# Developing Listening Log Based-Book for the Third Semester Students of English Education Department at Muhammadiyah Kotabumi University

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**Abstract**

Listening considered as difficult skill and some problems often experienced by the students which are understanding difficult and new words used by native speakers and connect the meaning into certain message, following the fast speed of speaking of native speakers, understanding different accents and pronunciation of native speakers. Referring to the problems which also experienced by the third semester students of English Education Department at Muhammadiyah Kotabumi university, the researchers conducted a research by applying Research and Development method. The researchers designed listening log-based book as learning source for the students. Forty students became the research subject and the researchers used test and interview to collect the data. The book completed with theories related to material in listening comprehension, some effective strategies to be applied in different listening material and some exercises. The book has been validated, revised and tried out to the students. Based on the result of book try out it was found that the book was effective to reduce learning barrier during listening comprehension course in the class.

**Keywords:** Listening, listening log-based book

## INTRODUCTION

Listening is one of receptive skills which requires students to have ability in getting the gist of the message spoken English delivered by native speakers. Listening is not an easy skill to be mastered because it needs some language components in English especially vocabulary. A lot of learners think that among four English skills, listening is the skill causes them to feel most insecure (Field, 2009 ). Various vocabulary will diminish students' problem in understanding spoken English delivered by native speakers. Broad vocabulary mastery really determines how good the students understand the content of spoken English. Because understanding the meaning and message behind the words, the students will easily obtain the purpose of spoken English they heard. Vandergrift (2002) in (Adnan,

2013) state that listening is a complex process in which the students try to interpret between what they hear and what they already know. Therefore, vocabulary should be significantly developed to support listening comprehension mastery. Listening comprehension is an active process of determining and constructing meaning (Rost, 2002) & (Hamouda, 2013) in (Maulida, 2018).

By having varied vocabulary the students are able to understand what the speakers talk, identifying and understanding the topic as well the specific details in spoken English delivered by native speakers. Meanwhile, the students can understand the speakers' statement by identifying some important clauses and phrases so that they can connect some parts of speakers' utterances and it will be easier to get the speakers' idea. Other language

component which also significant in listening comprehension is pronunciation. The students will identify the purpose of the native speakers' talk easily if they can understand what words pronounced by the native speakers. Unfortunately, students often experienced difficulty in differentiating different sounds used in native speakers' utterances. As a result they often misinterpret the meaning too. Based on research finding conducted, two of most difficult barrier for non-native students are rate of speaking delivery and understanding individual sound in utterances spoken (Graham, 2006) in (Djiwandono, 2015). Those language components will contribute to the progress of students' listening as well as to their listening comprehension. If the students lack in understanding some important language component which are important in listening comprehension, there will be possibility that they will experience barrier in it. Since listening comprehension considered difficult because of the material and the topic learnt in it, students should develop their language component significantly.

Listening skill which focuses to listening longer and complex spoken English such as news report, weather forecast, speech, narrative, TOEFL-based lecturing and also TOEFL-based long dialogue can be categorized as listening comprehension. Listening comprehension is a skill in which the students are capable to listen and to understand as well as to analyse the content of longer spoken English of listening material. The students' understanding covers understanding of the topic, specific details, and capability in answering the questions related to spoken English heard. If the students fail to have some important things needed to support them in mastering listening comprehension, some barrier will arise in the process listening comprehension acquisition. First, in the process of listening to news report, the students will have several problems. Basquille (2012) in (Adnan, 2013) argue that several problems in listening to news are background music during news reading, the fast speed of delivery from the news, identifying sounds and words and the last is understanding connected speech.

Second, understanding various vocabulary in the spoken English heard. Since the listening material heard in listening comprehension course is long spoken material with complex and difficult topics, the vocabulary used in it considered difficult too. For example, if the students listen to TOEFL-based lecturing they probably find a lot difficult vocabulary related to scientific and academic matter. Based on a research finding it was found that common problem appear during listening to TOEFL test include internal and external factor; and one of external factors is in the use of native speakers' words and foreign terms (Fitria, 2021). If the students are not familiar with various vocabulary from different disciplines, it will be hard for them to understand the content of TOEFL-based lecturing that they hear. Because of that reason, students should enrich their vocabulary related to some common topics discussed in TOEFL-based lecturing by reading a lot. Reading various material related to different disciplines will increase knowledge. This knowledge becomes prior knowledge of students which facilitate them to understand the content of TOEFL-based lecturing they hear. According to Peter (2001) in (Khan, 2014) the students can relate their prior knowledge to interpret the meaning of things they never hear before. Prior knowledge is really crucial as one of determining factors in the success of comprehending native speakers' talk especially spoken English which is hard to be heard just like TOEFL-based lecturing.

Third, understanding native speakers' accent and pronunciation. Understanding native speakers' accent and pronunciation can also be barrier in listening comprehension. Different native speakers with different nationality sometimes speak English using different accents and pronunciation. Their mother tongue will also influence to their pronunciation which result in difficulty for the students. This problem will cause the students to seem listen to strange and new words if they are not familiar with native speakers' accent and pronunciation. Besides, the difference between the pronunciation of the words with its spelling causing barrier too. This becomes the source of anxiety for non-native students when they cannot recognize

between the words spoken and the way the words written. One of crucial problems in listening comprehension is differentiating between the words said and its spelling (Bloomfield et al., 2010) in (Rahmah, 2019).

Fourth, the rate of delivery of native speakers' talk. Fluent native speakers tend to speak fast and it causes the students to have problem in getting the meaning of words used in the spoken English. As a result, the students can loose much information and detail from the spoken English they hear. Fifth, identify and understand the topic of spoken English heard. The topics discussed in listening comprehension course is not so easy compared to daily topics in daily conversations. Therefore, the students should enrich their prior knowledge by reading a lot of material related to the common topics discussed in listening comprehension such as TOEFL-based lecturing and TOEFL-based long dialogue or called as talk. Based on research finding it was found that the most difficult part in listening test or listening to TOEFL test is part C or talk (Abbound & Hussein, 2012) in (Rezkiani, 2019). The proof explained previously strengthen that listening comprehension is difficult especially for non-native students.

Relating to barrier commonly appear in listening comprehension course, the researchers tried to identify the same problems commonly faced by non-native students which also experienced by the third semester students of English Education Department at university of Muhammadiyah Kotabumi North Lampung. In the attempt to find solution toward the students' problem, the researchers designed a book for the students in listening comprehension course so that the students can acquire this skill easier. The book which developed was a listening log-based book. Listening log-based book is a book which elaborates theory of listening comprehension completed with effective strategies in listening comprehension. According to Heffernan (2006) in (Silviyanti, 2020) application of strategy in language learning can develop language skill as well as students' score. Hopefully this book can inspire the students to have awareness of how to

anticipate barrier during listening by applicating the effective strategy. By reading this book, the students can be aware of common problem in listening comprehension and knowing how to solve the problem. Besides, various exercise and self-practice are supplied in this book so that the students can improve their practice intensively. By having more practice through exercise and self-practice supplied in this book, it is hoped that the students can sharpen and develop their listening comprehension better. Furthermore, this book provides some online links to be accessed by the students to browse the listening audio related to the topic discussed in the book. This kind of listening activity giving a distinct way for the students to practice listening. The availability to access the source of online audio with its exercise gives such a motivational stimulation that can arise students' interest in learning. According to Abadooz & Singh (2015) in (Halim, 2015) technological devices such as laptop, smartphones, and other types of it should be applied during learning at higher education level in order to engage students' learning interest. This book gives a different version of learning for the third semester students of Muhammadiyah Kotabumi university. Besides, this book gives certain space in each chapter for the students to reflect their learning experience in each chapter and exercise. The function of this part as a reflection for the students whether they make progress or not in their learning through this book.

Because the focus of the research conducted was developing a book which used in listening comprehension course, the researchers used Research and Development method. Research and development method is a research containing some steps in its procedure which are research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision (Borg & Gall, 1983) in (Kusumarasdyati, 2019). Meanwhile, research and development is a research method used to produce certain product and to test the effectiveness of the product (Sugiyono, 2008). The aim of the research was to develop a book which used as learning source and guidance for third semester students of English

Education Department in mastering listening comprehension. Because source of material is really crucial for the development of students' skill in listening comprehension, the researchers decided to design this book. Tomlinson (1998) in (Nawangsasi, 2015) state that material is something important used by teachers and learners to make learning to be effective. Meanwhile, Richard (2006) in (Trisnawati, 2018) state that material for learning is one of components which is important in language learning. In order to make the book to be qualified and effective to be used, the researchers asked validation from three experts.

The book has validated by three experts which were experts in learning material and media. After being validated, the book has been revised then it was tried out for the third semester students at University of Muhammadiyah Kotabumi. The improvement in students' learning outcome is the target in developing this book. The other things related to the method of the research, the research finding, discussion as well as the conclusion of the research will be elaborated further in the next part of this article.

**METHODOLGY**

The method used in this research was Research and Development method. The research subject were forty students from third semester students of English education department at Muhammadiyah Kotabumi university. This kind of research aimed to produce a kind of product in the form book, module, manual, or other products depend on the scope of the research. The product should be validated and it will be tested for its worthiness and its quality. Research and development is a type of research aimed to design and to validate educational product (Gall, Gall and Walter, 2005) in (Hakim, 2018). Furthermore, Latif (2012) in (Hakim, 2018) state that research and development having purpose to design and to validate educational products such as curriculum, syllabuses, textbooks, instructional media, modules, assessments instruments and the others.

If the product considered to be worthied and qualified to be used for the goodness of learning improvement or for other purpose related to educational goal, so that the product can be used for certain group of people or students or even people in society. In this case, the product which was resulted from this research was a book for listening comprehension course and it belonged to third semester students of English Education Study Program at University of Muhammadiyah Kotabumi. The product created from this research should be tested for its worthiness and it should be revised if it does not fulfil the worthiness standard. Because of that reason, this kind of research needs long period of time to accomplish the final result.

The researchers conducted this research through some procedures; finding the problem experienced by the third semester students of Muhammadiyah Kotabumi university, collecting the data, designing the product, validating the product, revising the product, testing the product. Gay (1990) in (Qodir, 2016) state that research and development method has some steps which are needs a survey, a material development validated by experts, revision, try out, revision, and producing final product.

In analysing the problem experienced by the third semester students, the researcher did interview toward the students. From the interview it was found that all students thought that listening skill is one of the hardest skill to be acquired. Unfortunately, listening has been neglected and considered less important to be concerned in a research. According to Brown (2001) in (Syafi'i, 2016) listening has obtained less attention from educators when it is taught as English as second language. Because of that reason there is no doubt that problem often appear during listening skill mastery. The problem contributed to the most significant difficulty was vocabulary and understanding native speakers' accent and pronunciation. Listening material spoken by native speakers challenge them to improve their vocabulary. Meanwhile, vocabulary is the most dominant difficulty. Because of that reason they needed a kind of book in which they could enrich their vocabulary from various exercises

on the book. Besides, what they needed was not only the book, but how the lecturer packaged the book in such kind of effective learning instruction combined with motivating teaching. Referring to problem explained previously, there was an urgency to design a book which can give assistance for the students instead of lecturer's learning instruction in the class. Besides, in teaching listening as a hard skill to be acquired, the lecturer should refer to a book as a textbook in the class. Harmer (2007) in (Mahardika, 2018) argue that all skills in English which are reading, speaking, writing and listening need a course book and every skill should be supported by qualified book including listening. Moreover, according to McGrath (2001) in (Sufianita, 2019) it is obligatory for teachers that they should prepare their own workbook. It strengthens that there was urgency of designing a book of listening comprehension course for the third semester students of Muhammadiyah Kotabumi university.

After the problem analysed, the researchers collecting the data for further authentic evidence by doing piloting study. The researchers prepared a listening test covering all material contained in the book that was planned to be produced in the research. The written test was given to the students for the required time to do the test. After calculating the score it was obtained the data that the majority score of the students was under the researcher expectation. Based on the result of the score the researcher concluded that there was a fact that the students' mastery of listening comprehension was still poor.

The problem have been analysed and the result of piloting study showed that students still needed improvement for their listening comprehension skill. The next step was designing the product. The product was a listening log-based book for listening comprehension course. This book designed by combining classical exercise which usually done by the students by reading the book directly with online exercise. The online exercise included in the book accessed online by opening some audio link provided by the researchers. After the students accessed the link they found the audio and the

exercise suited to the material discussed in the class. This kind of online exercise was designed to engage the students' independent learning. Designing a course book connected with online learning source as a form of adaptation to technological advancement in education. There should be change and movement of material learnt as a response toward the change of learners' condition, teachers and learning situation (Tomlinson & Matsuhara, 2004) in (Nor, 2015). In addition, the researchers provided a certain space for students' reflection at the end of each chapter. Students' reflection became a parameter whether the students had positive response toward the book or not. Besides, by analysing the result of the test the researchers had awareness that they needed supplementary learning source in the form of book. By having text book hopefully the students will learn easily because they will obtain lot of knowledge related to listening comprehension.

After the book was designed the researchers asked validation from experts to make sure that the book fulfilled all required parameter for a book that would be used for the students at university level. The experts checked the content of the book and book design or the lay out. One expert reviewed the book content to check whether the content of the material discussed was suit to the need of the students and the curriculum applied at the university. Meanwhile, one expert reviewed the design of the book cover, book lay out and book performance as a whole. As further step related to the checking result, some revisions were done in some parts of the book. It aimed to make the book to be better.

The next step was book testing. The book was tried out toward the third semester students during the learning. They read the theory related to the material discussed, having discussion with the lecturer, doing some practices and discussion toward the exercises especially the listening process. The students also did online practices based on learning direction in the book. After the book tried out by the students during the learning, positive response was obtained from the students. They

reacted positively toward the book and considered that the book was really helpful for them in having more understanding about listening comprehension.

## RESULT AND DISCUSSION

### Problem Identification

Reviewing all procedure conducted during the research, there were some important parts should be elaborated. First, when analysing the most dominant problem experienced by the students, almost 90% students said that the significant problem was lack of vocabulary understanding. Unfamiliar vocabulary and the words outside their prior knowledge contributed to the hard effort in understanding listening material. Meanwhile, more than 90% students said that they often miss many important words related to listening material because they cannot follow the speakers' utterances which caused by the high speed of speaking. This thing also triggered lack understanding towards new and difficult word. Therefore, lack ability in following native speakers' rate of delivery and vocabulary understanding closely related to each other. The next problem related to capture some details or specific information related to the people talked in listening material, the information about the place, the time, and some reasons and causes of certain things happened in the dialogues or other listening material heard by the students. Meanwhile, less than 50% students said that they lack understanding about the topic discussed in listening material they heard.

Considering some problem experienced by the students, the researchers did a piloting study to get authentic evidence related to the students' problem in listening comprehension. A test designed covering some material discussed in the book. It aimed to measure students' preliminary knowledge about listening comprehension and its material. The result showed that 90% students got the score less than 60. Meanwhile, 7.3% students got the score less than 70 and 2.4% students got the score 70.

**Table 1. Result of listening comprehension test**

| Score category | Frequency | Percentage |
|---|---|---|
| Less than 60 | 37 | 90% |
| Less than 70 | 2 | 7.3% |
| Less than 80 | 1 | 2.4% |

It can be interpreted that students' mastery in listening comprehension should be developed. Because of that reason the researchers designed listening log-based book to help students reduce their listening difficulty. Furthermore, by using this book it was hoped the content of the book will broaden the students' knowledge about effective strategy during listening process.

### Designing the Book

Referring to the need to provide the students with a book which could be learning source, the researchers designed a listening log-based book which discussed about important material for listening comprehension course. The material were about news report, weather forecast, TOEFL-based lecturing and TOEFL-based long dialogue. Each chapter completed with exercises and the audio will be played by the lecturer. Meanwhile, to develop students' listening comprehension skill and to engage them to learn independently, the researchers provided some self-practices for the students. The self-practices were completed by some online links to access the audio as well as the exercise. Self-practices were targeted to train the students in having high motivation and self-regulation which then could help them in developing their listening comprehension skill. The cover of the book as well as each page in each chapter were designed using interesting lay out so that it could be attractive to be read and learnt. Various types of exercises completed with different types of question were organized to fulfil students' need.

### Validating the Book

After designing the book, the researcher asked three experts to check and to validate the book. Two experts focusing on validating the book content. The

two experts concerning to educational science and having many years experience in teaching English. They checked whether the content of the material suited to the curriculum or not. Besides, the two experts also assessed the theory elaborated on the book has fulfilled the parameter of a good textbook or not. Furthermore, the experts also checked if the book provided clear learning instruction and effective direction to do the task or not. From the experts' review, the researcher did not have to revise the theory elaborated. Based on experts' review the book has discussed all theory needed effectively and sufficiently. Things that should be revised related to book content only about some parts in typing format of the exercises on the book.

**Table 2. Validation result of book content from expert 1**

| No. | Assessment indicator | Aspects | Choice alternative | | | |
|---|---|---|---|---|---|---|
| | | | Very good | Good | Less good | Least good |
| 1. | The appropriateness between material and curriculum | Material completeness | √ | | | |
| | | Material scope | √ | | | |
| | | Material comprehensiveness | | √ | | |
| 2. | Material accuracy | Concept and definition accuracy s | √ | | | |
| | | Principle accuracy | | √ | | |
| | | Fact and data accuracy | √ | | | |
| | | Example accuracy | √ | | | |
| | | Reference accuracy | | √ | | |
| 3. | Learning material proponent | Reasoning | | √ | | |
| | | Relationship | √ | | | |
| | | Communication (write and talk) | √ | | | |
| | | Application | √ | | | |
| | | Material attractiveness | | √ | | |
| | | Engaging to look for further information | √ | | | |
| 4. | Material updates | Appropriateness between material and science development | √ | | | |
| | | Reference updates | | √ | | |

**Table 3. Validation result of book content from expert 2**

| No. | Assessment indicator | Aspects | Choice alternative | | | |
|---|---|---|---|---|---|---|
| | | | Very good | Good | Less good | Least good |
| 1. | The appropriateness between material and curriculum | 1. Material completeness | √ | | | |
| | | 2. Material scope | √ | | | |
| | | 3. Material comprehensiveness | √ | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2. | Material accuracy | 1. Concept and definition accuracy | √ | | | |
| | | 2. Principle accuracy | | √ | | |
| | | 3. Fact and data accuracy | | √ | | |
| | | 4. Example accuracy | √ | | | |
| | | 5. Reference accuracy | | √ | | |
| 3. | Learning material proponent | 1. Reasoning | | √ | | |
| | | 2. Relationship | √ | | | |
| | | 3. Communication (write and talk) | | √ | | |
| | | 4. Application | | √ | | |
| | | 5. Material attractiveness | | √ | | |
| | | 6. Engaging to look for further information | √ | | | |
| 4. Material updates | | 1. Appropriateness between material and science development | | √ | | |
| | | 2. Reference updates | | √ | | |

Meanwhile, for the design and layout of the book, the researcher asked the help of one expert who majoring in computer, internet and technology science (ICT). Based on the expert assessment there should be revision on different setting on layout between theory, exercises, and self-practices provided on the book. The purpose of this suggestion to make a distinct limit between each part in one chapter.

**Table 4. Validation result of book design and lay out from expert 3**

| Aspect | Criteria | | Very good | Good | Less good | Least good |
|---|---|---|:---:|:---:|:---:|:---:|
| A.Performance quality | 1. | Appropriateness of page number on the book | √ | | | |
| | 2. | The level of book lay out attractiveness | √ | | | |
| | 3. | Appropriateness between the use of letters and book performance | √ | | | |
| | 4. | Appropriateness between the using of colour and book performance | √ | | | |
| | 5. | Appropriateness between book proportion used and book performance | | √ | | |
| B.Technical quality | 1. | The easiness of book use | √ | | | |
| | 2. | The easiness of book using without CD/flashdisk | √ | | | |
| | 3. | The easiness of content searching (material and information) | √ | | | |
| | 4. | The easiness of book use every time and everywhere by the students | √ | | | |

**Book Revision and Try Out**

The next step after the book being validated was doing revision and then the try out of the book was conducted. The book was started to be used in listening comprehension class. As the preliminary activity for the book use, the researchers gave direction for the students of how to use the book. The researchers emphasized that reading the theory on the book was really crucial. By reading and understanding the theory the students got knowledge of what is listening comprehension, some effective strategy used during listening comprehension course in the class, and broadening knowledge of new vocabulary and topic from what they read. Based on students' opinion they thought that the elaboration of theory on the book was clear and understandable. Besides reading the theory, students did the exercises provided on the book and the exercises was quite effective because it covered all things should be discussed and it was closely related to the material explained on the

theory. The types of the questions are varied such as objective test question, true false, questions with short answer, and also matching test questions. Besides doing exercise during learning in the class, the students also did self-practice using this book too. This activity could engage students' independent learning, and they were motivated to learn because they could access the learning source online. There was positive response obtained from the try out of the book.

Relating to students' response toward the use of the book, all students tend to be excited to use this book. The researchers did interview toward third semester students to obtain information about their response toward the book. The first reason was because they did not have other book as guidance book on this course so that this book was really beneficial to make their learning to be easier. 100% students agreed that this book was really significant for their learning. The second reason was the students thought that they could develop their vocabulary. Almost 90% students said that they

enriched their vocabulary by doing many exercises on the book. 10 % students said that they still obtained difficulty in understanding the meaning of new and difficult words on the book. Nevertheless, all students thought that the book had more benefit and it gave significant contribution to make learning to be more effective and efficient. To sum up, the book designed through this research became one of solution for the third semester students at Muhammadiyah Kotabumi university to diminish barrier in learning listening comprehension.

## CONCLUSION

The success of learning will be determined by some aspects and one of which is by the availability of learning source. By designing listening log-based book for listening comprehension course, the researchers hoped that it can diminish students' learning difficulty. Listening comprehension is not an easy skill to be acquired so that a book designed can be source of knowledge for students to understand lot of theory in listening comprehension, effective strategies applied during listening comprehension process and also problems often appear in listening comprehension. By knowing those things and having awareness of what should be anticipated to avoid learning barrier in listening comprehension course through reading the book, the researchers hoped that this book can overcome problems often experienced by the students.

The product of this research was a listening log-based book for listening comprehension course and it was designed after analysing students' need. They needed such a complete book in which they can have the theory for each material discussed, important procedures during listening process of different topics, various strategies applied for different topics learnt, various exercises completed with audio from native speakers. One of important things that also contribute to significant advantage of this book was online learning source link that can be accessed by the students. This learning type can be a distinct learning activity that can engage students to develop their self-regulation in having independent learning process. Therefore, it is suggested strongly to lecturer to give assistance in using this book, especially when the students should have independent learning through self-practice part which is available on this book. Therefore, the use of the book appropriately combined with lecturer's effective learning instruction can facilitate learning to be more fruitful and effective.

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