

**PRE-LISTENING ACTIVITIES AND THEIR INFLUENCE ON EFL LEARNERS'
LISTENING COMPREHENSION (A QUASI EXPERIMENTAL RESEARCH AT
THE ENGLISH STUDY PROGRAM STUDENTS)**

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui pengaruh pre-listening activities terhadap kemampuan listening mahasiswa bahasa inggris semester 4 UINFAS Bengkulu. Metode yang digunakan pada penelitian ini adalah metode kuantitatif dengan menggunakan desain kuasi eksperimental. Sampel dalam penelitian ini berjumlah 40 siswa yang terdiri dari 20 siswa dikelas eksperimen (4 B) dan 20 siswa dikelas kontrol (4 D) yang diambil secara purposive sampling. Kelas eksperimen adalah kelas yang diberikan perlakuan menggunakan strategi pre-listening activities sedangkan kelas kontrol adalah kelas yang tidak menggunakan strategi pre-listening activities. Pre-test diberikan dalam dua kelompok sebelum memberikan perlakuan. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test kelas eksperimen adalah 51.00 dan kelas kontrol adalah 50.75. Setelah diberi perlakuan, post-test diberikan. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 73.75 dan kelas kontrol adalah 62.75. selanjutnya, skor sampel dari independent T-test menunjukkan nilai signifikan (2 tailed) adalah 0,000 <0,05. Dengan kata lain, Ho ditolak dan Ha diterima. Singkatnya, dapat dikatakan bahwa siswa yang diajar menggunakan strategi pre-listening activities lebih efektif. dapat disimpulkan bahwa pembelajaran menggunakan strategi pre-listening activities memiliki pengaruh positif pada mahasiswa bahasa inggris semester 4 UINFAS Bengkulu.

Kata kunci : Kegiatan pra mendengarkan, Pemahaman mendengarkan, pelajar Bahasa Inggris

ABSTRAK

This research aims to determine the Effect of pre-listening activities on the listening ability of UINFAS Bengkulu 4th semester English students. The method used in this research is a quantitative method using a quasi-experimental design. The sample in this study was 40 students consisting of 20 students in the experimental class (4 B) and 20 students in the control class (4 D) who were taken using purposive sampling. The experimental class is the class that is treated using the pre-listening activities strategy, while the control class is the class that does not use the pre-listening activities strategy. Pre-test was given in two groups before giving

treatment. The research results showed that the average pre-test score for the experimental class was 51.00 and the control class was 50.75. After being given treatment, a post-test was given. The post-test results show that the average score for the experimental class is 73.75 and the control class is 62.75. Furthermore, the sample score from the independent T-test shows that the significant value (2 tailed) is $0.000 < 0.05$. In other words, H_0 is rejected and H_a is accepted. In short, it can be said that students who are taught using the pre-listening activities strategy are more effective. It can be concluded that learning using the pre-listening activities strategy has a positive influence on 4th semester English students at UINFAS Bengkulu.

Keywords: Pre-Listening Activities, Listening Comprehension, EFL Learners

A. Introduction

Listening is the skill that student should be mastered. Afriyuninda & Oktaviani (2021) proposed that listening is a crucial step in the communication process that students should be able to perform. The student can learn knowledge and analyze what the speakers say by listening. Listening also is the most crucial language ability and a component of communication since it allows us to express our ideas to others. This is in line with the opinion of (Achilidiyeva, 2019) who argues that Speaking must come after listening, and writing must come after reading. Of the four talents, listening comprehension is the first to emerge as said by (Zetri, 2022) the first language a person learns in their lifetime and the one they use the most for the remainder of their life is listening. All of the skills are crucial, but listening comprehension is the

most crucial of all. This is due to the fact that effective communication depends on it. Speaking skills take longer to develop than listening comprehension, which frequently influences both reading and writing abilities. Language learners may use correctly formed language and deliver messages, but communication may not be successful if they lack excellent listening comprehension abilities.

Unfortunately student in the University of English major get many difficulties in listening skill ability. In order to understand the spoken conversation and monologue in the material, listening requires more work in terms of attention and focus. It is difficult to teach EFL listening to Indonesian students, according to (Novika, 2021), because the majority of them are more concerned with reading comprehension and grammatically correct writing. The

students are forced to set aside their listening abilities. Furthermore, according to (Rahmat, 2021) Listening may be one of the most challenging abilities for English as Foreign Language (EFL) students to learn. The voices of native speakers are not heard by those students. However, numerous ideas contend that learning a language requires an environment in which speakers use the language most of the time. Unfortunately, it can be challenging to discover English native speakers in Indonesia. Therefore, the pupils only hear English pronunciation that is "Indonesian style" so that if they listen to English pronunciation from native speakers, they will not comprehend.

This research carried out on 4th semester English students at UINFAS Bengkulu. There is a main reason why researcher took research on UINFAS Bengkulu English students is because this research focuses on the listening aspect, where listening learning is only available in the English department and not in other departments. Then the reason why researcher want to research in the fourth semester is because listening courses are not available in every semester and

currently listening courses are in the fourth semester.

Based on preliminary observations made by researchers on the 4th semester English students at UINFAS Bengkulu. Researchers found a problem that occurs during the listening teaching and learning process, the lecturer does not use pre-listening activities before starting the listening lesson. Lecturers have used brainstorming and warming up before studying but have not used pre-listening activities and immediately enters the learning process and continues to discuss several assignment questions after the conversation and monologue from the listening activity. As a result, students become less active and passive during the learning process because students have difficulty understanding and interpreting what they hear. This causes lecturers to become more active and become the center of learning.

To deal with various problems encountered in teaching listening, one solution that can be done is to use pre-listening activities. Pre-listening is the phase of the listening process where you prepare and warm up. It is a type of "preparatory work" (Underwood,

1989 cited in Karimi, 2019) that helps the students to respond strategically to the ensuing listening material. Therefore, pre-listening activities are crucial to helping students perform better on the second layer listening comprehension tests.

(Maungs, 2019) investigation into the impact of listening activities on students' listening comprehension indicated that pre-, during-, and post-listening are all beneficial and can improve students' listening skills, as proposed by a number of scholars. Some studies from Madani, & Kheirzadeh (2022) entitled *The Impact of Pre-Listening Activities on Efl Learners' listening Comprehension* found the result Pre-listening vocabulary has a positive impact on both beginner-level students' listening comprehension and advanced students' listening comprehension. In line with this the researcher will bring the research entitled *The Impact of Pre-Listening Activities on EFL Learners' listening Comprehension at 4th semester English study program.*

B. Research Method

Research employed a quasi-experimental design. Creswell (2017) defines a quasi-experimental method

as one in which one group receives treatment and is typically referred to as the experimental group. Conversely, the control group is the other group that will not receive the treatment. This design is frequently utilized in classroom settings when experimental and control groups are naturally assembled as intact classes, which may also be nearly the same, Hakim et al (2020). The design model for the control groups in this study is non-equivalent. Prior to receiving treatment, a pre-test was administered to both the experimental and control groups to determine the groups' pre-treatment status.

The population in this study is 4th semester English students at UINFAS Bengkulu. The 4th semester English students consist of four classes from A, B, C and D, Each class has the same teacher who teaches listening courses, namely teacher A. The sample in this research is 40 4th semester students of the English Education Department, UINFAS Bengkulu consisting of two classes. They were class B consisted of 20 student as an experimental class and class D consisted 20 student as a control class.

C.Result and Discussion

In this study, the researcher used Pre-Listening Activities as the independent variable, while EFL Learners' Listening Comprehension. This experimental method was carried out on two groups; experimental group and control group. The experimental group is a group that uses the Pre-Listening Activity strategy in the EFL process, while the control group uses conventional methods. Both the experimental and control groups received the same pre-test. The criteria for whether guiding questions can improve students' listening skills are determined by the difference in pre-test and post-test scores.

1. Normality Test

- a. The data of normality test on pre-test in control group and experimental group

Table 1 Tests of Normality						
Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
E Pre-F Test L Control Group	.154	20	.200*	.929	20	.150
Pre-Test Ekp erimen Gro up	.180	20	.089	.925	20	.125

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test above, the probability of significance (sig) in both groups is greater than $\alpha = 0.05$. This can be seen based on the data in the control group, the sig is $0.150 > 0.05$ and the sig in the experimental group is $0.125 > 0.05$. So, it can be concluded that the data in both groups is normally distributed.

- b. The data of normality test on post - test in control group and experimental group

Table 2						
Tests of Normality						
Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
E Pre-Test Control Group	.279	20	.000	.907	20	.205
F Test Ekperimen Group	.219	20	.013	.909	20	.062

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test above, the probability of significance (sig) in both groups is higher than, $\alpha = 0.05$. This can be seen based on the data in the control group, the sig is $0.205 > 0.05$ and the sig in the experimental group is $0.062 > 0.05$. So, it can be concluded that the data in both groups is normally distributed

2. Homogeneity Test

Table 3
Test of Homogeneity

Levene Statistic	df1	df2	Sig.
0.024	3	76	0.996

Based on table 3, It can be seen that in this homogeneity test, the

Levene statistical value is 0.024 and the probability of significance is 0.996. In making homogeneity decisions, One-Way Anova is used, where if the probability of significance is greater than $\alpha = 0.05$, then the data has homogeneity of variance. Because the probability of significance = $0.996 > 0.05$, it can be concluded that the data in the two groups is homogeneous.

3. The Finding of Listening Score
 - a. the result of Students listening comprehension in Control Group

Table 4
Listening Score of Control Group

Score Interval	category	Pre test		Post test	
		frequency (students)	percentage (%)	frequency (students)	percentage (%)
80-100	Excellent	0	0%	2	10%
70-79	Very good	2	10%	2	10%
60-69	Good	3	15%	8	40%
50-59	Low	6	30%	7	35%
<49	Fail	9	45%	1	5%

Based on the table 4 showed that the results of students listening comprehension score in post-test were increased and higher than pre-test. It could

be seen in pre-test were 9 students (45%) got fail qualification of score , 6 students (27%) got low qualification of score, 3 students (15%) got good qualification of score , 2 students (10%) got very good qualification of score, and 0 students (0%) got excellent qualification of score.

Whereas the results of students listening comprehension score in post-test were 1 students (5%) got fail qualification of score, 7 students (35%) got low qualification of score, 8 students (40%) got good qualification of score, 2 students (10%) got very good qualification of score, and 2 students (10%) got excellent qualification of score. So, from those data it showed the qualification of students listening comprehension score was increased.

b. the result of Students listening comprehension in experimental Group

**Listening Score of
Comprehension Group**

score interval	Category	Pre test		Post test	
		frequency (students)	percentage (%)	frequency (students)	percentage (%)
80-100	Excellent	0	0%	4	20%
70-79	Very good	3	15%	12	60%
60-69	Good	3	15%	4	20%
50-59	Low	5	25%	0	0%
<49	Fail	9	45%	0	0%

Based on the table 5 showed that the results of students listening comprehension score in post-test were increased and higher than pre-test. It could be seen in pre-test were 9 students (45%) got fail qualification of score, 5 students (25%) got low qualification of score, 3 students (15%) got good qualification of score , 3 students (15%) got very good qualification of score, and 0 students (0%) got excellent qualification of score.

Table 5

Whereas the results of students listening comprehension score in post-test were 0 students (0%) got fail qualification of score, 0 students (0%) got low qualification of score, 4 students (20%) got good qualification of score, 12 students (60%) got very good qualification of score, and 4 students (20%) got excellent qualification of score. So, from those data it showed the qualification of students listening comprehension score was increased

4. Paired Sample T- test
 - a. Paired Sample T-test in Control Group

Table 6
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test Control Group	50.75	20	9.849	1.708
	Post_Test Control Group	62.75	20	6.257	1.399

Based on table 6 it shows that the average score on the pre-test is 50.75 with a standard deviation of 9,849, while the average score on the post-test is 62.75 with a standard deviation of 6,257. So it can

be seen from all the data that there is a significant difference in the average scores on the pre-test and post-test where the average score on the post-test is higher than on the pre-test. Other tables are as follows below:

Table 7
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Test Control Group	-11.913	4.833	1.081	-6.012	-1.488	-3.470	19	.003

In the paired sample test, table 7 shows a lot of data information about the difference in average scores between the pre-test and post-test. In addition, the data results above are very important because they can be proven whether there is a

difference in the average score between the pre-test and post-test after listening to the students.

In decision making, if the significance (2-tailed) is lower than $\alpha = 0.05$ then there is a difference in the average score of the groups concerned after being given treatment. So from these data, because the significance (2-tailed) of 0.003 is lower than 0.05, there is a relationship between the mean scores of the groups concerned after being given EFL, there is a difference in the mean scores on the pretest and posttest.

b. Paired Sample T- test in Experimental Group

Table 8
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Test Eksperimen Group	51.00	20	13.849	2.608
Post_Test Eksperimen Group	73.75	20	6.257	1.399

Based on table 8, it shows that the average score on the pre-test is 51.00 with a standard deviation of 13,849, while the

average score on the post-test is 73.75 with a standard deviation of 6,257. So it can be seen from all the data that there is a significant difference in the average scores on the pre-test and post-test where the average score on the post-test is higher than on the pre-test. Other tables are as follows below:

Table 9
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Test Eksperimen Group	-22.750	4.833	1.081	-6.012	-1.488	-3.470	19	.000

In table 9 the paired sample test shows a lot of data information about the difference in average scores between the pre test and

post test. In decision making, if the significance (2-tailed) is lower than $\alpha = 0.05$ then there is a difference in the average scores of related groups after being given treatment. So from these data, because the significance (2-tailed) of 0.000 is lower than 0.05, there is a relationship between the average values after being given treatment, there is a difference in the average values on the pre-test and post-test.

5. Independent Sample Test

Table 10
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Po Equal st_ varian Tes ces t assu med	.000	1.000	.659	38	.000	1.250	1.898	-2.592	5.092
Equal varian ces not assu med			.659	37.716	.000	1.250	1.898	-2.593	5.093

Based on table 10, it shows that the t-count result is 0.659 and the significance (2-tailed) is 0.000. Because significance (2-tailed) = $0.000 < 0.05$, H_0 is rejected, H_a is accepted so it can be concluded that there is an impact on Pre-Listening Activities on Students' Listening Comprehension EFL.

6. Score Comparison of control and experimental group

Table 11
Listening Score if Control & Experimental Group

No	group	Pre-test	Post-test
1	Control group	50,75	62,75
2	Experimental group	51	73,75

From table 11 above it can be seen the post-test scores between the control and experimental groups there were quite significant differences. namely the experimental group that received pre-listening activities treatment got a much higher score.

7. Discussion

This research aims to determine the effect of pre-listening activities on students' listening abilities. the Research was conducted in UINFAS Bengkulu 4th semester English language students for approximately one month. Before the treatment is given to the experimental class, students' initial abilities are first measured using pre-test questions in both the control and experimental classes. After the pre-test is carried out, it can be seen that the pre-test scores of the control group and the experimental group have almost the same scores. This shows that there is no

difference listening skills between the two classes. This shows that experimental class and control class depart from the starting point with the same ability.

After that, each group was given treatment, but the pre-listening treatment was only carried out in the experimental class and the control class was taught using the usual method without pre-listening activities. Treatment was given for 5 meetings in each class. After the learning activities in the control group and experiment group finished, at the end of the activity, listening comprehension of students is measured again, students re-tested using a test or called post test. These results indicate that in both groups occur the improvement of students scores on listening ability, but improvement in the experiment group is higher than the control group.

Based on the test results on research data, namely pre-test and post-test data, it can be concluded that there is a significant impact on pre-listening activities on EFL students'

listening comprehension. The basis for making the decision is that in the prerequisite test for the data normality test, it is known that the data in the control group (pre test and post test) and the experimental group (pre test and post test) are all normally distributed. In the data homogeneity test, it was concluded that the control group and experimental group data had the same variance. These two test prerequisites must be met so that the test results are more convincing.

In the test of the effect before and after treatment in the control group, it was found that there was an increase in students' average scores on the listening test, before students took part in class learning, the students' average scores increased. Based on the t-dependent test, it was found that there were differences in students' average scores before and after learning activities in class. These results indicate that pre-listening activities on EFL students' listening comprehension can improve students' abilities.

Based on comparisons with previous research, this research is similar to the research conduct by Madani et al (2022) who concluded that pre-listening activities have positive response from learners for the impact on their listening comprehension. The students were able to easily understand the listening materials, which include identify the subject, key concepts, and supporting details in better listening activities. This pre-listening technique must be done repeatedly to get maximum results.

In the learning process using pre-listening activities, students can be better prepared to learn listening. This consist with Aldukhayel (2023) who says that the pre-listening activities strategy has benefits benefit of students getting good preparation so that they are also more ready and able to learn listening with satisfactory results. Meanwhile in traditional classrooms, teachers may experience deficiencies preparation for students to practice after introducing new knowledge.

So it can be concluded that the use kind of pre-learning activities is very important for the success of the

learning process itself, especially in acquiring foreign language skills such as listening. One of the most important parts of learning to listen is preparation before the main listening task, it is important to carried out pre-listening activities that have been proven to be beneficial for the learner's listening comprehension.

D. Conclusion

Based on the problem formulation, hypothesis and research results it can be concluded that there is a significant effect on students' listening abilities before and after being taught using pre-listening activities. The used of systematic learning activities is very important for the success of the learning process itself, especially in acquiring foreign language skills such as listening. One of the most important parts of learning to listen is preparation before the main listening task, it is important to carried out pre-listening activities that have been proven to be beneficial for the learner's listening comprehension.

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