

## Using Self-reflection in Listening Skills English Proficiency for Teacher Course through Web Source

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### Abstract

Self-reflection has been touted as a possible path to work-based learning. However, the goal of this study is to use self-reflection to help B2 and C1 students at the CEFR level enhance their listening skills. This finding is expected to serve as a guide for educators, government officials, corporate leaders, and academics interested in promoting, creating, and implementing self-reflection learning in English listening. This research included two types of analyses. To begin, the writers look at master students in an English proficiency program's self-reflection. Second, the authors look into how people search for self-reflection learning in listening on the internet. The authors specifically employed Google Classroom and web resources to analyze real-world data from 14 students in listening B2 and C1 who completed a listening self-reflection exercise. Students still had some difficulty listening, according to the findings from the study of the identified self-reflection listening assignment. From the perspective of work-based learning, self-reflection has been identified as an important topic in talent development. Self-reflection should be encouraged, created, and implemented by policymakers, educators, researchers, and participants to assist individuals learn on the proper route through valid knowledge and ethical reasoning.

**Keywords:** Listening, Self-reflection Learning, CEFR, Magister Students

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### INTRODUCTION

Listening is one of the basic skills out of four in English language learning. Hidayat (2013) says that listening is regarded as a crucial skill that must be mastered. Hidayat also says that the quality of a person's relationships with others is greatly influenced by how well they listen. This means that listening is an important skill to master to create good communication and avoid misunderstandings between speakers. Listening ability is needed to comprehend the message conveyed by others. Listening is a common activity in the lives of second language (L2) learners.

Researchers in second language acquisition (SLA) estimate that while L2 learners are communicating in the target language, they spend 45 to 50 percent of their time listening (Nushi & Orouji, 2020). The importance of listening in learning a second language has long been recognized (Burns, 2017).

Despite the fact that teaching listening skills has received more attention than in the past, it is still the least known and investigated skill in TEFL/TESL when compared to other abilities (Rezaei & Hashim, 2013; and Vandergrift, 2007). Students do not have access to effective approaches and learning strategies that allow them to grasp listening in a foreign language (Mehdi, Mansoor &

Azizollah, 2014). According to Krashen (1985), listening is one of the most common ways for language learners to be exposed to a second language and a crucial enabling factor in acquiring that language. Listening, according to Nunan (2015), listening is "the gasoline in the motor of second language acquisition" (p. 34). Furthermore, listening is essential for the acquisition of other language abilities. Finally, Rost (2015) claims that if learners do not have the necessary listening abilities to comprehend the information at the appropriate level, they will effectively forfeit the opportunity to learn the language.

Furthermore, among the three skills to learn, learners of English as a foreign language regard listening to be the most intricate and difficult (Nation & Newton, 2009 in Abdelhalim, 2018) making it a difficult and anxiety-provoking skill for them (Elkhafaifi 2005 & Field, 2008). As a result, further research in the field of teaching and learning listening is critical for developing teaching methods. Additionally, assisting kids in understanding listening as a process and having sufficient control over this process will result in a higher degree of comprehension. As a result, pupils' other language skills will increase, as will their overall language proficiency level (Brown, 2006).

According to Vandergrift (2007) in Abdelhalim (2018), practicing listening comprehension activities in EFL classes can cause stress and anxiety, particularly at the primary and intermediate levels, because pupils lack the ability to process linguistic input quickly and accurately at the same time. As a result, teaching students proper listening methods might help them understand what they're hearing during the listening exercise (Serri and Boroujeni, 2012). Learning strategies in language classes, according to Cohen (2000, 21), enable students shift learning responsibility from the teacher to themselves, making them more self-learners. Furthermore, learners' use of methods is inferred to have a favourable impact on their self-regulation skills by allowing them to set learning goals, track their progress, and assess their final results (Liu, 2008).

The goal of this study is to develop listening skills in the English proficiency for teachers' course

through self-reflection Web Source. As a result, the teacher's role must shift from lecturing to training and mentoring pupils while they practice listening methods; the emphasis should be on practicing. Furthermore, listening comprehension is being emphasized as a skill that should be taught and mastered in its own right 3 beginning at a young age, rather than only as a sub-skill in practicing foreign language conversation activities.

Furthermore, based on the demonstrated importance and usefulness of meta-cognition in FL listening in many studies, meta-cognition, or the metacognitive approach, is used as a foundation for the current investigation. Students are provided with sufficient, appropriate, interesting, and varied listening tasks as part of this method, allowing them to participate in the listening process, practice listening skills, reflect on their progress, and receive supporting direction from their instructor - scaffolding (Goh, 2008; Vandergrift and Goh, 2012). Learners will become more involved in the learning process in the future, able to direct themselves through self-reflection and autonomous decision-making regarding their progress- as autonomous learners (Oxford 2011).

According to Brunzell and Horejsi (2013), traditional classrooms, in which knowledge is conveyed to students through one-way discourse and style, are ineffective, inefficient, and irrelevant to today's learners. To solve many of the challenges that plague the traditional classroom, educators have recently created a new pedagogical technique known as the self-reflection, which allows students to use active learning methods in the classroom while still completing required content. This attitude emphasizes students' constructive engagement in the learning process; rather than being passive receivers, they should be more responsible and "strategic" (White, 2006, p. 113).

Based on the previous research, there is still limited discussion about how teacher develop listening skill especially for CEFR level with the efficient strategy. Aldina (2020), addresses on students' difficulties with online listening learning during the pandemic. This study uncovers some internal and external problems that students in online listening lessons confront. To improve their listening skills, pupils are advised to engage in

more intensive exercises. Because students face several hurdles, teachers must devise an effective method to assist them in overcoming these obstacles.

True learning, according to Suwartono (2014), is dependent on students' ability to construct their own understanding of what they are studying and connect it to their schema appropriately; consequently, experience should be the primary source of learning. The more charge and control students have over their learning through reflective activities, the better (Kavaliauskien e, Kaminskien e, & Anusien e, 2007). However, based on the previous research that self-reflection it was argued, can assist students build more confidence in the goal-means relationship, implying that they will have stronger levels of self-regulation. Therefore, web source here can be the strategy or the solution to improve listening. The materials that can be taught with web source. This gap has led the researcher to investigate this study. According to the problem stated previously, two research question are formulated: 1) What are the CEFR listening comprehension skills necessary for magister students? 2) How can self-reflection learning skills be developed by adopting an integrative strategy based on the self-reflection practices?

This research aims to Exploring the extent to which integrative strategy based on reflective practices could enhance listening comprehension and self-reflection learning skills of magister students in the English proficiency for teachers' course. This study is also helpful for both students and lecturers that it can result in valuable findings in the field of using reflection and self-learning practices teaching listening comprehension for English magister students.

## **METHODS**

This study employed a qualitative research approach to offer deep understanding of students' use of self-reflection in their learning of listening. The researcher employed content analysis of qualitative research in this study. Johnson (2014) defines qualitative research as research that focuses largely on the collecting of qualitative data.

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e., text). Using content analysis, researchers can quantify and analyse the presence, meanings, and relationships of such certain words, themes, or concepts. For data analysis the researcher used a Halliday's Systemic Functional Linguistics.

The target population of the current study contained students at English magister students, in one of the universities in Jakarta. 14 participants were involved in the study (students from class A).

The participants in this study were 15 Magisters English major students purposively selected from 45 students taking an English proficiency for teacher's course offered as course at one of the universities in Jakarta of academic year 2022. They were selected because they were considered successful students in listening, identified by their report in the individual self-reflection listening task. Initially, students with the highest scores of the listening task were targeted. However, after ranking all students according to the scores received, five students were found to gain the same score in the bottom rank of the group. All of them were then included as the participants of this study, making the total number of 15 participants. The selected participants were heterogeneous in terms of faculty and year of study.

In here the researcher used table analysis as an instrument. To analyse the text using content analysis, the text must be coded, or broken down, into manageable code categories for analysis (i.e., "codes"). Once the text is coded into code categories, the codes can then be further categorized into "code categories" to summarize data even further. Any technique for making inferences by systematically and objectively identifying special characteristics of messages. (Holsti, 1968).

## **RESULTS AND DISCUSSION**

### **Document details**

#### *Abbreviations / terms / notations / symbols*

At the English proficiency for teacher's course, all students were required to write at most three pages of a self-reflection report in order to

show their overall reflection of the course regarding four main points:

-self-evaluation of their understanding of the concepts and applications of listening in the web source

-self-evaluation of their listening development (from all assignments they have done)

-self-evaluation of their problems on listening

-self-suggestions of how to improve their listening

The final self-reflection report was used as data source in this study as it can collect the participants' thought processes while trying to achieve their learning goals (i.e., learning English listening skill), allowing the researcher to observe how they regulate their own learning through their views of learning progress, a shift in their beliefs about learning, and a shift in their psychological needs (Boekaerts & Cascallar, 2006).

**Measurements**

**Tables**

**Table 1. C1 Self Reflection Analysis**

Name	Sentence	Verb/transitivity	Participants	Circumstance	Conjunction
Students 1	I personally have trouble focusing on what someone is saying especially if they speak for longer than a minute, so it will make easy for me to pick up a few key points in the conversation first then analyze it.	Focusing saying speak pick up	I	personally have trouble focusing on what someone is saying especially if they speak for longer than a minute.  Before start, I personally read the answer first to make it familiar with or to know the context	On Then but, for, so, or

Students 2  
 In filling in the blanks, we need to be precise with the spelling and types of words (part of speech), so we need to have syntax knowledge and rich vocabulary

Filling  
 Precise  
 Finding out

We,  
 we need to be precise with the spelling  
 so we need to have syntax knowledge and rich vocabulary

Finding out similar phrases with the same meaning being inferred

Students 3  
 Reading some of the questions asked carefully. This is the basic stage where I only need to skim and scan the working instructions, questions, and possible answers. Including how many questions were asked, how many people were in the audio, the keywords used in the conversation, and what forums were

Reading  
 Skim  
 Scan  
 Taking

I  
 Reading some of the questions asked carefully.  
 where I only need to skim and scan the working instructions  
 This certainly makes it easier for me to get information about voice

And

taking place. This certainly makes it easier for me to get information about voice, audio delivery style, topic and context of the conversation. I also had to focus on the questions in each section in order to be able to question myself critically.

Student  
s 4

When doing the listening part of a lecture or long monologue, I need to take note of the information considered as important information. I need to consider the grammar in the answers. Some of my answers are incorrect because of grammatical

Doing  
I  
Take  
Incorrect  
Wrote

I need to take note of the information considered as important information. I need to consider the grammar in the answers. I wrote a noun phrase which is singular, in fact the answer is in the plural form.

Or  
On  
As  
Because of

errors. For instance, I wrote a noun phrase which is singular, in fact the answer is in the plural form.

**Table 2. b2 Self Reflection Analysis**

Name	Sentence	Verb/transitivity	Participiants	Circumstance	Conjunction
Student s 2	By doing these listening exercises, I am starting to notice what I am lacking of in terms of comprehending native speakers' talks. Firstly, I realize that accent is one of my weaknesses. The accent sometimes causes some difficulties for me while listening to the speaker. In addition, the speaker's articulation also troubles me. To be specific, an old man as a speaker tends to sound	Doing Listening Exercise Lacking Talking Disrupts Causing Missing Lecturing Practicing	I	personally have trouble focusing on what someone is saying especially if they speak for longer than a minute. Before start, I personally read the answer first to make it familiar with or to know the context	In Addition On Or Thus Of

<p>unclear compared to adult female or male. When the articulation is not perfectly clear, it disrupts my focus on the topic being talked about; hence causing me to miss some points. Thus, as a reflection, I have to do more listening practices on various types of speakers. The news anchor or presenter type of speaker is definitely much easier to understand, hence, my plan is to listen to old professors giving lecture on the academic topic I am interested in. I think by practicing, I will get used to it and be able to listen without any</p>	<p>obstructions.</p> <p>Student 1</p> <p>Maybe the things to improve my listening skill is, pick up key points and let's take a note.</p> <p>I can reflect that First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section</p> <p>Student 3</p> <p>In doing some of the exercises provided, I have a plan in the form of a learning process or steps to be taken and the results that I expect. First of all, I read some of the questions at a glance to know</p>	<p>Pick up</p> <p>Control</p> <p>Repeated replay</p> <p>Reading</p> <p>Skim</p> <p>Scan</p> <p>Taking</p>	<p>I</p> <p>I</p>	<p>things to improve my listening skill is, pick up key points and let's take a note.</p> <p>First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk.</p> <p>I have a plan in the form of a learning process or steps to First of all, I read some of the questions at a glance to know what to ask.</p> <p>When I did on some of those questions, I felt that</p>	<p>and</p> <p>And</p> <p>On</p> <p>So</p>
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what to ask.

When I did on some of those questions, I felt that expectation and reality were still far away. I often miss the speakers' point so I just guess the flow of the conversation . The conclusion is that I have to make myself better, especially in this B2 level of listening skill.

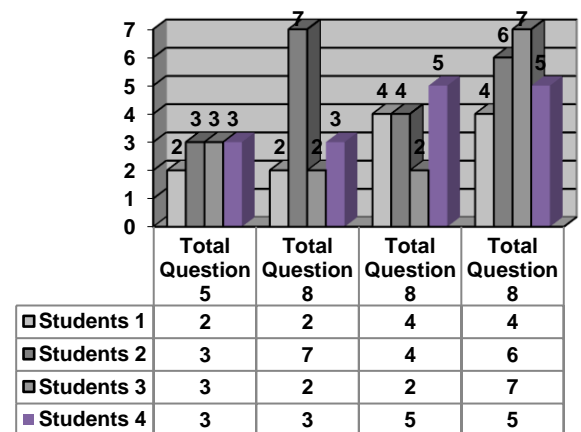
expectation and reality were still far away.

phrase which is singular, in fact the answer is in the plural form.

To be honest, among the four skills, listening is the other hardest skill after reading that I need to struggle with. The spoken English probably comes so fast. Although I have worked in English speaking environment for more than 4 years, I have still faced when I needed to comprehend and catch the message of the native speakers whom I heard to.

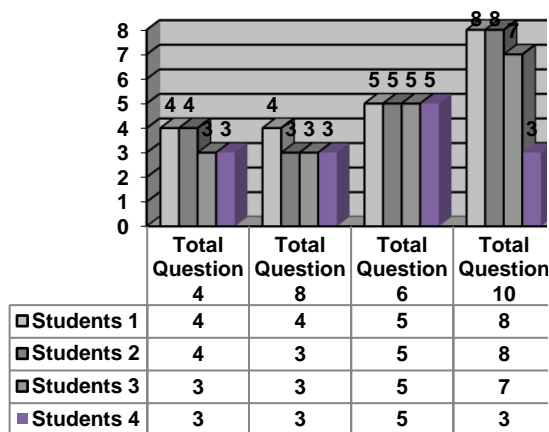
Student s 4	In order to make my listening ability will be better, I need to conduct the strategies told by Scrivener Which are top-down and bottom-up strategies by following the steps. In the bottom-up strategy, it is stated that we listen carefully to a recording a number of times so that we can find a word we can't catch clearly noun	Make Conduct Following Find Reading Worked Catch	I we	I need to conduct the strategies told by Scrivener. we listen carefully to a recording a number of times. we can find a word we can't catch clearly. among the four skills, listening is the other hardest skill after reading that I need to struggle with.	And
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**Figures**



**Figure 1.** Listening Practice B2 Score Analysis

**Figures**



**Figure 2.** Listening Practice C1 Score Analysis

It can be seen from the comparison of figure 1 and figure 2 scores above that there is an increase of score in listening practice from b2 to C1. all samples taken tended to increase in score from exercise b2 to exercise C1. it can be seen in figure 1 and figure 2 that Students 1 improved significantly from exercise b2 to c1. whether it's practice 1, 2, 3 and 4. it can also be seen that for students 2 the majority of exercises have increased even though in some exercises there are scores that go down, namely in practice 2. for students 3 there is also an increase in scores in practice 1, 2, 3 and 4. and for students 4 also experienced an increase in score even though there was a decrease in score in exercise 4, but the majority of exercises experienced an increase in score.

So, it can be concluded in the table and figure above that master students in the English proficiency for teacher class are able to carry out CEFR b2 and C1 listening exercises. It means that self-reflection here can help many students in improving their listening skills, which can be seen in the score table and context, there is an increase or progress in their listening practice.

Self-reflection is part of the process of self-introspection which is done by looking back and reflecting on various things that have happened in the exercise where this is listed in table 1 above regarding reflection analysis, such as experiences, habits, and decisions or strategies that students take. The reflection here can help students to do better listening exercises in the future, such as the

exercises in B2 to exercises C1. Doing self-reflection here can open up opportunities for students to see important things from every situation they have been through. If done regularly and in the right way, self-reflection can make students' listening practice better and more balanced.

The role of self-reflection here can also help students gain new perspectives and lessons from things that students have experienced in previous exercises. This allows students to be optimistic about the future when they do the next listening practice, because they already know that what they had to do in the previous exercise can be useful for future listening practice.

## CONCLUSION

It can be concluded from the data that has been discussed in the table and figure above that students experienced an increase in scores in the CEFR b2 and C1 listening exercises. however, judging by the self-reflection analysis table, the students said that there were still some difficulties in doing listening exercises in each of the existing types of questions. Students still had some difficulty listening, according to the findings from the study of the identified self-reflection listening assignment. From the perspective of work-based learning, self-reflection has been identified as an important topic in talent development. Self-reflection should be encouraged, created, and implemented by policymakers, educators, researchers, and participants to assist individuals learn on the proper route through valid knowledge and ethical reasoning.

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