

# Optimization Of Reflecting Online Listening Comprehension Through Self-Directed Learning On English Proficiency For Teachers' Courses

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## Abstract.

*This study aims to: (1) evaluate students' CI hearing comprehension challenges; (2) examine students' CI listening comprehension improvement techniques; and (3) track students' CI listening comprehension through self-directed learning. Five students from the State University of Jakarta's Magister degree in English Language Education participated in this study, which used a case study methodology. The study involved watching the weekly data report for written self-reflection. The results show that the majority of pupils struggle with filling gaps in CI Listening. Most of them got difficulties in determining detailed information, mishearing, and because of speaking fast of the speaker. From the results, it is also clear that the students employed note-taking, focus, and attention skills as well as metacognitive strategies to address the challenges they experienced. As part of their self-directed learning in listening comprehension, the students can consider what they have learned or experienced, develop, and define their methods for gathering and assimilation new information.*

**Keywords:** CEFR CI Listening; Listening Comprehension; Self-directed Learnin and Self-reflection.

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## I. INTRODUCTION

Language educators teach various languages based on the four skills, namely listening, speaking, reading, and writing. The cycle usually starts with listening skills [1]. Listening skills contributed to accurately receiving information when communicating with others. They played a significant role in both academic and everyday situations since maintaining excellent communication was essential for individuals. Because of this, listening is regarded as the foundational skill in language development [2]. The pupils' capacity to enhance intelligible input would rise as their listening comprehension skills developed. It aids language learners in learning word stress, pronunciation, vocabulary, grammar, tone of voice, pitch, and accent. Developing listening skills could help to ensure an understanding of the information correctly, interpret messages accurately and optimize communication effectively and efficiently. Listening is an active process because Instead of using contextual information to create a fair interpretation of what has been said, individuals listen far more actively than they do when decoding sounds into words, phrases, and sentences [3]. Extensive listening strives to validate and strengthen the efficiency of intense listening to raise listening competence relative to intensive listening, which attempts to build the student's capacity for basic listening [4]. Students need to improve their listening abilities since they are used more frequently than other skills. Long acknowledged the value of listening when learning a second language [5], [6]. This is due to the nature of language acquisition, where children are exposed to new language inputs through listening. Improving listening comprehension is not easy.

It is because there are some factors affecting listening in L2 learning. When students listen to the English language, they have trouble hearing [4]. Accordingly, listeners face several challenges. Inputs that the students have trouble listening to, aside from the length of the text, include the speaker's accent and rate of speech [7]. If the speaker speaks fast without pausing to give the pupils time to understand the material, the students find it difficult to understand what he or she is saying. These results suggest that a speaker's accent is extremely important for second-language listening comprehension. Teaching listening skills is one of the most challenging tasks that a teacher faces because listening skills typically take a long time to master and typically involve the student experiencing a range of emotions, from depression and frustration to exhilaration and pride [8]. Due to the increased difficulties, learning to listen in a foreign language is significantly more challenging[9]. With very good listening comprehension, ESL learners can develop other

language skills for effective communication. It has been highlighted the importance of listening comprehension in promoting effective communication skills among learners (UNICEF, 2022). In its recent publication, UNICEF suggested that “the development of a wide range of communication skills involves interactive and participatory learning, allowing for active listening and questioning” (p. 25). In many countries, the advancement of technology has prominently upgraded ESL learners’ listening comprehension [10]–[12].

The utilization of podcasts, games, mobile applications, websites, and various other digital resources in listening activities, for instance, has been studied and analyzed to prove the extent of their contribution to ESL listening activities. Learning to listen through a website belongs to e-learning. E-learning is an online platform that makes learning and listening easier [13]. One of the platforms that can be used is a web-based resource based on CEFR. Hence, it is evident that the interest in ESL listening comprehension has been positively growing along with the advancement of technology. Because it might be challenging to pinpoint the precise problem with hearing, listening comprehension appears to be one of the aspects of foreign language acquisition that receives the least amount of research. Due to its complexity, listening presents problems to both teachers and L2 students. Because it might be challenging to pinpoint the precise problem with hearing, listening comprehension appears to be one of the aspects of foreign language acquisition that receives the least amount of research. Due to the complexity of listening, both teachers and L2 students face obstacles. These early observations led us to conclude that self-learning has not yet been effectively used to increase students’ listening comprehension. Therefore, more research on the use of self-directed learning is required. The teachers instruct and involve students in particular strategies that enable them to make decisions and resolve problems on their own without always being told what to do, with a focus on student self-direction and efficacy [14]. It indicates that the professors provide them with a method for efficiently processing material and fostering self-assurance and the conviction that they can succeed.

Contrary to these findings, asserts that 93% of respondents’ problems are impacted by their inability to understand what is being said when the native speaker talks normally, and 87% are impacted by their inability to listen when the speaker frequently pauses and has doubts while speaking [15]. One of the difficulties experienced by anyone learning a new language is how to pronounce the words. The research demonstrates that learners of foreign languages frequently struggle to understand the meaning of terminology that is pronounced wrong [7]. The foreign language education curriculum in Indonesia currently refers to the Common European Framework of Reference for Languages (CEFR). Regarding the national education system, national job training system, and assessment system for raising national learning outcomes—all of which are owned by Indonesia and used to create effective and efficient human resources—the IQF is an embodiment of the nation’s quality and identity. In line with the IQF regulations, the quality of education at the superior master’s level is equivalent to the C1 level in the CEFR. The purpose of this study is to increase the students’ competency in listening skills through self-directed learning utilizing online resources in the Magister program of English language education. The approach for improving the listening skills of English Proficiency for Teachers students is the main topic of this study. As a result, they could be given particular strategies like urging pupils to define their own personal development and instructional improvement objectives and devising strategies to achieve the goals. To accomplish their objectives, students might also profit from mastering a range of problem-solving techniques. To do this, they received training in SDL reading techniques and practice using, preferably, metacognitive techniques.

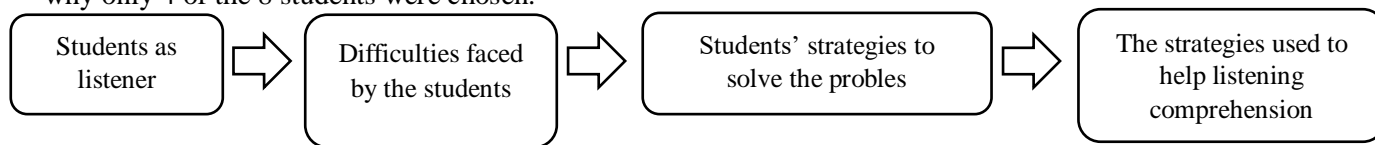
The key ideas in the subject are described in the parts that follow. The purpose of the study is to provide insight into the following issues:

1. What are the difficulties faced by the higher students in Listening C1?
2. What are the students’ strategies to improve their ability in listening C1 comprehension?
3. To what extent does self-directed learning use in listening C1 comprehension in higher education?

This study gives teachers advice on how to motivate pupils to enhance their reading comprehension while also teaching listening comprehension. Additionally, this study hopes to encourage students to employ autonomous learning techniques in daily life to enhance their listening comprehension when studying English or other foreign languages.

**II. METHODS**

To achieve this goal, this study employs descriptive, qualitative, and interpretive methods. It was carried out at a Jakarta state university's master's program in English language instruction. 4 out of 8 students in the second semester of the master's degree in English language education of the A class of the 2022 batch from the English Proficiency for Teachers course of the 2022/2023 academic year make up the data source for this study. The author only found 5 students who completed a report of listening at level C1 of the CEFR by following some of the processes described in the diagram below, leaving out the other 3 students. This is why only 4 of the 8 students were chosen.



**Fig 1. Stages in Self-Reflection of C1 Listening Comprehension**

The task given to the students is to report their Listening C1 exam results via a website. The website offers various C1 albums for listening. They carry out the workout following the directions. There are four different categories of C1 listening exercises available. When the students completed the exercise, they were required to report the challenges they encountered and the techniques they used to overcome them. The method of self-learning listening comprehension is shown in Figure 1. The students are the readers under the lecturer's direction. They then encountered some issues when completing the C1 listening assignments. Finding some solutions to the challenges and obstacles is the next step. They also employ techniques to improve their listening comprehension. By examining the students' weekly reports of self-reflection on their reading abilities from the course, the researcher employed observation to gather the data. The students' task reports and self-reflection data serve as the data sources. Additionally, based on the research's understanding, any information gleaned from the findings of students' self-reflection data collecting has been gathered.

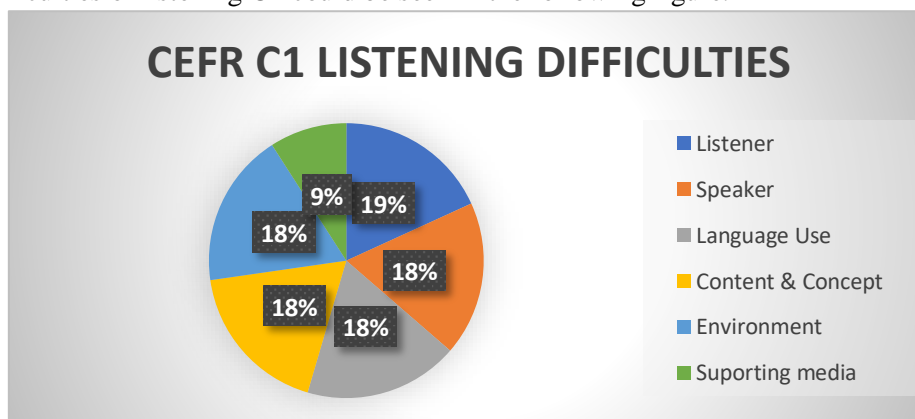
**III. RESULT AND DISCUSSION**

The features of students' skills or challenges were utilized, together with data from the observation of students' self-reflection reports, to identify problems and techniques employed in listening C1 comprehension exercises. There are 16 stages in the listening C1 tasks; there are 13 multiple-choice steps, 2 fill-in-the-blank steps, and 1 dictation phase. The researcher created this table as an example of a self-learning report from pupils.

**Table 1. Students' difficulties on C1 Listening Activities**

Students	Type of Difficulties
Student A	Speak fastly, mishearing, long explanation, noisy
Student B	Speak fastly, detailed information, lack of vocabulary
Student C	Speak fastly, mishearing, detailed information
Student D	Mishearing, detailed information, differing the Noun form, identifying pronunciation.
Student E	Mishearing, detailed informtion, long explanation, lack of vocabulary

The difficulties of listening C1 could be seen in the following figure.



**Fig 2. Percentage of C1 Listening Difficulties**

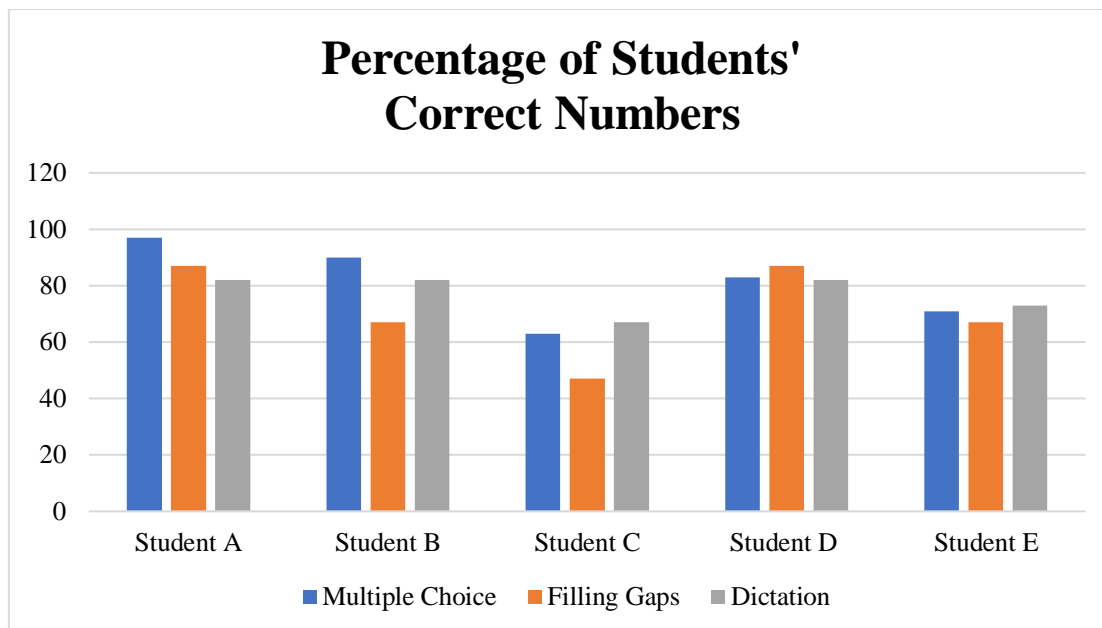
The internal and external factors, particularly for English as a foreign language, impact listening comprehension [16]. The internal aspects belong to the listener. The external aspect belongs to the speaker, the material, and the medium. Then, the material and the medium were classified into four. The first thing to consider is the language itself, including its use of stress, intonation, weak forms, lexis, syntax, and cohesiveness. Second, if the information and concepts are vague, enigmatic, highly technical, excessively lengthy, and poorly arranged, they may be difficult to understand. Thirdly, the environment is used to describe a noisy environment and a lot of interference. Fourth, various supporting media like gestures and images have an impact on the pupils' attentiveness. The pupils' self-reflection reports note that they had considerable trouble with the C1 listening exercises. According to Table 1, the elements of understanding in C1 hearing comprehension are mostly impacted by the language employed, making it challenging to distinguish the information from the noun (words). It also caused the speaker which spoke fastly which make them difficult to identify the pronunciation. Content and concept also make them difficult, because of long explanations and lack of vocabulary. Mishearing and lack of concentration also caused listeners difficulty in listening comprehension. And the last one, environment such as noise also affects listening comprehension. Along with identifying the challenges, the students also shared their reading B2 activity techniques. The following table lists the tactics.

**Table 2.** Strategies used by the students in C1 listening activities

<b>Problems</b>	<b>Strategies</b>
Detailed information	Metacognitive strategy, note-taking
Mishearing	Metacognitive strategy
Lack of vocabulary	Visualization strategy, learning new words
Speak fastly	Predicting/guessing, keywords used
Long explanation	Note-taking strategy, metacognitive strategy
Noisy	Concentration and attention strategy
Differing noun	Drill technique strategy
Identifying pronunciation	Concentration and attention strategy
Lack of concentration	Concentration and attention strategy, inferencing strategy

The conclusion of students' techniques for resolving C1 listening comprehension issues may be found in Table 2 above. The students used a metacognitive strategy to solve the problem of determining detailed information. The metacognitive strategy was confirmed beneficial for EFL learners, especially to solve the difficulties of long explanations, mishearing, and looking for detailed information in listening [17]. Note-taking strategy also climbed effective to solve the difficulties of previous problems [17]. It was claimed effective because by note-taking strategy could jot down important information. The second strategy to solve the lack of vocabulary in the listening problem was the visualization strategy [17]. This problem would help to process spoken texts faster. The third strategy was learning new words (Cambridge Assessment English, 2021). The fourth strategy was predicting/guessing to solve the problem of speaking fastly [17]. It could be used to solve the exercise of filling the gap.

The fifth strategy to solve speaking fastly was using keywords (Kho et al., 2022). This study has contributed considerable evidence supporting the dominant role of reading in listening tests by shining light on how keywords in test items are attended to by test-takers and the connection between keyword-matching and listening test performance. The seventh strategy was concentration and attention to solve the problem of noise, identifying pronunciation, and lack of concentration [17]. However, lack of concentration could also be solved by inferencing strategy to relate with pragmatic knowledge to grasp implied information. The last strategy was the drill technique strategy to solve the problem of differing nouns [17]. Drill technique also could be used to understand the pattern and intonation of the words [19]. The following graph illustrates how the students fared in the third category of C1 listening exercises after employing their methods.



**Fig 3.** Percentage of Students' Correct Numbers Improvement on Each Listening C1

Figure 3 presented the percentage of students' correct numbers. Student A could answer 97% of multiple choice, 87% of filling gaps, and 82% of dictation. Next, student B could answer 90% of multiple choice, 67% of filling gaps, and 82% of dictation. And next, student C could answer 63% of multiple choice, 47% of filling gaps, and 67% of dictation. Then, student D could answer 83% of multiple choice, 87% of filling gaps, and 82% of dictation. And then Student E could answer 71% of multiple choice, 67% of filling gaps, and 73% of dictation. The data above means the students could answer 81% of multiple choice, 71% of filling gaps, and 77% of dictation. Therefore, multiple choice was the easiest, and filling gaps was the most difficult. Through online listening C1, students could enhance their self-directed learning. Self-reflection that they made as weekly reports help them analyze the problem found in listening C1. The problems brought them to find strategies as the solution to overcome them. It is in line with Students' claim that these had a significant influence on their accomplishment both during and after the reflective program, supporting [20] claim that students' self-set growth objectives are closely tied to academic improvement and performance. Growth objectives that were only loosely connected to success, such as stress management, seemed to have a favorable effect on both academic development and other outcomes, including well-being.

An after-program survey showed that growth goal setting had an ongoing effect on academic growth variables (such as self-efficacy and academic performance). In summary, both academically direct and indirect development objectives can result in academic growth, and the process of concurrent growth reflection seems to support growth goal setting. According to [21], asking for and encouraging reflection start with an examination of one's conception of education and learning as well as the relationship between reflection and self-reflection and the growth of students' competence. Early on, kids should be encouraged to comprehend (reflect), assess, and, if required, adjust (control) their learning behavior. This will foster a self-reflective mindset. The usage of an ePortfolio may make a significant contribution to encouraging introspection, self-reflection, and competence development. It looked at the e-portfolio as a tool for reflection and self-reflection because of this. E-portfolio had a beneficial effect on their ability to reflect on themselves, according to the results. How advantages like presence in daily life, customisation, and reflection via hand building may be extended to a larger range of digital and physical systems [22]. It was because creating visualizations out of actual tokens has been discovered to encourage individuals to reflect on data, and self-reflection is a key objective of personal informatics systems. To help people learn the right way through accurate information and moral reasoning, self-reflection should be supported, developed, and applied by policymakers, educators, researchers, and participants[23]. Constructive physicalization, however, has only been researched in laboratories thus far.



#### IV. CONCLUSION

This study set out to identify the difficulties and strategies in CEFR listening C1 through self-directed learning. The findings identified that the difficulties of listening comprehension were determined by internal and external factors. The significance of technology in tertiary educational settings, particularly in higher education, for teaching and learning English as a foreign language through listening. Teachers must also consider ways to give students in listening classes learning opportunities so that they take more ownership of their education, become more interested in hearing, and actively engage in experiencing a range of listening resources. To ensure that students fulfill their self-study assignments, teachers must also assign weekly study plans to their classes. This result is consistent with past studies that looked at the value of Technology, entertainment, and design talks (TED-Talks) [24], which discuss using TED-TALK as supplemental material to encourage students' independence in listening comprehension.

This study has identified that e-learning through online technology as a valuable concept that can be used to improve students' listening C1 level skills and it allows the students to develop and practice listening skills independently outside the classroom, as long as they have Internet connectivity [13]. As a consequence of their ability to reflect on their hearing comprehension and devise their techniques for acquiring and assimilation new knowledge from what they had acquired or experienced during their learning process, participating students appreciated self-directed learning in listening classes. It would be easier for us to build a higher degree of precision on this topic if we had more knowledge about self-reflection. Future studies should include the following in light of these findings: students should look into the strategies and skills they may employ to enhance their listening skills to address any issues they may have encountered when trying to understand a listening book. Instead of looking up every new word in the dictionary right away when they encounter it, they should learn to infer new words from context. This will help them overcome their lack of vocabulary.

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