

THE EFFECTIVENESS OF IMPLEMENTING LISTENING JOURNALS ON THE DEVELOPMENT OF STUDENTS' ACTIVE LISTENING

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Abstract

The purpose of this research is to present the reader with an overview of students' understanding of the use of listening journal (LJ) media in the development of students' listening ability. The researcher employs descriptive qualitative techniques and collects data via the use of questionnaires and interviews. The participants in this research were thirty students from the fourth semester of the English Education Department at Universitas Muhammadiyah Sorong. Due to the implementation of LJ practice, participants must watch videos of a speaker's narrative of information to complete the process. Then, start with constructing and summarizing the elements that will be included in the LJ template. Findings from this research include the capacity of students to complete LJ and the hurdles they face. First and importantly, the findings show that certain students' abilities, such as listening, pronunciation, vocabulary, and English speaking have improved. The second result is that there were hurdles to finished LJ, such as difficulty completed LJ, pronunciation that was too fast, an accent, and a video that is much too lengthy in duration. In order for the findings guide to future researchers who want to investigate the same research topic in greater depth using various samples and tools.

Keywords: Listening Journal, Active Listening, Listening Skill

INTRODUCTION

Speaking is a representation of language learners, and it provides a measure of their capacity to listen to how the phases of developing one's English communication abilities may be carried out successfully in a person. According to Harmer (2007), The method people acquire which people acquire the capacity to communicate is complicated. Communication is required whenever someone wants to communicate anything or information; consequently, the appropriate input and output are required to ensure that the goal and purpose of communicating information are effectively absorbed. Additionally, it may be inferred that speaking and listening combine to form a single entity capable of fully comprehending a foreign language.

This occurrence demonstrates how critical it is to develop strong listening skills to develop strong English-speaking abilities. The researcher discovered that students in the first and second semesters struggled to listen to discussions or instructions supplied from video or audio, affecting their ability to comprehend the text and follow the instructions offered. Based on preliminary findings, the researcher suggests that a technique or media assist student listening skills to overcome students' difficulties. Regarding the previously mentioned above, the researcher offers media in the form of a listening journal, a template or a worksheet that is often used to intensify listening comprehension skills. Several instances of research that have been conducted utilizing listening journals include the following: (Schmidt, 2016; Calero Vallejo, 2018; Ruiz Nascimento, 2018). These researchers mention that listening journals benefited students in the listening activity. In this research, the researcher wants to investigate the

implementation of a listening journal to assist students in achieving their listening skills. Constructed on the description before this research can be formulated in the following question; what is the employment of listening journals on developing students' active listening? and what are the barriers during implementing the Listening Journal? The researcher was included several categories into the draft listening journal, modernizing them into critical aspects that must be completed.

Literature Review

The use of technology devices in classroom settings has increased mobility and provided chances for both students and teachers to adjust their schedules. Additionally, using technology in EFL classrooms helps students learn a foreign language and enhance their enthusiasm and confidence (Abdulrahman, 2016). The use of some technology relating classroom activity was Fauzi & Angkasawati (2019) mention about the custom of listening logs in Whatsapp contributes important progress within listening understanding to EFL learners. They said that this listening log become beneficial media for helping hearing comprehension about the information. Gilliland (2015) mention that listening logs are a regular task for students to keep track of their involvement in outside-of-class activities. A student must choose a range of sources, record the content, and evaluate their understanding of each piece of information they listened to in a listening log. Other researchers also mention the benefit of listening log. Kemp (2010) claim that writing log motivated students for self-directed learning, including the capacity to analyze one's own performance and take action on the judgments they make. Listening journals and logs are the same template for students who want to deeper comprehend a video by writing their thoughts as they watch it. The only thing that separates these two templates is their names and appearances.

The use of authentic material in listening, such as video or audio from youtube and other instruments, gives real activity for students to develop their listening skills. Report from Polat & Eristi (2019) mentions that the result indicated that realistic video materials based on actual language and communication examples are extremely beneficial in developing English listening abilities and reducing foreign language listening fretfulness in learners with A1 and B1 levels of English competence. Likewise, other researchers also applied Waer, H. W, 2019; Saputra, D., & Akib, M, 2021; Rohmatika (2021). These previous studies analyzed the literature on the advantages of listening journals and emphasized particular topics relating to teaching listening in the EFL classroom.

Definition of Listening

Understanding does not occur due to what the speaker says: the listener plays a vital role in activating various types of knowledge, applying what people know to hear, and attempting to grasp what the speaker means (Anderson et al. 1988). Numerous researchers have explained listening; Rost (2002) described the hearing as a sophisticated interpretive process in which listeners fit what they hear with what they already know. Moreover, Jafari and Hashim (2015) highlighted that hearing is a route for intelligible input and that more than half of the time learners spend learning a foreign language is spent listening. Receiving what the speaker says, producing and exhibiting meaning, determining the fair value with the speaker and replying, and constructing definition via immersion, creativeness, and sympathy are completely part of the listening activity. One of the activity related to increasing listening skill was rewrite the text whilst listening audio or video (Akib & Saputra, 2019). Brown (2006) mentions two processes involved in creating intelligible input (i.e., in listening comprehension): top-down processing and bottom-up processing. In addition, using past information and experiences that are

comparable to the new input in order to comprehend it is known as top-down processing. It entails guessing and inferring the new input. Otherwise, bottom-up indicates that we use our knowledge about language aspects such as sounds, word meanings, and discourse markers to interpret the input in more depth (Fauzi & Angkasawati, 2019).

Listening Journal

The listening journal is an effective way to enhance one's listening comprehension. Students utilize a listening journal to record detailed and lengthy notes during listening practice and provide material for reflection on the listening process, Schmidt (2016). Following the above perspective, the listening journal is frequently adopted throughout the process of concentrated listening. Assisting students in efficiently managing their listening capacities is contingent on their ability to assimilate information about the content.

Following are some examples of studies that reference and utilize listening journals as a strategy for enhancing students' listening skills: (Waer, H. W, 2019; Calero Vallejo, 2018; Ruiz Nascimento, 2018). In their study, individuals often use listening journals as a management tool for personal journals in listening skills. Furthermore, they believe that students will reflect on and assess their talents via the diary. A listening journal is one of the media that students may utilize to assist them in overcoming the issue of poor listening abilities. (Yusantika, 2018) Mentions that well-produced media may be used to raise students' excitement for learning, which can lead to improved learning results. Similar to the research above, other conclusions from Liando et al, (2018) found that students majoring in English improved listening abilities after seeing English films rather than reading Indonesian texts in their classrooms. When it comes to assisting pupils who are still developing their listening abilities, the film is one of the mediums that may be used.

METHOD

It was conducted at the Universitas Muhammadiyah Sorong in Sorong, West Papua, Indonesia. This study employs a qualitative method and used descriptive research approach. In this instance, the meeting with the research subject, the focus group discussion process discussed the procedures for filling out LJ. The first step participants hearing the video or audio that was given to them and made a note regarding the critical information, the next step was to complete LJ activity and fill out research questionnaires regarding the process throughout the coronavirus 19 situation. Therefore, all of the implementation processes put measures to prevent the spread of the covid 19 virus. The research respondents included undergraduates of the English Education Program who have been in the fourth semester, with roughly fifty persons. In this research, the authors employed questionnaires and interviews to gather data, which would then be examined using the results from both instruments. This research intends to investigate utilizing listening journals to enhance students' listening skills. To assess the results of questionnaires and interviews using the method by Miles et al theory that followed data collection, data display, data reduction and the last steps was concluding/drawing/verification. (Miles, Huberman, & Saldana, 2014).

RESULTS AND DISCUSSION

Results

The result from questionnaire and interview shows that there are two main categories related with the implementation of listening journal, they are; students listening ability and barrier during carry out listening journal.

Students ability toward listening Journal

Table 1.
Number of Students ability improvement relating use of listening journal

	SA	A	N	D	SD
Listening	17%	43%	40%	-	-
Pronunciation	17%	53%	20%	10%	-
Vocabulary	17%	67%	13%	3%	-
Speaking	6%	47%	37%	10%	-

Barrier through carry out listening journal

Based on quisioner that researcher employed, participants mention some problem faced they are; lack of vocabulary, the speed at which the speaker speaks, accent of the speaker, pronunciation and the runtime of the video.

Discussion

Based on the findings above, researcher would describe each categories related the use of listening journal. There are two findings that would be discuss bellow, students ability toward listening Journal and barrier through carry out the LJ.

Students ability toward listening Journal

According to the findings, there were four areas of improving students' abilities when utilizing a listening journal, namely; listening skills, pronunciation, speaking, and vocabulary development. The explanation of each results illustrates that students' listening abilities improve as a result of participating in a listening diary exercise. Students strongly agree with this statement in 17% of cases, followed by 43% of students who agree with this statement and 40% of students who are netral on this statement. Meanwhile, based on the interviewed result student FL remarked, "*after finishing the LJ activity, I felt much more comfortable hearing that the speaker in the video is native.*" This statement shows that, when completing this journal, it felt comfortable to hear audio or video where the speaker is from a native nation. This research is related to research from Lee & Cha (2017); they assert that Students developed an understanding of their listening skills and grew used to listening to several different listening materials. In addition, students often remarked that keeping learning logs helped them build their confidence in their listening skills and manage their education more effectively.

Among the other findings, 17% of students strongly agreed that their pronunciation had improved, while 53% agreed, 20% of students answered neutral, and the last other students declared 10% have disagreed with this argument. "*Because we listen to everyone who speaks English and acquire a lot of new terminologies, we are well-versed in the language,*" students said in an interview segment. Constructed on questionnaire and interview, students mentioned that their pronunciation enhanced during completed LJ.

Speaking ability became another aspect that students touched better after ending the LJ task. Based on the questionnaire results, 6% strongly agreed with this statement, 47% of students agreed, 37% mentioned neutral; however, 10% of students states disagreed. Students who disagreed had been interviewed comment *“when the context of a video were complex statement, it is hard to comprehend since it is unclear”*. She said that during listening the video and written the LJ founds the complicated speech, it was difficult to follow and raise her speaking ability. Furthermore, students who mentions agreed as dominant answer for this report was interviewed claims that *“After watching every video a few times, I have remembered a few sentences despite realizing it.”* Other student said that *“yes, I find it helpful to pronounce and speak English because I memorized it by myself without memorizing it”*. Both students said that watching the video and doing LJ exercise was beneficial to improving their speaking abilities without recognizing that they had memorized several phrases and sentences on their own.

The last findings from this research were vocabulary aspect that was enlightening done by utilizing the LJ exercise. 17% of students strongly agreed with this question, 67% of students agreed, 13% of students neutral, and only 3% of students disagreed. Constructed by the questionnaire in this statement, most of the students claimed their vocabulary was progressing throughout the watching video and did LJ exercise. It was related to the interview that students who answered agreed said, *“I find it beneficial to learn to speak English by listening journal since I learn new vocabulary with each new track.”* Other student also argued *“yes, since the listening journal allows me to hear and see new terms, that helps me to improve my vocabulary and make it easier for me to communicate in the future.”* According to the students’ responses on vocabulary expectations that spreading while finishing the LJ exercise, it was accepted that watching and doing LJ provided the beneficial activity for students promoters.

It was challenging to find beneficial resources for students to improve their competence in English language skills. However, it was not difficult if the instructor or educators brought the appropriate material for each attribute of the students. Through LJ, students can listen while watching the video and write the fitting words or sentences using this template. The findings above mention several advantages: listening skills, pronunciation, speaking, and vocabulary growth. This research are related with other research finding from Gonulal (2020) he stated that rigorous listening practice using podcasts and vodcasts was very beneficial not just in helping students progress as L2 listeners, but also in improving their pronunciation talents and understanding of vocabulary and phrases. Moreover, there was another finding that student stated *“my writing abilities are gradually improving”* It was indicated LJ activity made students ability development regarding the writing ability,

Barrier through carrying out listening journal

Based on this study’s findings, using a listening journal helps students enhance their listening comprehension significantly. Nevertheless, there are Obstacles through accomplishment listening journal; lack of vocabulary, the speed at which the speaker speaks, accent of the speaker, pronunciation and the runtime of the video.

Following the hurdles, students found it challenging to finish LJ because of a shortage of vocabulary. According to the students’ interview results, *“I cannot grasp what the speaker said, perhaps because my vocabulary is so little.”* Students reported their lack of vocabulary and inability to recognize the video. Similar to a study by Lee & Cha (2020) The most often identified barriers to comprehension by listeners were vocabulary become the two high of difficulties than other aspect.

The speed at which the speaker speaks was the increase in the number of students' opinions on their listening capacity by the high and was most frequently stated as a challenging factor to understand the entire story. Students' mention that *"the video's tempo was too quick for me to get the gist of what was going on"*. As a result, even students at the most middle levels had difficulty comprehending what the speaker was saying at times. Some advanced students said that they practiced listening almost every day in order to improve their comprehension.

Results showed that accent of the speaker was the other aspect that students felt challenging to comprehend the video. A few students said that *"it's difficult for me since I'm unfamiliar with the British accent"*. They found it more challenging to grasp the content, which featured some discussions with British accents that were unfamiliar to them, than listening to material with American accents.

Additionally, pronunciation was the aspect that students felt increasing. Unfortunately, the pronunciation was another barrier for them to comprehend the video and finish the LJ template. The following are the remarks of a participant who was interviewed and said *"although there are no challenges in filling out the listening journal, it is occasionally difficult to interpret or catch the pronunciation of the words."* Regardless of their listening abilities some students also took down every detail about what they were seeing, including the main actor's looks, behavior, and particular conflict scenarios.

The duration of the video was the outcome; a few students expressed dissatisfaction with the video's length, which was deemed excessive. *"When I am listening to the video, and it is longer than 15 minutes, it makes it hard for me to comprehend what speaker means; maybe the video was so lengthy."* According to this assertion, if a video is more than 15 minutes long, students will not comprehend what the speaker is trying to convey. Following the findings of Chen (2016) investigation, it is stated that one of the challenges faced by students had been a lack of attention. It was feared that the length of the video might interfere with students' ability to concentrate.

The major objective of this research is to gather information on students' self-reported of their listening performance by used the listening journal template. The student replies that can be observed from these two indicators demonstrate that most of the students agree and can be claimed to attain the learning goals seen from the interview sections that completed the LJ gave constructive activity to progress students' listening skills. Same whit the research from Galloway and Rose (2014) claimed that student reflection on their ELF interactions and development of information and communication skills was less successful in the use of listening journals as an educational tool that exposing students to different Englishes.

CONCLUSION

Based on these available data, it can be assumed that students showed a positive response regarding their perception of listening journal to the usage of the video content that takes a scientific approach to comprehend listening is attractive excellent because based on the findings of the interview and the proportion of students who comprehend. Moreover, the listening journal template has several points that prepare students for completion throughout watching the video or audio. Students' capability against listening essay claimed LJ became the appealing tool for progressing listening action: listening skills, pronunciation, speaking, and vocabulary development. Additionally, Students' obstacles in maintaining the listening journal were lack

of vocabulary, speaker's speed, accent, pronunciation, and video length. Furthermore, students will be more inclined to engage in autonomous listening using listening journal by providing an enjoyable task. Students should actively contribute to their listening exercises. Further research, researchers should perform a deeper investigation on independent listening utilizing listening logs in the future because the issue is still infrequently explored.

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