

The Listening Skill Package to Improve Student's Effectiveness
and Self-confident in Listening Comprehension Course:
Nakhon Ratchasima Rajabhat University
ชุดฝึกทักษะการฟังเพื่อพัฒนาผลสัมฤทธิ์และความมั่นใจทักษะการฟังในวิชาการฟัง
เพื่อความเข้าใจของนักศึกษามหาวิทยาลัยราชภัฏนครราชสีมา

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Abstract

This research aims to improve listening skills for the Listening for Understanding Course. The sample group used in this research consisted of 14 students. The material used in the research is the listening skill package and questionnaire for test students confident. The result analysis by One-way ANOVA then tested the difference between the mean. T-test statistics. The results of the research found that (1) student's grades in the pretest and posttest in topic no. 1, it was found that scores of the students after studying were significantly higher than before at the .05 level. (2) student's grade in the pre and posttest in topic no. 2, it was found that the average scores than before the study was statistically significant at the .05 level (3) student's grade in the pre and posttest in topic no. 3, the students' pre and post study test, it was found that the average than before the study was statistically significant at the .05 level and (4) The student confidence level in the pre-examination and post-examination period, had a higher level of confidence.

Keywords: Achievement; Self-Confident; The Listening Skill Package

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บทคัดย่อ (Abstract)

การวิจัยครั้งนี้มีความมุ่งหมายเพื่อพัฒนาทักษะการฟังในรายวิชาการฟังเพื่อความเข้าใจ โดยมีกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ จำนวน 14 คน เครื่องมือที่ใช้คือ ชุดทดสอบทักษะการฟัง และแบบสอบถามวัดความมั่นใจ การวิเคราะห์ข้อมูลใช้โปรแกรมสำเร็จรูปวิเคราะห์ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สถิติทดสอบค่าที่ ผลการวิจัย พบว่า (1) ระดับคะแนนของนักศึกษาในการทดสอบก่อนและหลังเรียนในหัวข้อที่ 1 การทดสอบก่อนเรียนและหลังเรียนของนักศึกษา พบว่า คะแนนสอบหลังเรียนของนักศึกษาสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) ระดับคะแนนของนักศึกษาในการทดสอบก่อนและหลังเรียนในหัวข้อที่ 2 การทดสอบก่อนเรียนและหลังเรียนของนักศึกษา คะแนนสอบหลังเรียนของนักศึกษาสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (3) ระดับคะแนนของนักศึกษาในการทดสอบก่อนและหลังเรียนในหัวข้อที่ 2 การทดสอบก่อนเรียนและหลังเรียนของนักศึกษา พบว่า คะแนนสอบหลังเรียนของนักศึกษาสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ (4) ระดับความมั่นใจของนักศึกษา ก่อนสอบและหลังสอบมีความมั่นใจในระดับที่สูงขึ้น

คำสำคัญ (Keywords): ผลสัมฤทธิ์ทักษะการฟัง; ความมั่นใจทักษะการฟัง; ชุดทดสอบทักษะการฟัง; แบบสอบถามวัดความมั่นใจ

Introduction

The present article intends to expose what has been achieved within side the discipline of linguistics, say coaching English to destiny English instructors, so one can assist the scholars decorate their listening ability. Now, coaching a language manner now no longer most effective coaching the basics of it however additionally talents and techniques that assist the novices enhance their overall performance on it, that will absolutely talk. Concerning an overseas language like English, we need to speak approximately non-local customers of English who use the language to talk with others or to train others the way to use it. This is our case. As instructors, we attempt to train our student-instructors the way to use English properly. This exhausting assignment involves, of course, the coaching and acquisition of the 4 skills: writing, reading, speaking, and listening. Listening comprehension is an indispensable expertise in all spaces of scholarly life. Viable listening is needed all together for advanced education understudies to get formal talks and instructional exercises, just as to associate with other understudies in little gatherings, in project work, and in

friendly circumstances. Graduate understudies have the additional test of taking part in a scope of casual communications in research facilities, in management gatherings, at meetings, at public talks, and in correspondence with research members.

In the Bachelor of Art (English) at Nakhon Ratchasima Rajabhat University It is the courses that are specified in the second year of study, have studied and must pass the criteria. In order to continue to study in the listening course which is the highest in any of the courses related to listening skills. So, I tried to find a way to help awareness. I will use the listening skill set. (Instructional Package to Practice Listening in English Communication) which consists of preparation, Check-up Understanding and Final Discussion. Bring to practice to provide students with rapid familiarity and awareness and the content spans multiple contexts.

Research Objective

1. To develop students' listening skills for better efficiency.
2. To develop students' confident toward listening skills.

Research Methods

1. Research Procedure and Method

1.1 Participants - Students in Bachelor of Arts program English Language Branch, the 2nd year, Nakhon Ratchasima Rajabhat University.

1.2 Sample group - Bachelor of Arts students the 2nd year of the English language branch was selected by randomly, totaling 14 students who get grade C. in Listening in the Daily life Course.

1.3 Pre and posttest of 3 various topics (multiple choice with 20 items)

1.4 Student's confident questionnaire.

2. Scope of the study

The researcher will collect the data with the students. English Department Bachelor of Arts, 2nd Year at Nakhon Ratchasima Rajabhat University with grades lower than C. in everyday listening and speaking courses and 11 students were interested in improving themselves in listening skills (measure listening skills before and after class). The statistics used were: t-test dependent.

3. Materials

A package of listening skills of 3 in various topics based on the practice from www.learnenglish.britishcouncil.org in Intermediate B1 Listening level.

4. Data Collection

4.1 Retention period the researcher will collect the sample data. Starting from 20 July to 10 August 2021 and taking about 20-30 minutes to answer the questionnaire.

4.2 Storage area is the classroom number 36.05.07 at Nakhon Ratchasima Rajabhat University.

4.3 The research instruments were 3 sets of listening tests and a number of tests.

4.4 The result analysis by One-way ANOVA then tested the difference between the mean. T-test statistics

Research Results

In summary, this chapter illustrated the result of the study from Table no.1 - Table no.3 the results show that the score of the three topics is in high level from the criteria and Table no.4 the score interpretation of the self-confident for pretest and posttest stage are most in upper level.

Table 1: Mean, Standard Deviation, T test statistics and the level of statistical significance of the students' pre- and post-semester test scores.

Topic No. 1	n	\bar{x}	S.D.	t	Sig.
Before attend the training (Pre)	14	3.64	1.010	3.97	0.0008*
After attend the training (Post)	14	5.29	0.99		

*At a statistically significant level of .05

1. The score of Mean, Standard Deviation, T test statistics and the level of statistical significance of the students' pre- and post-semester test scores. It was found that the pre-study and post-study tests of the students The mean scores were 3.64 points and 5.29 points, respectively. And when comparing the scores before and after school, it was found that the scores of the students after school were significantly higher than before at the .05 level.

Table 2: Mean, Standard Deviation, T test statistics and the level of statistical significance of the students' pre- and post-semester test scores.

Topic No. 2	n	\bar{x}	S.D.	t	Sig.
Before attend the training (Pre)	14	4.07	1.07	6.001	0.0000*
After attend the training (Post)	14	6.71	1.33		

*At a statistically significant level of .05

2. The result of Mean, Standard Deviation, T test statistics and the level of statistical significance of the students' pre- and post-semester test scores.

It was found that the students' pre-study and post-study test scores were 4.07 and 6.71 points, respectively, and when comparing between the scores before and after school, it was found that the students' scores after school were significantly higher than before. statistically significant at the .05 level.

Table 3: Mean, Standard Deviation, T test statistics and the level of statistical significance of the students' pre- and post-semester test scores.

Topic No. 3	n	\bar{x}	S.D.	t	Sig.
Before attend the training (Pre)	14	4.71	0.91	10.41	0.0000*
After attend the training (Post)	14	8.29	1.33		

*At a statistically significant level of .05

3. The score of Mean, Standard Deviation, T test statistics and the level of statistical significance of the students' pre- and post-semester test scores.

It was found that the students' pre-study and post-study test scores were 4.71 and 8.29 points, respectively, and when comparing between the scores before and after school, it was found that the students' scores after school were significantly higher than before. statistically significant at the .05 level.

Table 4: The interpretation of the self-confident for pretest and posttest stage.

No. Student	Topic 1	Topic 2	Topic 3	result
1 (pre)	1	3	3	upper
1 (post)	1	2	3	upper
2 (pre)	1	1	1	invariable
2 (post)	1	3	3	upper
3 (pre)	2	2	1	lower
3 (post)	2	3	3	upper
4 (pre)	3	2	2	lower
4 (post)	3	3	3	invariable
5 (pre)	1	1	2	upper
5 (post)	1	2	3	upper
6 (pre)	1	2	3	upper
6 (post)	1	2	2	upper
7 (pre)	2	2	3	upper
7 (post)	2	2	2	invariable
8 (pre)	3	2	2	lower
8 (post)	3	2	2	lower
9 (pre)	2	2	2	invariable
9 (post)	2	2	3	upper
10 (pre)	1	1	2	upper
10 (post)	2	2	3	upper
11 (pre)	2	2	2	Invariable
11 (post)	2	2	3	upper
12 (pre)	1	2	2	lower
12 (post)	2	2	3	upper
13 (pre)	2	2	2	lower
13 (post)	3	3	3	invariable
14 (pre)	1	3	3	upper
14 (post)	2	3	3	upper

4. The score interpretation of the self-confident for pretest and posttest stage.

It shows that the score interpretation of the self-confident for pretest and posttest stage, 10 from 14 students are gain the upper scale Moreover 3 from 14 students are gain the invariable scale and only 1 student is gaining the lower scale that check about student's confident in listen skill.

Research Discussion

1. Discussion

The discussion of the results found that the student's grades in the pretest and posttest in topic no. 1, the pre and post study test of students It was found that the average score was 3.64 points and 5.29 points, respectively. And when comparing the scores before and after school, it was found that the scores of the students after studying were significantly higher than before at the .05 level. Student's grade in the pre and posttest in topic no. 2, the students' pre and post study test, it was found that the average scores were 4.07 points and 6.71 points, respectively. than before the study was statistically significant at the .05 level Student's grade in the pre and posttest in topic no. 3, the students' pre and post study test, it was found that the average scores were 4.71 points and 8.29 points, respectively. than before the study was statistically significant at the .05 level. Finally, the student confidence level in the pre-examination and post-examination period, 10 out of 14 students had a higher level of confidence. In addition, 3 out of 14 students had a stable level of confidence. And only 1 student had a low level of confidence.

2. Summary of the study

From the research question were (1) to develop students' listening skills for better efficiency and (2) to compile and categorize content important matters to develop a package of listening skills at a higher level. The students of Bachelor of Arts program English Language Branch, the 2nd year, Nakhon Ratchasima Rajabhat University are not in a position to communicate satisfactorily in English language. The main aim of the study was to find reason for this problem of the students and come forward with workable remedy. Students' effectiveness in listening skill was checked by using the listening skill package in which their performance was poor and they want to prepare and develop listening skills so that in the next semester, they must enroll in listening classes for a specific purpose. In order to find reasons for this poor performance of students, a questionnaire was distributed among teachers. The

purpose was to find out steps or techniques to help and taken them for the Improvement of English language learning skills and increase confidence in using listening skills effectively.

I am as the teachers' practices for improving listening skill of the students is concerned, no systematic strategies are applied by them. Very few teachers follow the technique of the three steps (Pre, While, Post Listening) for improving the listening skill of the students. Teachers assign the task to students to listen to contents of three topics from B1 CEFR Levels in www.britishcouncil.org and watch English plays and movies, but majority of the teachers do not assign this task. Majority of the teachers give instructions to students either in native language or in National language and I try to give instructions in the target language. So, for as the use of electronic media is concerned; teacher makes use of electronic media in the classroom. In order to compel students to listen to the teachers attentively, teachers use the technique of asking students to re tell the story in the target language. In order to concentrate on improving listening skill of the students, no proper selection of lessons for listening. It is important to highlight the fact that many of the students were aware of their problems with pronunciation and grammar, besides their low performance on listening, which reinforces the idea of the project being helpful to lead students to an improvement of other skills/components of the language.

3. Summary of the findings

From the findings show that the training required the students to make decisions and get the chance to choose the topics and some materials they would use in their questionnaires for example multiple choices, fill the gap, re-arrange the sentences etc. As well as about the activities they would plan. This involved reflecting on their performance to identify strengths and weaknesses and, based on that, analyzing and judging sources and methodology, which reflect the use of the critical thinking skills Paul (1992) talks about.

In the same way, although some students did not design the exercises themselves, they were useful because they had to make decisions on what to use and how to adapt them, taking into account not only their needs, but also their classmates'. Some others took already designed to answer the exercises as a reference to design their own; that move implied decision making as well, as they had to decide if the level was proper and if the type of exercise was interesting enough to be presented.

As long as the training were presented, students became more demanding with respect to the difficulty of the audio, the design of the exercises and the type of activities, which shows they were really concerned about their need to enhance their performance. They were being critical of and took responsibility for not only their own performance but also their peers', following what Paul, Willsen, and Binker (1993) and Benson (2001) state.

Thus, some students have gone beyond recognizing their weaknesses by using their own strategies to decrease them. They considered the training to be very helpful since it made them aware of the many possibilities of working on their own; they are becoming more autonomous. They really felt there was some improvement in their performance on listening although it did not guarantee obtaining good grades—at least the ones they expected on their tests.

As for language acquisition, students had to choose an audio that was at a higher level than the level they use to produce the language which involved the kind of input that Krashen (1981) says is necessary to acquire a language. In the same way, students had the chance to practice listening in a relaxed environment since the ones who were not the presenters had to do the exercise without the pressure of a grade for their performance. This involves the second point made by Krashen about motivation and self-confidence, which promote language acquisition.

By evaluating themselves and their classmates, students will become more analytical and critical. Thus, when they become the 3rd year students, they will have been faced with evaluating and, somehow, will have some confidence in the process and will take it more into consideration as they will have reflected on all that it implies.

Students played the role of a teacher and realized that it implied being creative, taking the students' characteristics into account to design the activity, controlling the group, keeping the group's attention, and challenging the students to get good responses. They felt it was difficult but liked the experience a lot.

There was a change of them. Students were given the responsibility for some functions that traditionally have been in teachers' hands. This has led us to confront our own practice; we have begun reflecting upon our role as guiding agents, not as providers, teachers. Almost all the teachers agree that time utilized inside the classroom is not sufficient to bring improvement in the listening skill of the students. The teachers also agree that mother tongue creates great hurdles in improving

listening skill of the students. In order to improve the situation, an experimental study was conducted. The results of the experimental study showed that a significant change in the listening skill of the students could be brought if innovative strategies were applied in the classroom.

To sum up from the findings in overall show that if the teacher gives students the opportunity to participate or express their opinions in teaching and learning. Most students have test results before and after school. in a better and confident manner as well as being encouraged to learn and develop their own listening skills even more especially the opportunity for students to participate in the selection of content. or modern topics Trendy and from a trusted source That gives students the importance of being taught by teachers. Ultimately, students and teachers can work together happily.

Research Suggestions

Taking into account all of the research reviewed, the researcher would like to highlight the following core principles to increase self-confidence and improve students' listening production in the English class:

- A positive university culture and climate
- Effective listening contents refer to B2 CEFR
- A shared understanding of what the affective side in language learning is and its impact

- Education & training

In addition, this study suggests that schools include an emotive component in their classrooms to complement the cognitive domain, as well as recognize, respect, and value all identities and respect for all. The study suggests that language teachers encourage and strengthen students to participate more in class, connect with others, and present oral material in English. They should also provide adequate opportunities for students to express their concerns in a comfortable setting.

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