom as it raise the learners' engagement in listening class and developing their listening comprehension.

B. QUESTIONNAIRE

1. Questionnaire question/statement

No	Statement	Theories
Q1	Pre-listening activities increase my motivation in learning listening	With pre-listening activities, learners' interest in the upcoming information will increase and help them engaged in listening process easily (McDonough et al, 2013:78)
Q2	My interest in the listening topic increased after pre-listening activities	
Q3	Pre-listening activities help me predict the information I will hear in the listening task.	Short introduction about the listening topic could stimulus learners' prediction (Sarhan and Tawfeeq, 2019). Pre-listening activities is important to activate learners' background knowledge (Juan and Floor, 2006).
Q4	Pre-listening activities help me imagine the content of the listening task.	
Q5	Pre-listening activity help me comprehend new words related to the task	Pre-listening activities help learners comprehend new word and significantly help them in acquiring the second language (Zohrabi, Sabouri, & Behgozin, 2015).
Q6	Pre-listening activities help me understand the listening topic easier.	
Q7	Pre-listening duration is not effective and it took the actual listening activity duration.	
Q8	My listening comprehension improve after doing pre-listening activities.	Pre-listening activities is important in the effectiveness of listening classroom as it raise the learners' engagement in listening class and developing their listening comprehension (Sari, Marhum, and Usman, 2017).
Q9	I feel more confident in my listening ability after doing pre-listening activities.	
Q10	I think it's important to do pre-listening activities before the main listening task.	

2. Learners' responses

Participant	Date	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	04-07-22	Neutral	Neutral	Strongly agree	Agree	Disagree	Strongly agree	Neutral	Neutral	Neutral	Agree
2	04-07-22	Neutral	Neutral	Agree	Agree	Agree	Neutral	Disagree	Neutral	Neutral	Neutral
3	16-07-22	Strongly agree	Agree	Agree	Agree	Agree	Neutral	Disagree	Agree	Agree	Agree
4	16-07-22	Agree	Agree	Agree	Agree	Agree	Agree	Neutral	Agree	Agree	Agree
5	16-07-22	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
6	16-07-22	Agree	Strongly agree	Agree	Strongly agree	Agree	Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree
7	16-07-22	Agree	Agree	Strongly agree	Strongly agree	Agree	Agree	Neutral	Neutral	Neutral	Agree
8	16-07-22	Strongly agree	Agree	Agree	Agree	Strongly agree	Agree	Agree	Strongly agree	Agree	Strongly agree
9	16-07-22	Agree	Agree	Strongly agree	Strongly agree	Neutral	Neutral	Neutral | Disagree	Neutral	Agree | Neutral	Strongly agree
10	16-07-22	Agree	Neutral	Neutral	Neutral	Agree	Agree	Agree	Neutral	Neutral	Agree
11	16-07-22	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Disagree	Agree	Agree	Agree
12	16-07-22	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Disagree	Agree	Agree	Strongly agree
13	16-07-22	Agree	Agree	Strongly agree	Neutral	Agree	Agree	Agree	Agree	Agree	Agree
14	16-07-22	Neutral	Agree	Agree	Agree	Neutral	Agree	Neutral	Neutral	Neutral	Agree
15	16-07-22	Agree	Agree	Agree	Neutral	Agree	Strongly agree	Agree	Agree	Strongly agree	Agree
16	17-07-22	Agree	Agree	Agree	Agree	Neutral	Neutral	Neutral	Agree	Strongly agree	Agree
17	18-07-22	Neutral	Neutral	Agree	Agree	Agree	Neutral	Disagree	Neutral	Neutral	Neutral
18	18-07-22	Agree	Agree	Agree	Neutral	Neutral	Neutral	Neutral	Agree	Agree	Agree
19	18-07-22	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree	Strongly disagree	Neutral	Strongly agree	Strongly agree
20	18-07-22	Disagree	Disagree	Neutral	Agree	Disagree	Strongly agree	Disagree	Neutral	Neutral	Agree

C. TRANSCRIPT INTERVIEW

How was the implementation of Pre-listening activities in your listening classroom?

S1: *biasanya dosen menjelaskan terlebih dahulu belum kelasnya mulai kita bakal melakukan tes bagian mana, kita bakal ngelakuin listening part yang mana.*
(Usually, before the class started our professor explain first about what part of the test that we are about to do or what part of the listening task).

S2: *aktivitas sebelum pembelajaran listening di kelas kami itu bisanya dikasikan arahan-arahan atau konteks yang nantinya akan kita pelajari di listening itu.*
(Pre-listening activity in our class usually we get sort of instructions or context of what we will learn in the listening task).

S3: *ada ngasi gambar gitu yang mungkin nantinya relate ke topik listening yang bakal di bahas.* (We get pictures that maybe related to the listening topic what we will be discussed).

Please mention what kind of pre-listening activities that was used in your class?

S1: *biasanya membaca topic yang bersanguktan terlebih dahulu.* (Usually, read a topic related (to the listening task) first).

S2: *biasanya kita di beri gambar untuk menjelaskan konteks listening yang akan kita pelajari.* (Usually, we grt pictures to explain the context of the listening task that we we're about to learn).

S3: ada juga speaker yang ngejelasin tata cara ngerjain soal nya sama ada struktur soal.

Did you think pre-listening activities were effective on developing your listening comprehension? Why?

S1: *kalau efektif atau tidak nya tergantung individu masing-masing ya, kadang ada orang yang mengerti langsung tanpa dijelaskan, ada juga orang yang masih bingung jadi harus dijelasin apa sih topic nya itu.* (Effective or not, it's up to the individual themselves, sometimes there is a person who understand right away without any explanation first. But there is also person who still confused so they need explanation about the topic).

S2: *menurut saya efektif karena kita bisa tau materi apa atau kontek apa yang akan kita pelajari.* (For me it was effective because we can knows what topic or context that we are about to learn).

S3: *untuk saya sih efektif, alasannya karena jadi membuat lebih mudah jadi kita tuh sebagai pendengar bisa ngebayangin dulu sebelum ngebahas topik nya tuh kira-kira bakal relate kemana.* (For me it was effective, the reason is because it make easier so we as the listener can picture first before discussing the topic to know where it relate to).

Is there any disadvantage on pre-listening activities?

S1: *menurut saya kurang nya kaya memakan waktu yang cukup lama ya kalu misalkan ada orang yg ga ngerti jadi dosen harus ngejelasin berulang kali.* (For me the

advantage is it took so much time, for example, if there is a person who don't understand the professor have to explain it again and again).

S2: *tidak ada disadvantage.* (There is no disadvantage).

S3: *kalau saya sih gak ada karena selama ini selalu ngerasa itu lebih mempermudah aja.* (For me there is none because I feel it make listening easier)

What's your difficulties in learning listening?

S1: *kesulitan nya paling kalo misalkan audio nya diputar cuma sekali, terus terlalu cepet, dan mungkin peraudio itu beda aksen jadi suka bingung.* (The difficulties maybe if the audio only played one time and if it was too fast or maybe when the adio had different accent).

S2: *kalau dari saya sendiri aksen ya, aksen itu suka bikin saya bingung kalo udah british gitu susah kita cerna.* (For me it was the accent, accent often made me confused especially if it were British it's so hard to understand).

S3: *kesulitannya mungkin ada beberapa word gitu yang missed terus kadang-kadang intonasinya juga bikin bingung mungkin karena kurang vocabulary juga sih.* (the advantage maybe there are some words that missed and then sometimes the intonation often confusing maybe that was because my lack of vocabulary).

Is pre-listening help you deal with the difficulties?

S1: *cukup membantu jadi walaupun tidak telalu terdengar atau mungkin samar-samar tapi ketika sudah di jelaskan jadi kita bisa ngerti.* (It is helping enough, so even though I can't hear the audio clearly if it were already explained we could understand).

S2: *kalo menurut saya sama aja yak arena kalo saya mau menghilangkan kelemahan itu saya harus banyak-banyak mendengarkan bahasa inggris yang menggunakan britsih accent jadi menurut saya pre-listening ini kurang membantu.* (For me it's still the same because if I want to erase my difficulties I have to listen to British accent English audio as much as possible, therefore for me pre-listening is not enough).

S3: *menurut saya lumayan membantu karena yaitu tadi bisa ngebayangin dulu kira-kira tentang apa.* (For me, it was helpinh enough because we can picture/imagine first about the listening topic).

Do you think it's important to implement pre-listening activities in every listening classroom? Why?

S1: *penting banget karena yaitu tadi yang saya bilang ga semua orang paham, mungkin nanti adanya kendala ketika listening class berlangsung.* (Very important because as I stated earlier not everyone understand, maybe there will be a difficulties in the listening task).

S2: *sangat sangat penting karena ya itu tadi kita jadi tau konteks materi yang akan kita pelajari.* (Very important because we can know the context of the topic that we are about to lear).

S3: *cukup penting karena mempermudah jadi kita bisa bayangin dulu gitu.* (Important because it make listening easier so we can picture the topic first).