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The Effectiveness of Journal Listening in EFL Classroom to Develop Listening Comprehension at Second Grade of SMAN 1 Lingsar

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan listening journals dalam meningkatkan kemampuan pemahaman menyimak siswa kelas XI SMAN 1 Lingsar. Penelitian menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen melalui nonequivalent control group pretest-posttest design. Sampel penelitian terdiri atas 66 siswa yang terbagi menjadi kelas eksperimen dan kelas kontrol, masing-masing berjumlah 33 siswa. Data dikumpulkan melalui tes kemampuan menyimak sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan uji normalitas, homogenitas, dan uji-t sampel independen dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 64,39 menjadi 74,09, sedangkan kelas kontrol meningkat dari 65,00 menjadi 67,12. Peningkatan yang lebih tinggi pada kelas eksperimen menunjukkan bahwa penggunaan listening journals memberikan hasil yang lebih baik dibandingkan pembelajaran konvensional. Dengan demikian, listening journals dapat digunakan sebagai strategi pembelajaran alternatif untuk meningkatkan kemampuan pemahaman menyimak siswa dalam pembelajaran bahasa Inggris.

Kata kunci: listening journals; pemahaman menyimak; pembelajaran bahasa Inggris; strategi pembelajaran.

Abstract

Listening comprehension is an essential skill in English as a Foreign Language (EFL) learning. However, students frequently encounter difficulties understanding spoken English due to limited vocabulary, lack of concentration, and insufficient active engagement in listening

activities. This study aimed to investigate the effectiveness of listening journals in improving listening comprehension among eleventh-grade students at SMAN 1 Lingsar. A quantitative approach was employed using a quasi-experimental method with a nonequivalent control group pretest-posttest design. The study involved 66 students divided into an experimental group and a control group, each consisting of 33 students. Data were collected through listening comprehension tests administered before and after the treatment. The data were analyzed using normality tests, homogeneity tests, and an independent samples t-test with SPSS version 25. The findings revealed that the experimental group's mean score increased from 64.39 to 74.09, while the control group's mean score increased from 65.00 to 67.12. The greater improvement observed in the experimental group indicated that listening journals produced better learning outcomes than conventional listening instruction. The study concluded that listening journals could serve as an alternative instructional strategy for improving students' listening comprehension in EFL classrooms.
Keywords: listening journals; listening comprehension; EFL learning; instructional strategy.

INTRODUCTION

Listening comprehension is a fundamental skill in English as a Foreign Language (EFL) learning because it enables students to understand spoken messages, interpret information, and participate effectively in communication. Unlike passive hearing, listening comprehension involves active cognitive processes through which learners recognize linguistic features, connect incoming information with prior knowledge, and construct meaning from spoken language. However, developing listening comprehension remains challenging for many EFL learners, particularly those with limited exposure to authentic English communication. Students frequently encounter difficulties related to unfamiliar vocabulary, rapid speech, different accents, pronunciation variations, and limited concentration during listening activities. Gilakjani and Sabouri (2016) emphasized that listening comprehension difficulties may arise from linguistic, contextual, and learner-related factors, including inadequate vocabulary knowledge, unfamiliar pronunciation, and insufficient listening practice. These challenges suggest that listening instruction should provide students with opportunities not only to understand spoken texts but

also to develop strategies for monitoring and improving their comprehension. Therefore, teachers need to implement more engaging and reflective learning activities that encourage students to become active listeners rather than passive recipients of spoken information.

At SMAN 1 Lingsar, listening comprehension was identified as one of the challenges experienced by eleventh-grade students in English learning. Based on preliminary interviews with English teachers, students frequently demonstrated limited engagement during conventional listening activities and experienced difficulties understanding spoken English, particularly when encountering unfamiliar vocabulary, different accents, and rapid speech. The limited availability of varied and engaging listening materials also reduced opportunities for students to experience authentic language use. Furthermore, conventional listening activities tended to emphasize answering comprehension questions without providing sufficient opportunities for students to reflect on their listening processes or identify the reasons behind their difficulties. Consequently, students were less aware of the strategies needed to improve their listening performance independently. These classroom conditions indicated the importance of introducing an instructional approach that integrates meaningful listening practice, learner participation, and reflection. Such an approach was expected to help students recognize their comprehension difficulties, evaluate their listening experiences, and develop greater responsibility for their learning progress.

Listening journals offer a potentially useful strategy for addressing these challenges by combining listening practice with structured reflection. Schmidt (2016) explained that listening journals provide opportunities for learners to document their extensive and intensive listening activities, identify comprehension difficulties, and reflect on strategies for improving their listening performance. Through journal activities, students can listen to authentic materials, summarize important information, record unfamiliar vocabulary, and evaluate their understanding of spoken texts. This process may encourage learners to become more independent and aware of their listening development. Previous research by Saputra et al. (2022)

indicated that listening journals supported students' active listening and contributed to improvements in several language-related skills, including vocabulary and pronunciation. Similarly, research on metacognitive listening instruction has demonstrated the potential of structured reflection, monitoring, and evaluation to support EFL learners' listening comprehension (Izadpanah, 2022; Robillos & Bustos, 2022). These findings suggest that listening journals can provide more than additional listening practice, as they also create opportunities for students to identify their weaknesses and develop more effective listening strategies.

Although previous studies have explored listening journals and metacognitive strategies in EFL learning, further investigation is needed to determine their effectiveness in specific secondary school contexts. For example, Saputra et al. (2022) investigated the implementation of listening journals among university students using a descriptive qualitative approach, while Schmidt (2016) discussed the integration of extensive and intensive listening practice through reflective journals. However, these studies did not directly establish the comparative effectiveness of listening journals among eleventh-grade students at SMAN 1 Lingsar. This contextual and methodological difference provides a rationale for examining listening journals through an experimental comparison with conventional listening instruction. Therefore, the present study aimed to investigate whether the use of listening journals had a statistically significant effect on the listening comprehension of eleventh-grade students at SMAN 1 Lingsar during the 2024/2025 academic year. Specifically, the study compared students' listening comprehension performance between an experimental group taught using listening journals and a control group receiving conventional listening instruction. The findings were expected to provide empirical evidence regarding the effectiveness of reflective listening activities and offer practical implications for improving listening instruction in secondary-level EFL classrooms.

METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental design, specifically a nonequivalent control group pre-test–post-test design. This design was selected to investigate the effectiveness of listening journals in improving students' listening comprehension by comparing the performance of an experimental group and a control group. According to Creswell and Creswell (2018), quantitative research enables researchers to examine relationships among variables through numerical measurement and statistical analysis. Furthermore, quasi-experimental designs are particularly appropriate in educational settings where random assignment of participants is not feasible (Harris et al., 2006).

Population and Sample

The population consisted of 338 eleventh-grade students at SMAN 1 Lingsar during the 2024/2025 academic year. The sample comprised 66 students selected from two existing classes through purposive sampling. Class XI IPA 5, consisting of 33 students, was assigned as the experimental group, while Class XI IPA 3, also consisting of 33 students, served as the control group. The classes were selected based on considerations of students' English proficiency levels and their relevance to the research objectives. Purposive sampling allows researchers to select participants based on specific characteristics relevant to the study (Campbell et al., 2020).

Research Instrument and Data Collection

The primary research instruments were listening comprehension tests administered as pre-tests and post-tests. Both tests consisted of multiple-choice questions based on audio recordings, with each correct answer awarded two points. Data collection was conducted over more than one month at SMAN 1 Lingsar and involved three main stages. First, a pre-test was administered to both groups to identify their initial listening comprehension abilities. Second, the experimental group received instruction using listening journals, in which students listened to authentic materials, including podcasts and videos, and recorded summaries, vocabulary, and

reflections on their listening experiences. Meanwhile, the control group participated in conventional listening activities without using listening journals. Finally, a post-test was administered to both groups to evaluate changes in listening comprehension following the instructional intervention. The use of pre-tests and post-tests provided quantitative evidence for comparing students' performance before and after the treatment (Creswell & Creswell, 2018).

Data Analysis

The collected data were analyzed quantitatively using IBM SPSS Statistics version 25. Descriptive statistics were used to summarize students' pre-test and post-test scores and identify changes in listening comprehension performance. Before conducting hypothesis testing, the normality of the score distributions was examined using the Kolmogorov–Smirnov and Shapiro–Wilk tests, while the homogeneity of variance was assessed using Levene's test. These preliminary analyses were conducted to evaluate the statistical assumptions underlying the comparison of group means. An independent-samples t-test was subsequently employed to determine whether the experimental and control groups differed significantly in their post-test listening comprehension scores. The significance level was established at 0.05. A p-value below 0.05 indicated a statistically significant difference between the groups, leading to rejection of the null hypothesis. This analytical procedure was consistent with established approaches to quantitative data analysis and statistical hypothesis testing (Field, 2018).

RESULTS AND DISCUSSION

The study employed a quasi-experimental design involving 66 eleventh-grade students at SMAN 1 Lingsar, divided into an experimental group (XI IPA 5) and a control group (XI IPA 3), with 33 students in each group. The experimental group received listening journal activities, while the control group followed conventional listening instruction. Listening comprehension was assessed through pre-tests and post-tests, and the data were analyzed using SPSS version 25.

Descriptive Analysis of Students' Listening Comprehension

The descriptive findings demonstrated that both groups improved their listening comprehension after instruction. However, the experimental group achieved a substantially greater improvement than the control group.

Table 1. Comparison of Pre-Test and Post-Test Scores

Group	Pre-test mean	Post-test mean	Mean gain
Experimental (n = 33)	64.39	74.09	9.70
Control (n = 33)	65.00	67.12	2.12

Normality and Homogeneity Tests

Before conducting the hypothesis test, normality and homogeneity tests were performed to determine whether the data met the assumptions required for parametric analysis.

Table 2. Normality Test Results

Group	Kolmogorov–Smirnov p	Shapiro–Wilk p
Experimental pre-test	0.200	0.571
Experimental post-test	0.200	0.381
Control pre-test	0.200	0.138
Control post-test	0.200	0.409

All significance values exceeded 0.05, indicating that the normality tests did not identify statistically significant departures from normality.

Levene's test also indicated that the assumption of equal variances was satisfied. It showed significance values of 0.760 for the pre-test and 0.969 for the post-test. Therefore, the data were considered suitable for further parametric analysis.

Hypothesis Testing

An independent-samples t-test was conducted to examine whether the post-test listening comprehension scores differed significantly between the experimental and control groups.

Table 3. Independent-Samples t-Test Results

Statistical indicator	Result
t-value	5.891
Degrees of freedom (df)	64
Significance (2-tailed)	0.000
Mean difference	6.212
Standard error difference	1.055
95% confidence interval	4.106–8.319

The independent-samples t-test indicated a statistically significant difference between the groups, $t(64) = 5.891$, $p < .001$. The mean difference was 6.212, with a 95% confidence interval ranging from 4.106 to 8.319. These findings supported the alternative hypothesis, indicating that students receiving listening journal instruction performed significantly better on the post-test than those receiving conventional instruction.

Overall, the statistical results provided evidence that listening journals were an effective instructional strategy for improving listening comprehension among the students participating in this study.

Discussion

The findings of this study demonstrated that listening journals contributed positively to students' listening comprehension in an EFL classroom. The experimental group achieved a mean improvement of 9.70 points, whereas the control group improved by only 2.12 points. Furthermore, the independent-samples t-test showed a statistically significant difference between the two groups ($p < .001$). These results suggest that listening journals provided additional learning opportunities beyond conventional listening instruction, particularly through

repeated listening, summarizing information, recording unfamiliar vocabulary, and reflecting on comprehension difficulties.

The findings are consistent with Schmidt (2016), who emphasized the role of listening journals in encouraging learners to engage with spoken English through regular listening practice and written reflection. Listening journals allow students to document what they understand, identify unfamiliar expressions, and evaluate their listening progress. Similarly, Saputra et al. (2022), as discussed in the study that listening journals supported active listening and encouraged students to participate more meaningfully in listening activities. The present findings extend this discussion to an Indonesian senior high school context, where students receiving listening journal instruction demonstrated greater improvement than those receiving conventional instruction.

Another possible explanation for the improvement is the role of metacognitive awareness in listening comprehension. Listening journals encourage students to monitor their understanding, recognize difficulties, and consider strategies for overcoming comprehension problems. Lee and Cha (2017) highlighted the value of listening logs in supporting self-regulated learning, particularly by encouraging learners to take greater responsibility for their listening activities. This perspective helps explain why students who completed listening journals may have benefited from more systematic engagement with listening materials. However, because metacognitive awareness was not directly measured in the present study, its contribution should be interpreted as a possible explanation rather than an independently established finding.

The findings also relate to the listening comprehension difficulties identified by Gilakjani and Sabouri (2016), including unfamiliar vocabulary, limited concentration, speech rate, and difficulties recognizing spoken language. Listening journals may help students address these challenges by providing opportunities to revisit listening materials, record important information, and reflect on unclear expressions. The instructional process described in the study involved pre-listening, while-listening, and post-listening activities. These stages allowed students to activate prior

knowledge, identify main ideas and supporting details, and summarize the information they had heard. Such activities may have supported more deliberate processing of spoken English rather than passive exposure to audio materials.

In addition, the results support the importance of learner autonomy in developing listening comprehension. Lee and Cha (2017) suggested that structured listening logs could support independent learning by allowing students to organize their listening experiences and evaluate their progress. In the present study, listening journals provided a structured activity through which students could record vocabulary, summarize audio content, and reflect on their understanding. These activities may have encouraged students to become more responsible for their listening development. Nevertheless, the study did not directly assess students' autonomy or motivation, so improvements in these areas cannot be confirmed from the test results alone.

The findings also correspond with the previous study by Gonzalez-Torres and Lida M. (2024), as described in the study, improvements in EFL listening skills through video-based listening journals. Although the instructional materials and research contexts differed, both studies associated reflective listening activities with improved listening outcomes. The present study contributes additional classroom-based evidence by comparing students who received listening journal instruction with those who followed conventional listening activities. This comparison suggests that incorporating reflective activities into listening instruction may be beneficial for learners who experience difficulties understanding spoken English. In line with Qomariyah et al. (2021), who investigated the effect of YouTube videos on students' listening comprehension performance. Their study emphasized the importance of integrating audiovisual materials into EFL listening instruction to help learners understand spoken English more effectively.

Furthermore, Terasne et al. (2018) investigated the implementation of the Listen–Read–Discuss (LRD) strategy in improving students' reading comprehension. Their findings demonstrated improvements in students' comprehension performance through a structured learning process involving listening, reading, and classroom

discussion. Although their research focused on reading comprehension rather than listening comprehension, it provides related pedagogical evidence concerning the importance of active engagement with learning materials. In the present study, listening journals similarly encouraged students to process information actively by identifying main ideas, recording important vocabulary, and summarizing spoken texts. These activities may have contributed to the greater improvement observed in the experimental group.

Another relevant study was conducted by Salim et al. (2020), who examined the use of the shadowing technique to enhance students' pronunciation at the senior high school level. Their research highlighted the potential value of instructional techniques involving spoken-language input and repeated oral practice. While shadowing primarily targets pronunciation development, it shares certain instructional characteristics with listening journals, particularly the importance of sustained attention to spoken English. The present study extends this discussion by focusing on comprehension rather than pronunciation, suggesting that systematic engagement with spoken-language materials can support different dimensions of English language learning.

In addition, Haryadi et al. (2021), including K. Dedy Sandiarsa S., discussed the implementation of Brown's teaching principles in English-language training for school teachers and staff. Their work provides a relevant pedagogical perspective on the importance of appropriate instructional procedures and meaningful language-learning activities. In relation to the present research, listening journals can be understood as a structured classroom activity that encourages learners to engage with language input and evaluate their understanding. However, because Haryadi et al. focused on English-speaking training rather than listening comprehension, their contribution is best understood as general pedagogical support rather than direct evidence of listening journal effectiveness.

The relatively small improvement in the control group also deserves attention. Although conventional instruction resulted in some progress, the improvement was considerably lower than that observed in the experimental group. This difference

suggests that listening instruction may be more beneficial when learners are encouraged to process and evaluate spoken information actively. Nevertheless, the results should not be interpreted as demonstrating that conventional teaching is ineffective in general. Rather, they indicate that listening journal instruction was associated with better outcomes than the conventional approach used in this particular study.

From a pedagogical perspective, the findings suggest that English teachers can integrate listening journals into regular classroom activities to provide structured opportunities for listening practice and reflection. Teachers may ask students to identify main ideas, record unfamiliar vocabulary, summarize listening materials, and explain difficulties encountered during listening. These activities can be supported by appropriate audio materials, teacher feedback, and opportunities to review previous journal entries. Such implementation is particularly relevant to the listening difficulties identified in the background of the study at SMAN 1 Lingsar.

Despite these encouraging findings, several limitations should be considered. The study involved only two purposively selected classes from one school, limiting the generalizability of the results. Furthermore, the study primarily measured listening comprehension through test scores, without separately evaluating vocabulary development, listening anxiety, motivation, or metacognitive awareness. Consequently, although the findings demonstrate a significant difference in listening comprehension performance, the specific mechanisms responsible for this improvement require further investigation.

CONCLUSION

This study concludes that the use of listening journals is effective in improving the listening comprehension of eleventh-grade students at SMAN 1 Lingsar. The findings show that the experimental group achieves a greater improvement in listening comprehension than the control group. The experimental group's mean score increases from 64.39 to 74.09, while the control group's mean score increases from 65.00 to 67.12. Furthermore, the independent samples t-test indicates a

statistically significant difference between the two groups ($p < 0.05$). These findings answer the research objective and support the effectiveness of listening journals as an alternative strategy for teaching listening comprehension in EFL classrooms. Listening journals provide opportunities for students to engage actively with listening materials, reflect on their understanding, and identify difficulties in comprehending spoken English. Therefore, listening journals represent a useful instructional strategy for developing students' listening comprehension.

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