

## The Effect of Listening Journal on Speaking Ability

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### Abstract

This study examines the effectiveness of using listening journals to students speaking ability. At this moment, researchers were used the listening journal to facilitate learning how to speak. The researchers tested what the effect of the treatment would be on students' speaking abilities. The participants consist of 11 male and 39 female English education students from the Universitas Muhammadiyah Sorong. Data was gathered using a test to determine the students' speech level. This research was under descriptive quantitative, using a pre-experimental design with a center on the sort of one group pretest-posttest design. The information were displayed by the significance of hypothesis testing which appears that the Sig. (2-tailed) the significance of the report is 0.000 less than the level of value 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. The results showed that there was an impact use of listening journal media on students' speaking skills.

Keyword; *listening journal, speaking ability*

### 1. Introduction

A language learner does not differentiate the ability to communicate, as communicating is a productive ability. Productive abilities are indicative of the capacity of an individual to learn a language, while self-confidence. Part of the bravery to appear is another part that gives the motivation to be able to communicate. When language learners view themselves as deficient and restricted in language, self-confidence may be negatively affected. (Park and Lee, 2005).

In addition, the understanding of speaking, which is a continuous flow of trust in speaking, becomes a subject to be explored that is still important. In the meantime, the explanation results from Leong & Ahmadi (2017) have presented reviews and found signs that, despite having adequate linguistic abilities, learners including low self-confidence, high fear, and low enthusiasm had extreme problems in speech abilities. Their paper illustrates that it is simple and successful for students who have high motivation and low anxiety to talk. Speaking is also a benchmark for language learners and is a barometer of English speaking ability. How the phases of the ability to speak English will act well in an individual. According to Harmer, (2007) in humans, the competence to communicate may be a complicated practice. When they want to communicate something or information, someone needs connectivity and need to be sufficient input and output so that the intent and intention of transmitting information can be properly absorbed.

Another view from Torkey (2006) Speaking is described as part of a mutual activity, containing the correct interaction of opinion, information, or emotion processes. This top-down stream sees the talked content as portion of an organization between two or more people to share time and meaning. As research from Krebt (2017), His study examined the influence of role-playing as a classroom technique on the speaking skills of Iraqi EFL students in Iraqi EFL students at the college level, which showed a substantial improvement in the experimental group's speaking skills. In the use of role-playing strategies, two classes varied significantly. In other research from Zuhriyah (2017), the study data obtained from the results of collaborators' observations and speaking tests are recorded. The findings showed that after the application of storytelling, there was an improvement in the speaking abilities of students. In the second cycle, the findings of speaking test clarified that the speaking features of the students had improved well. Students' understanding, fluency, vocabulary, grammar, and pronunciation can be enhanced by storytelling. Thus, it could be said that storytelling can promote speaking abilities of students.

Demonstrated from several current studies that speaking behavior is an inseparable part of listening practices. To provide important feedback from two activities and become the starting point for students to speak. One example of results from research, such as the use of multiple media in enhancing listening abilities Akib and Saputra (2019), found the use of the dictogloss method in learning has a

positive effect on listening ability. In this research, through the use of the digtogloss method, students had a positive influence on their listening ability. Therefore, listening activity on this frequently becomes part of supporting students through listening journals as a result that it becomes a tool for organizing students to prepare for improving the English speaking development.

This phenomenon illustrates the importance of developing good speaking skills in English. The ability to monitor students' self-confidence and ability to communicate at the basic level is very critical in promoting the next process at a higher level. In the study observation process, it was found that students had difficulty maintaining their English speaking skills in the first and second semesters. Based on the researcher's observations, the researcher concluded that a method or treatment was needed to help develop speaking skills because the students could overcome these problems. Listening journal is a tool that is commonly used to develop deep listening skills, examples of research using listening journal involve Schmidt (2016), Calero (2018), Ruiz (2018). Meanwhile, in this case the researcher chose to implement and see whether the listening journal was able to help students develop their speaking skills. The researcher can apply several categories to the draft listening journal and then it becomes an additional point in the student's speaking ability.

### Literature Review

In this research, several related research findings have been used as reference material in recent decades. Some researchers were implementing and describing the advantages of practicing the use of listening journals, which are learned when the student commands have been used and details are acquired. Fauzanna (2017), the results indicate that extensive listening has helped them develop their vocabulary and appreciate the meaning of several different sources. Students' practices with expressing their learning also helped them develop their listening skills, significantly in relation to improving vocabulary also pronunciation. Additionally, the usage of such original information has been supported and offers a range of topics that students can choose to include when selecting the sample from the websites. Other content with an increase in complexity is recommended to anyone with the only video or audio as it includes a variety of post-listening practices.

Further research from Calero (2018) finds that using listening journals, learners are introduced to authentic auditory stimuli and throughout this way, can carry out and build their listening skills and as an output, develop their vocabulary, strengthen their speaking skills and understanding a language. In his research, the results showed that the listening journal could help students upgrade their speaking skills and better language acquisition. Furthermore, Chen (2019) This research summarizes the output that students can learn how to use listening journals to learn how to prepare their listening, track their comprehension, solve complex problems, and analyze the results. In specific, students felt it was helpful, however, some students thought it was too time-consuming.

Ruiz (2018), the practice positively influenced students and allows them to feel more competent to attend a course in English. Findings indicate they demonstrated fewer resistance to listening abilities than they touched extra relaxed, confident, and well planned to join lectures and courses of English. Based on Hatakeyama's study, while listening journals are being used to make assignments, it was found that students particularly liked it was used, and also that students were free to select the types of videos they wanted to listen about. Students may browse videos based according to their style and their level of English, (Hatakeyama, 2011). The results reveal that the preservation teachers have taken the lesson, without ever taking listening as a core aspect in teaching methods relevant to class discourse facilitation.

The listening journal task made them start to think deeper about hearing and multiple meanings and modes of the proceeding; at the end of the semester, many still wrote about their journeys with listening and it's not the role of listening as a central factor in fostering class expression and learning, (Harkness & Wachenheim, 2007). Referring to each of the aforementioned research, there are parallels and variations of this research. The similarity is the usage of media or instruments including listening journals, while the distinction the usage of listening journals for speaking skills. The researcher seeks to find the impact of utilizing journals on the speech abilities of students.

### Listening Journal

Listening journal is a tool particularly for improving listening skills. The usage of listening papers in the study carried out by (Katchen, 1996). According to Katchen, the common usage of listening

journals is meant to support students develop their listening practice and improve their listening abilities. While the results of the use of listening journals by Galloway & Rose, (2014), the findings reflected the current use of English by learners, the purpose behind the collection of content for the newspaper and their reflection. The research indicates an advantage not only by utilizing listening journals to better educate of English environment, but also demonstrates drawbacks like the worsening of perceptions and a propensity to focus on behaviors against various forms of English rather than the effectiveness of ELF interaction. Schmidt, (2016) expressed listening Journal is a book used by students to document descriptions of listening and to draw on listening interactions. Referring to the aforementioned understanding, listening journals are also used in active listening. Helping students manage their communication abilities correctly, appropriately, and thoroughly.

Several researchers use listening journals equally an instrument to improve student listening skills Galloway & Rose (2014), Fauzanna (2017), Ruiz (2018). In their research, generally using listening journals as a tool in managing individual diaries in listening skills. Chen (2007) her results through enhancing technology college students' English listening comprehension by listening journals, in this research, successful results were obtained in the English learning method by utilizing listening journals as separate tasks. The students feel supported and strengthened in several areas including learning, vocabulary development, and English pronunciation technique. Additionally, the researchers felt that through listening journals students could reflect on themselves and evaluate their abilities.

### Definition of Speaking Skill

Speaking is one of four language acquisition abilities. To verbally communicate thoughts, emotions, and replies, strong communication skills are needed in order to accomplish everything they want. According to Thornbury speaking is a method of communication and activity to convey intent to others both prepared and unplanned and depending on the circumstance those who will be in (Thornbury, 2005). Speaking skill is a simple understanding of language and able to use, comprehend, and talk the language. According to Nunan (1991), Language learning progress is dependent on the willingness to speak in the language. Speaking is an absolute condition for pronunciation or communication abilities which requires multiple proficiency requirements. Brown believes that there are four components of speech skills mastery, including fluency, accuracy, pronunciation, and vocabulary (Brown, 2001).

Speaking in class practically allows students the chance to interact with other classmates. However, educators also face some challenges in offering learners the ability to talk. In research conducted by Bahrani & Soltani (2012) It was noticed that the language learners had no interest in speaking itself. These are just some of the challenges confronting teachers of broad groups while teaching class. In this study, it has been noticed that several learners are still reluctant to talk in the classroom, particularly in a classroom together with a huge quantity of students.

Language is essentially talking, and language is sound contact. Speech techniques are utilized everywhere by a learner in their conversation, which may be in school either out. Such ability involves multiple repeats; it is primarily called a thought method in nervous. It provides the opportunity to submit and receive messages. In addition, Adhikari, (2010) suggested that students can learn how to utilize accessible audiovisual services library and tools for concentrated and unfocused speech practice, such as English news outlets, English films, English TV and radio, CD-ROM dictionary, etc. Moreover, Brown and Yule (1983) also identify linguistic functions. The first is the role of the transaction, which is the processing of knowledge, while the second is the feature of direct communication, the main purpose of interactions to strengthen community connections.

## 2. Methods and Design

### Research Design

In this research, using a pre-experimental design with a focus on the form of one group pretest-posttest. This kind of study twists the condition before and after treatment (Arikunto, 2010). In this design, a pre-test and post-test are provided during treatment. The preliminary examination is used to assess the initial capacity to communicate before implementing the usage of a listening journal and to determine the final ability of students after utilizing listening journals. This study was carried out at the Universitas Muhammadiyah Sorong. The study will be undertaken between July to October 2020. This

research is being done face-to-face in the classroom, but the research project is not feasible face to face with the Covid 19 pandemic and therefore actually occurs due to an online section.

#### Instrument and Participants

In this analysis, only one form of instrument, namely a test and data will be acquired from the student pre-test and post-test reports. Participants in this research were the second semester of English Education students from the Universitas Muhammadiyah Sorong academic year 2019/2020. The total numbers of the participants were 50 learners was categorized into 11 male and 39 female students.

#### The procedure of Research

The type of research used for this purpose is pre-experimental design, incorporating the following steps; firstly, during pre-test researchers organize students at the ZOOM meeting and share the goals and objectives of research. Then conduct the pre-test in the form of observing students talk for three minutes and evaluating the results, this process may take place online. Secondly, through treatment researchers were distributing listening journals in a soft file format such that they are simple to use and include explanations of how to do this. A video/audio recording was then sent to the students to write down the important information found in the recording and as a way of objective analysis at home. In comparison, this operation lasted for four meetings. The last, after the final treatment is finished, a post-test would be provided to assess the progress of the student's ability to use this tool in the context of a listening journal.

#### Data analysis

The objective of this research is to establish the impact of the use of listening journals on developing students' speaking skills. This study uses one group pre-test/post-test research design. To achieve the pre-test and post-test data, the researchers used the Brown & Abeywickrama assessment criteria (2010). In addition, the pre-test and post-test data will be processed using SPSS version 25.

### 3. Result

The study data were evaluated using the following statistical method: from the pre-test and post-test results, t-test scores were determined for the students' language abilities to see and explain the effect of the research hypothesis.

Mean scores were compared; where the average pre-test score was 62.16, while the post-test score was 71.06. This indicates that there are differences between the pre-test and post-test ratings of these results. These details can be described in Table.1 below:

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	50	62.16	7.590	50	78
Posttest	50	71.06	9.139	50	90

Table.1 Descriptive statistics

#### Test of Normality

The normality test obtained by researchers from the findings of the SPSS 25 analysis can be seen in the table.2 below:

	Pretest	Posttest
N	50	50
Normal Parameters <sup>a,b</sup>	Mean	62.16
	Std. Deviation	7.590
Most Extreme Differences	Absolute	.146
	Positive	.106
	Negative	-.134
Test Statistic	.146	.134
Asymp. Sig. (2-tailed)	.010 <sup>c</sup>	.026 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table. 2 Test of Normality

The data presented in the table above demonstrates the pre-tested findings with an absolute value of 0.146. When contrasted with the Kolmogorov table in sample  $N = 50$ , i.e. 0.192, then  $0.146 < 0.192$ , i.e. the data is normally distributed. This is shown by the effects of the SPSS probability test, which is seen in the Asymp. Sig. Sig. (2 tailed) the value is 0.010 where  $> 0.05$ , which means that the data is usually distributed. Likewise, with the findings of the post-test, the actual value is 0.134. For a relation in the Kolmogorov table of sample  $N = 50$ , i.e. 0.192, therefore  $0.134 < 0.192$  which implies that the data is usually distributed. At the value of Asymp. Sig. Sig. (2 tailed) the meaning is 0.010 where  $> 0.05$  implies that the data is usually distributed. Data is normally distributed. On the results of the estimation of the SPSS.

Test of Homogeneity

The findings of the homogeneity test were obtained by the researchers as seen in Table.3 below:

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Students score	Based on Mean	.422	1	98	.517
	Based on Median	.254	1	98	.616
	Based on Median and with adjusted df	.254	1	89.193	.616
	Based on trimmed mean	.432	1	98	.512

Table. 3 Test of Homogeneity

The homogeneity evaluation was conducted on pre-test and post-test results. The requirement is if the significance value was  $> 0.05$ , two data variants were the same or homogeneous, whereas if the significance was  $< 0.05$ , two data variants were not the same or were not homogeneous. In data search for homogeneity of variances, the Sig. Based on the mean of  $0.517 > 0.05$ , it can be inferred that the data were similarly or homogeneously distributed.

Test of Hypothesis

Hypothesis checking is achieved through two paired sample tests. The purpose of this experiment was to prove whether a listening journal helps assess students speaking skills. Before checking the theory, the first hypothesis postulated, namely;

H0: there is no effect on the use of listening journal on speaking skill

Ha: there is an effect on the use of listening journal on speaking skills

According to Santoso (2017), the principal decision making in the sample t-test based on the significance value (Sig.) of SPSS has always been; if the value is Sig. ((2-tailed)  $< 0.05$ ), then H0 is rejected and Ha is accepted, otherwise if the value is significant. (2-tailed)  $> 0.05$  then H0 is accepted and Ha is rejected.

Paired Samples Test									
	Paired Differences	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test – Post Test	-8.900	7.432	1.051	-11.012	-6.788	-8.468	49	.000

Table. 4 Paired Sample Test

Based on the sample test table above, the Sig is known. (2-tailed) is  $0.000 < 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted. It can therefore be determined that there is an average difference between the pre-test and post-test results. Thus, the use of listening journals affects students' English speaking skills.

In the manner of remaining treated with the listening journal, the investigative session appeared moved progress comes about in post-test scores. The data are shown in conformity through a previous investigation (Fauzanna, 2017), Calero (2018), Chen (2019) that the use of a listening journal is applicable in strengthening student's competence to improve vocabulary, make strides in talking aptitudes, and progress language procurement.

Additionally, applied to listening journals in learning English was varied. This is dealing with Ruiz (2018), the results of this study indicate that in learning listening despite the fact listening journal, students show an increment in feeling more comfortable, confident, and ready for lectures. Listening journals be able to be used to improvement of a vocabulary list, it was related to Schmidt (2016) declared that listening journals can too be utilized as a lexicon advancement instrument. For illustration, learners can discover unused words in their tuning in writings and practice the pronunciation and bring this lexicon back to the classroom to be pooled, talked about, and misused by the educator.

#### **4. Conclusion and Suggestion**

Based on the result of the information investigation, the issue can be determined that there were a few conclusions associated with the direction of the matter, reason, and the hypothesis of investigation. Based on the facts depicted within the past section, this can be shown by the comes about of hypothesis testing which appears that the Sig. (2-tailed) noteworthiness esteem gotten is 0,000 less than the noteworthiness level of 0.05. Based on the final calculation of the data before, the hypothesis carries on the alternative hypothesis was accepted and the null hypothesis was rejected. Furthermore, this result may reply to the investigation issue which has been expressed that there was the impact of listening journal toward speaking ability.

The researcher proposes a few recommendations for students, lecturers, and further researchers. There are numerous ways to adjust to listening journal assignments for nearly any setting, and have got to the Web is not required. Learners can keep tuning in to diaries with any source of live or prerecorded tuning in. They might tune in to the instructor perused a book out loud, tune in to the instructor to tell a story, or indeed tune in to visitor speakers from the community. Future researchers can probe more profoundly into the relationship of listening journals throughout self-confidence for creating the current study.

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