

**A Study of English Listening Skill from Social Media of B.A. Students,
Faculty of Humanities at Mahachulalongkornrajavidyalaya
University, Nongkhai Campus, Thailand**

Received: March 03, 2020
Revised: March 16, 2020
Accepted: March 16, 2020

Vanna Thilaphan¹, Veerakarn Kanokkamalade² and
Nilratana Klinchan³
(arklyy@gmail.com)

Abstract

The objectives of research were: (1) to study English listening skill from social media of B.A. Students, Faculty of Humanities at MCU Nongkhai Campus. (2) to analyze English listening skill from social media of B.A. Students, Faculty of Humanities at MCU Nongkhai Campus.

The study was a mixed- method between a qualitative and quantitative research. A questionnaire was used for collecting qualitative data from 47 students and in-depth interview was used qualitative data collection from 5 key informants.

The result of finding which are students' English listening improvement and difficulties of English listening. As regard to the result of students listening improvement the first moderate average was the "Frequency of using English listening from social media". The statistical figures Mean (\bar{x}) was equal to 25.81 and standard deviation (S.D.) was equal to 2.11. Second moderate average was "To understand English listening for comprehension and pronunciation". The statistical figures Mean (\bar{x}) was equal to 28.51 and standard deviation (S.D.) was equal to 2.37. Third moderate

¹ Master of Arts in English International Program, Faculty of Humanities, Mahachulalongkornrajavidyalaya University

² Department of foreign languages, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University

³ Department of foreign languages, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University

average was the “ Outcomes of bring Social media Improving of Listening in English through Authentic Materials”. The statistical figures Mean (\bar{x}) was equal to 25.38 and standard deviation (S.D.) was equal 2.43. In short, as regard to the difficulty of English listening students have many difficulties such as expressing their ideas in English, hesitating to speak others, poor vocabulary, inconvenient communication with native speakers, feeling shy to speak and afraid of speaking in front of the public and so forth.

The result from the analysis of English listening skill from social media were the respondents tried to understand every listened word, following by students realized to the most important words, students tried to learn with different accents, students understood the difference between the different voices and the last item was the students were realized of listening stamina.

Keywords: English Listening Skill, Social Media, English Study

Introduction

In nowadays social media play an important role in every student’s life. It is easier and convenient to access information, provide information and communicate with another in society. it is to communicate in the way of social purposes in society such as activity of business, including education, and social activities of education institutes such as schools, Colleges, university, company, private sectors or Government sector etc.

Social media is also great for students to learn English, it is like tool use to learn English because English is known as the symbol of the prosperity and growth in individual societies. It is so obvious that the people in any society can speak native language mixing with English, it is widely recognized that people who live in such a society are modernized and civilized very much.

The importance of the knowledge of English Listening is becoming more and more important. Besides other reason, this knowledge is significantly important for B.A. Students who are studying in Faculty of Humanities at MCU Nongkhai Campus. English language is be developed much more in using for communication especially in development of four skill levels: listening, speaking, reading and writing including skill of interpreting the meaning of words also.

The importance of English development by using social media technology for seeking knowledge, there are many people who use it in their daily lives for focusing on communication. Firstly, the outstanding factor of effective communication is listening skill, so that by using of social media technology to develop the listening skill go beyond the simple ability to follow every direction, namely gaining the right messages between each other whose who are responding through speaking and listening skill. Each technological social media is to select the way to give who learning English in order to relieve bored of the study of interesting in social media. Especially if we used this study of learning in university, this is technology for motivation and development, speaking and listening skill. The main method one had ever to use to communicate with who were who foreigners who teaching or work at various universities

It is very comfortable about Thai undergraduate students who learn English as a second language. Using social media Technologies make to students to have influence in training a new language for communication. However, the listening skill of Thai undergraduate students who have been learned English language as second language. Thai undergraduate students who acquired accept difficulty of English which is the second languages that, they went to study English for communication in society. This is a new experience for those who study for speaking and listening skill in English, the Thai undergraduate students will have to develop the listening skill better.

The listening skill does not only help them understand, but if you try often to practice English what the foreign lectures are to with them, but it also helps them to speak clearly about the foreign lectures. The speaking is to use social media technology, connecting and it may help the undergraduate students to learn how to pronounce some of words correctly properly, how to use stream and intonation as well as possible. Nowadays, many teachers agree that students should learn to speak the second language by interacting to others. Teachers confront many problems in English language, for instance, inadequately equipped classrooms and educational technology.

The use of social media technology, in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, Healey et. al. Say Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technology to help learners achieve their goals. So many countries have tried to modernize their equipment, spent large amount of technology and have proved the positive effects of integrating technology to language teaching. Still, there are many teachers who still have no interest to teach the language with technologies. Here, Rana (AD.-2) suggests, that “There are many different aspects of technology that abstract education but there are resources that help learning, too”.

As the researcher has mentioned above about the importance of social media for improving English listening skill of B.A. Students, Faculty of Humanities at MCU Nongkhai Campus. For the purpose of the study to analyze English listening skill from social media of B.A. Students, Faculty of Humanities at MCU Nongkhai Campus. Therefore, the researcher will help students by using two main stages. Firstly, the researcher will study of English listening skill from social media of B.A. Students, Faculty of Humanities at MCU Nongkhai Campus and secondly the researcher will analyze the English listening skill from social media of B.A. students, Faculty of Humanities at MCU Nongkhai Campus.

Objectives of Research

1. To study English listening skill from social media of B.A. Students, Faculty of Humanities at MCU Nongkhai Campus.
2. To analyze English listening skill from social media of B. A. Students, Faculty of Humanities at MCU Nongkhai Campus.

Research Methodology

The research is a mixed method in both a qualitative research and quantitative research procedures. So, the way of data collection mainly emphasized on the result of making a survey by designing questionnaire, interviewing teacher, participant. Every stage of data collection is performed step by step to make things easier and useful to value the study.

Qualitative: 5 key informants who are English teachers in the faculty of Humanities at Mahachulalongkornrajavidyalaya University Nongkhai Campus are selected as the key informants. The following open questions for the five key informants.

1. Which method should B.A. students need to practice English from social media for improvement of English listening skill?
2. What material should students use to develop their English listening?
3. Could you please give some suggestions for the developments of English listening skill?

Quantitative: data to provide the participants attitudes towards the listening from social media, the information obtained from the questionnaire was analyzed by Mean (\bar{x}) and standard deviation (S.D.) and then it was interpreted. The data obtained from the questionnaire was tallied for frequency and calculated for the mean.

Participants

The populations of the study is 47 Bachelor of Arts students, English major who were studying in English Program, Faculty of Humanities at Mahachula longkornrajavidyalaya University Nongkhai campus.

Instrument

The questionnaire targeted students and consisted of 25 questions. The students were asked to select from the following choice: (1) Strongly disagree, (2) Disagree, (3) Moderately, (4) Agree, (5) Strong agree.

Data collection

The steps to collect data are as follows:

1. The researcher will make questionnaire to survey on the problems of English listening skill to collect data manually to ask the respondents. A total of 47 respondents who are study at Bachelor of Arts students are distributed questionnaires systematically.

2. After having the questionnaires of the problems that concerned with English listening skill, the researcher takes questionnaires acquired to measure instrument rating for analysis to present the result of the study.

3 There are totals of 5 English teachers as key informants interviewed to get data for a qualitative method.

Data analysis

In the present study, a range of statistical techniques used such as frequencies, percentages, standard deviation, and means is used. In addition, program used to analyze the data.

To analyze the qualitative information the content analysis is used.

For the analysis of the quantitative information the statistics including Percentage, Frequency, by Mean (\bar{X}) and Standard Deviation (S.D.) is used Computer program, to analyze, calculate, the data in summary up.

Results of Research

Finding are presented in response to the research as follow.

Answering the first objective: finding for English listening skill from social media of B.A. students, Faculty of Humanities at Mahachulalongkornrajavidyalaya University Nongkhai campus.

The objectives of the study aimed to present the results of data analysis from the study of English listening skill from social media of B.A. students, Faculty of Humanities at Mahachulalongkornrajavidyalaya University Nongkhai campus. Quantitative method used questionnaire as research tool, all research data were analyzed through a statistics sciences program.

Table 1: Frequency of using English listening from social media.

No	Statements	\bar{X}	S.D	Interpretation
1	Listening to English News	3.47	.654	High
2	Watching English Movies	3.30	.805	Moderate
3	Playing Facebook for listening English	3.19	.680	Moderate
4	Listening to English Pronunciation from Oxford Advanced Learner Dictionary Online	3.11	.787	Moderate
5	Others: E books, Magazines	3.23	.786	Moderate
6	ISSUE, Magazines, Catalogs.	3.19	.851	Moderate
7	Listening from You tube website	3.09	.686	Moderate
8	Listening to English Songs	3.26	.706	Moderate
Total		25.82	2.11	Moderate

The finding of table (1) shows that the mean of reasons behind of first frequency of using English listening from social media. According to information shown above, the result collected which are the overall mean score and standard deviation of study English listening skill with (\bar{X} = 25.82). were interpreted as being at moderate level

Table 2: To understand English listening for comprehension and pronunciation

No	Statements	\bar{X}	S.D	Interpretation
1	Students have been trying to understand every word.	3.21	.832	Moderate
2	Students were left behind trying to work out what a previous word meant.	3.13	.670	Moderate
3	Students don't know the most important words.	3.23	.786	Moderate
4	Students don't recognize the words that they know.	3.23	.758	Moderate
5	Students have problems with different accents.	3.21	.750	Moderate
6	Students have lack listening stamina/ they get.	3.06	.734	Moderate
7	Students have distracted by background noise.	3.13	.797	Moderate
8	Students have hearing problems.	3.17	.762	Moderate
9	Students can't tell the difference between the different voices.	3.13	.797	Moderate
Total		28.51	2.37	Moderate

The finding of table (2) shows that the mean of reasons behind to understand English listening for comprehension and pronunciation. According to information shown above, the result collected which are the overall mean score and standard deviation of cause of study English listening skill for comprehension and pronunciation with (\bar{X} = 28.51). were interpreted as being at moderate level.

Table 3: Outcome of bring social media to improving listening in English through authentic materials.

No	Statements	\bar{X}	S.D	Interpretation
1	Using social media students feel more comfortable and confident when listening to English and bring in your daily life.	3.06	.734	Moderate
2	Using social media listening to English to English Songs helps students improve your vocabulary for listening comprehension.	3.23	.758	Moderate

3	Authentic materials using social media provides useful Idioms and Slang used for listening comprehension.	3.15	.807	Moderate
4	Using social media student feel more comfortable and confident when watching English movies	3.13	.824	Moderate
5	Student can able to apply English vocabulary.	3.13	.797	Moderate
6	learning through Authentic materials for listening comprehension in your daily life.	3.13	.797	Moderate
7	Using social media students think Authentic materials can enhance your English vocabulary for listening comprehension.	3.28	.682	Moderate
8	Using social media students feel more comfortable and confident when listening to English news	3.28	.772	Moderate
Total		25.48	2.43	Moderate

The finding of table (3) shows that the mean of reasons behind of Outcome of bring social media to improving listening in English through authentic materials. According to information shown above, the result collected which are the overall mean score and standard deviation of the way to improve English listening skill with (\bar{X} = 25.48). were interpreted as being at moderate level.

The researcher had interviewed some distinguished English and Thai teachers from University, found that most of them gave similar answers to the root causes of English listening problems as mentioned earlier. They said that many EFL learners around the world face the same problems with English speaking and English listening. In short, as regard to the difficulty of English listening students have many difficulties such as expressing their ideas in English, hesitating to speak others, poor vocabulary, inconvenient communication with native speakers, feeling shy to speak and afraid of in speaking in front of the public and so forth.

Conclusion and Discussion

Finding results of solution to improve English listening skill

In summary, after the questionnaire data were analyzed, the result of finding were as students' English listening improvement and difficulties of English listening. As regard to the result of students listening improvement the first moderate average is the "table 1. Frequency of using English listening from social media". The statistical figures Mean (\bar{x}) is equal to 25.82 and standard deviation (S.D.) is equal to 2.11. Second moderate average is "table 2. To understand English listening for comprehension and pronunciation". The statistical figures Mean (\bar{x}) is equal to 28.51 and standard deviation (S.D.) is equal to 2.37. Third moderate average is the "table 3. Outcomes of bring Social media Improving of Listening in English through Authentic Materials". The statistical figures Mean (\bar{x}) is equal to 25.48 and standard deviation (S.D.) is equal 2.43. In short, as regard to the difficulty of English listening students have many difficulties such as expressing their ideas in English, hesitating to speak others, poor vocabulary, inconvenient communication with native speakers, feeling shy to speak and afraid of speaking in front of the public and so forth.

After investigation the situation of student's English-Listening from social media improvement, the finding indicated that most of the students generally can speak English in the class very well. However, according to the additional comment finding some students have problems with academic term. It meant some respondents could speak general English. But they could not use academic English such religious terms, Buddhist terms, and philosophical term and logic terms and so on. Expression one's own idea in English and hesitation to speak were also difficult for them.

The Bachelor of Arts students in 2019 Academic-years reported English listening problems at high level. The students agreed that it was difficult to understand a speaker with a regional accent, such as Thai and an

American. They also had difficulty understand a speaker with poor pronunciation. They are difficult to get nervous and worried if they did not understand what a speaker was saying. They were unable to catch every word, found that was difficult to understand a native speaker speaking at a normal pace. It was difficult to understand of grammatical rules. They stopped listening when they filed to understand what a speaker was saying English. The MCU NK students experienced difficulty understand every word when they listened to English speech, their limited vocabulary made it difficult for them to understand spoken language, and if they did not understand what a speaker was saying, they found that it was difficult to concentrate.

The listening problem that the students rated as the most difficult was listening English with correct pronunciation. The second most difficult listening problem was unfamiliar words, slang and idiom, unfamiliar topic, grammatical rules and native speaker's culture knowledge. Third most difficult listening problem was frustration with practicing English with students whose English ability was below theirs. Others listening problem is experienced by these MCU students were fear of people laughing at them in the classroom because of the mistakes they may make while replying, which indicates a low level of confidence among these students regarding their English ability.

Suggestions for Research

Recommendation for students

The students in B.A. studying at MCU NK. based on the fact and figure, a number of strategies are also suggested to help them with better listening. To confirm what have been written above and my ideas about the solution to improve the listening skill of the students, I can conclude with these ideas: Firstly, therefore students, they should spend much more time on practicing.

They should listen to variety of topics in order to get familiar with them. Hence, the background knowledge will be enriched as well as the skill. In addition, the students should apply suitable strategies to each kind of listening text in order to get the best result.

Recommendation for teachers

The teachers should help students improve English listening skill, teachers should set clear lesson plans making them short and sharp. When you prepare your lesson plans by leaving longer times for students to speak, they will get an opportunity to practice their English listening in class even they do not speak English outside the class.

Recommendation for further studies

This study has been conducted from Mahachulalongkornrajavidyalaya University (Main Campus), based on the findings and the conclusion of the study, it is recommended that further study be explored in the following areas:

1. Further studies should include vocabularies in English pronunciation confronted by the B. A. students, majoring in English of Mahachulalongkornraja vidyalaya University Nongkhai Campus.
2. Further study should find out acquiring strategy to develop listening skills on English vocabularies and sentences.
3. Further study should be more varied of people usages; for example, giving a speech in the public, giving a Dhamma talks on the radio, Preaching Dhamma to foreigners, and so on.

References

- Chark. H. H. &Chark E. V, (1977). *Psychology and language*. New York: Harcourt Brace lovanovich.
- Jerold W. (1990). *Apps, Study skills for today's College Student*. New York: McGraw-Hill Publishing Company.

- Porges, Stephen W. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions Attachment Communication, and Self-regulation*. New York: W. W. Norton & Company.
- Michael Rost, (1991). *Listening in Action, Activity for Developing Listening in Language Teaching*. Great Britain: Prentice Hall International Ltd.
- Mendelshn, D. (1999). *Learning to listen: A strategy base approach for the second language learner*. San Diego, California: Dominie.