



The Perceived Impact of Comprehensible Input on EFL Students' Listening and Speaking Skills

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Abstract. When someone is speaking, he speaks based on all the inputs he received through listening and reading that will become output and that is what is called speaking. In learning English speaking skills then students should get a lot of input in order to be able to communicate in English. This input is called comprehensible input. Students will learn better if they can get Comprehensible Input (CI) from the native speaker or the target language. The purpose of this study is to investigate the students' perception toward the use of native speaker videos as Comprehensible Input (CI) in teaching listening and speaking skills for EFL students at English Department of UKI Toraja during the pandemic covid-19. This study applies quantitative research method by doing a cross-sectional survey with questionnaire as instrument to collect the data. The data then analysed by using Likert scale. The results of the study found that EFL students have positive perception toward the use of native speakers' videos in listening and speaking skills class as CI. Students reported that CI from native speakers' videos helped them in improving their listening and speaking skills.

Keywords: Comprehensible Input · Impact · Listening and Speaking Skills

1 Introduction

Learning to speak a second or foreign language is not a simple process for every learner. Speaking is one of the basic skills in English that need special attention and instruction as in Indonesia which is learnt as a foreign language [1]. As a matter of fact, students are usually taught speaking by repeating or imitating a conversation model in the textbooks as an input at school. Little attempt is made to genuinely assist them in learning to speak English as native speakers do [2]. This kind of activities, which only gives a conversation model in the textbook, tend to discourage students in learning speaking skills. However, if students are given the opportunity to exposure to the target language, it becomes a comprehensible input (CI) for them which can allow them to acquire the language as the linguist Stephen Krashen proposed that people acquire the language if they get comprehensible input [3].

Listening to the target language is one way of acquiring the target language. By listening to the spoken of a target language, it will let students-who learn that language

as foreign language-to hear different varieties and accents rather than just the voice of the teacher with its own idiosyncrasies [3].

Speaking usually involves a student's use of a variety of skills. People communicate with one another, therefore in order to communicate, we must first be able to listen to and understand what the other person is saying. We should have large vocabulary to respond appropriately. To be understood, we must also have the right pronunciation. Practicing with a native English speaking conversation partner who is generally at the same level in our native language can be quite beneficial. However, not all the English learners have the same opportunity to live and communicate with English native speakers.

The reasons why many people find difficult to speak English are the issues of lack of vocabulary, grammar, pronunciation, fluency and comprehension. These things are the aspects of speaking skills as stated by Brown [4]. Similarly, many problems, that keep making it difficult for students to convey ideas, thoughts, and so on using English accurately and easily such as nervousness, fear, embarrassment, and the fear of being mistaken for grammar and vocabulary when expressing their ideas [5]. Proficient in the target language, such as English is one of the most significant issues that language teachers have is ensuring that their students become proficient in the target language [6, 7].

Language inputs are things that people hear (like podcasts, the radio, conversations, and so on) as well as things you read like books, articles, English blog articles, etc. [8]. The thing to know is that not everyone learning a second language will work and the cause is comprehensible input not well received. The Input Hypothesis [9] stated that language learners improve in a language when they are given language input that is slightly more advanced than their current level. Krashen called this "I + 1" where "I" is a person's current language level and "+1" represents language that is slightly more advanced than their current level.

Therefore, in speaking, adequate comprehensible input is needed. Krashen's theory of comprehensible input according to the input hypothesis [9] is a primary causal factor in second language acquisition. It is also the most basic technique for a learner to understand and master a language. As a result, the clarity of the educational materials is crucial. It is necessary to provide learners with a proper set of educational resources.

The way we acquire language and the way we develop literacy is understanding what we read by obtaining what is call comprehensible input [9], we acquire literacy by listening to stories and reading books that we enjoy, and we learn language by engaging in amazing conversations, all of which occurs unconsciously and without our realizing it. Teachers can employ exercises that integrate linguistic input and communicative output to assist EFL students practice their speaking skills. Teacher talk, listening activities, reading materials, and the target language heard and read outside of class are all examples of language input. These inputs will assist EFL students in developing the target language on their own [10].

Generally, we start learning English with the basics, such as vocabulary and grammar. Most of us do not succeed in learning a language using skill development, but there is another way to learn a language that is enjoyable and effective, and it is comprehensible input. In learning a language, we get comprehensible input by listening and reading, in this learning process when we understand the message from what we hear and what

we read that is what is called comprehensible input. This comprehensible input will have learners to acquire the aspects of speaking skills namely vocabulary, grammar, pronunciation, fluency, and comprehension [4].

In Indonesia, during the pandemic covid-19 time, the government instructs all people to do social distancing. Education as well should do online learning or blended learning model. This challenge then can be made as opportunity for lecturer to help students have a lot comprehensible input by listening to the native speakers through YouTube videos assigned by lecturers as has been practicing at English Education Study Program at Christian University of Indonesia Toraja. YouTube provides an opportunity to interact with native as well as non-native speakers of English and to know the different dialects and varieties of English spoken around the world [11].

Students of English Education study program of Christian University of Indonesia were given assignment of listening to the native speakers' videos to get comprehensible input. They should listen to the video of native speakers about a topic related to their learning material throughout the week. They have to make their own speaking videos retelling the ideas they got from native speaker's videos. Their videos then uploaded on their YouTube channel for getting viewers' comments and feedbacks.

This study then focus on research how is students' perception toward the use of native speaker videos as Comprehensible Input in teaching listening and speaking skills for EFL University students. The objective of the research is to describe the students' perception toward the use of native speaker videos as Comprehensible Input in teaching listening and speaking skills for EFL university students.

2 Literature Review

Language Acquisition and Comprehensible Input (CI)

How do we learn language? What is the best way to learn or acquire a language? These questions are important for whom that want to learn a foreign language. Language experts stated that there are several different of language acquisition and language learning. Language acquisition is a subconscious process where we had a lot of exposure to the language by hear the language from people around us as well as we have opportunity to use that language as much as often as possible in contrast, language learning is a conscious process where we are taught grammar, functions and vocabulary and we do not [3].

Stephen Krashen, the linguist in his Input Hypothesis suggested that people acquire the target language if they get comprehensible input. According to the Input Hypothesis, when language learners are exposed to input that is a little bit more advanced than their present level, their language proficiency increases. This is what Krashen named $I + 1$, where I stands for a person's current language proficiency and "+1" stands for somewhat more advanced language [8]. This hypothesis believes that when someone wants to acquire the target language in this case English, he needs a lot of exposure to

the language by listen to the language and should have lots of opportunity as well to use the language as a communication tool.

Listening Skills

Listening is the process of receiving, making sense of, and reacting to spoken and/or nonverbal stimuli [12]. According to studies, listening is an active activity that creates meaning from a stream of sounds rather than being a passive talent. Due to a lack of emphasis on listening skills, students have difficulty comprehending listening texts [13]. Speaking may be seen of as requiring listening as a foundational ability since learning cannot start unless input is understood at the proper level [14].

Furthermore, Richard stated that listening materials have to be based on a variety of real texts, including both monologues and dialogues [15]. In other words, since language is a social phenomenon and authenticity is a crucial component of that totality, real-life listening materials help listeners be strongly motivated to achieve the communication aims. In this regard, network-based multimedia, including online audio and video, YouTube, podcasts, and blogs, offer a variety of chances to support realistic goals. As a result, the teaching of listening skills has to be well planned in order to encourage students to actively engage in the learning process by exposing them to authentic listening materials delivered by native speakers. Students will be able to generate the language after receiving intelligible input from the spoken content they hear.

Speaking Skills

Speaking is the art of conveying ideas or ideas via spoken language. There is a close relationship between spoken language as a delivery method and communication. Instead of hearing the message in its original form, the listener hears it via the sound of words. The listener then tries to return the linguistic sound-based communication to its original form.

Speaking involves sharing knowledge with the listener, who may then take action if necessary. To successfully communicate, it is crucial to acquire both speaking and listening abilities. The five components of speaking abilities that Brown suggests are fluency, accuracy, pronunciation, vocabulary and comprehension. They become the main conditions that must exist for the instructor to develop the speaking exercises for his/her pupils [4]. Therefore, all five of the following must be present in a good speaking activity.

3 Methods

This study involved the first-year students of English Education study program of Christian University of Indonesia *Toraja* who were program the subject listening and speaking for professional context as the population of this study. Respondents were chosen randomly by applying simple random sampling as they were assumed as homogeneity. There were 21 students were involved in this study who were at the second semester at the time of research.

Questionnaire is used as the instrument of this study to collect the data of students' perception toward the use of native speaker videos as a Comprehension Input in teaching listening and speaking skills during the pandemic covid-19.

Research instruments were administered to the respondents who were participated in listening and speaking skills class which received Comprehensible Input weekly, both face to face and through google form. They were given time to choose their choice based on their experience doing the assignments during a semester.

The students' responses on the questionnaire were given score, then the collected data analysed statistically by using Likert-scale. Likert-scale is used to assess attitude, opinion, and perception about social phenomenon. The data of students' perception then calculated in percentage then describe it descriptively.

4 Results and Discussion

There were 13 statements of the questionnaire that were directly related to students' perception toward the use of CI from native speaker videos in teaching listening and speaking skills during the pandemic covid-19. There were five choices that the respondents chose as their feedback on the questionnaire: strongly agree, agree, neutral, disagree, and strongly disagree. The CI on students' listening and speaking skills is connected to the four aspects in speaking namely vocabulary, grammar, pronunciation, fluency and comprehension.

Table 1 shows that out of four aspects of CI, students reported that CI from native speaker videos impact their vocabulary and fluency, in contrast, they were neither agree nor disagree if there is an impact of CI on their grammar as 67.71 of them stated to be neutral, besides they agree that pronunciation and comprehension are also influenced. The following are the details explanation students' perception of each aspect of CI:

Vocabulary Aspect

In term of vocabulary aspect, there were two questions of assessing this aspect. Almost all the students reported that their vocabulary is increase by getting CI through native speaker videos that they watch during the week.

Table 2 describes that 83.80% out of 21 respondents said that there is a vocabulary growth of having CI by listening to the native speaker from video assigned by their lecturer. However, 65.71% of them stated neutral toward the statement of check the meaning of words or sentences when they find new vocabulary from the native speaker videos they watched. This result proves that students were not motivated to find the meaning of new words form CI that they need for communication, nevertheless, if

Table 1. Comprehensible Input Aspects

CI Aspects	Percentage	Category
Vocabulary	83.80	Strongly Agree
Grammar	65.71	Neutral
Pronunciation	80.95	Agree
Fluency	81.90	Strongly Agree
Comprehension	76.19	Agree

Table 2. Vocabulary Aspect

Vocabulary Aspects	Percentage	Category
Vocabulary Growth	83.80	Strongly Agree
Comprehend the meaning of words that require for communication	65.71	Neutral

they want to improve their speaking skills, they should make efforts to improve their vocabulary mastery in order to be able to participate in an English communication. Indeed, the improvement of students' vocabulary mastery will affect their speaking skills [16], that vocabulary is one of the linguistic components of language that impacts English learners' speaking skills, along with other factors such as motivation and personality. Vocabulary that the students got from videos of native speakers are vocabulary which in a context of sentence or communication. By retelling those videos by using their own words or style in their own video, it will enable them to acquire the language as they listen and use the vocabulary in a context of communication.

Grammar Aspect

There were four statements in the questionnaire relating to this aspect. The result of data analysis from the questionnaire shows that CI that they got by listening to native speakers' video during the week affects their ability in grammar which has impact on their communication. As describes in Table 3 that 83.81% students reported strongly agree on the first item of questionnaire that relating to grammar aspect. In addition, 80.95% of respondents also strongly agree that CI helps them in recognizing tenses which are essential in oral communication. Furthermore, regarding of sentence construction and communicating information, 76.19% of them tend to agree that CI has effect on these aspects. Additionally, respondents implied that CI also enables them in constructing sentences as well as communicating information relating to grammar which covers a wide range of topics relevant to spoken language. This result proves that CI has positive effect on students' grammar proficiency, and this is proved by the theory stated by Brown that "Grammar is a skill that is required not only for written communication but also for oral communication" [4]. Nordquits also explained that a language's grammar incorporates fundamental axioms such as verb tenses, articles, and adjectives (and their appropriate sequence), question phrasing, and much more [17]. Grammar is required for language to work. It would simply not make sense grammar is required for effective communication.

Pronunciation Aspect

Another aspect of speaking is pronunciation as Brown stated that, Pronunciation is a way of saying words. Pronunciation is one aspect that difficult in speaking skills that resulting from a lack of clarity in speech or mispronunciation [18]. This aspect is influenced by three aspects namely mother tongue, dictation and unfamiliar words [19]. Therefore, this becomes one of crucial aspects of speaking by knowing how to pronounce words correctly.

Table 3. Grammar Aspect

Grammar Aspects	Percentage	Category
Oral Communication	83.81	Strongly Agree
Recognizing Tenses	80.95	Agree
Sentence Construction	76.19	Agree
Communicating Information	76.19	Agree

Table 4. Pronunciation Aspect

Pronunciation Aspects	Percentage	Category
Pronounce Words well	83.80	Strongly Agree

Table 4 shows that comprehensible input has high impact on students' ability to speak words correctly. There were 83.80% students said strongly agree if CI that they received from listening to the native speakers on YouTube video increase their ability to communicate which makes them feel confidence and easy to pronounce English well. Therefore, it can be concluded that CI has effect on the development of students' pronunciation.

Fluency Aspect

Fluency refers to the ability to communicate in English with confidence and easy. This ability becomes a crucial thing for those who wants to be able to speak well in English. There were four statements in the questionnaire relating to fluency aspect as explain in Table 5.

In this aspect, 81.90% of students reported that having CI through listening to the native speakers' video helps them to improve their fluency in English speaking skills. Tileston claimed that the component of creativity is fluency, which is the ability to generate a number of ideas, and elaboration is the ability to develop, issue ideas [20]. CI that students got from native speaker videos enables them to generate number of ideas which is impact their fluency in speaking skills.

Table 5. Fluency Aspect

Fluency Aspect	Percentage	Category
Speaking Effectively	81.0	Strongly Agree
Communicate easy and confidence	81.90	Strongly Agree
Speak for a lengthy amount of time	71.43	Agree
Demonstrating a clear link between each argument	80.0	Agree

Table 6. Comprehension Aspect

Comprehension Aspects	Percentage	Category
Comprehend the meaning	81.90	Strongly Agree
Comprehend the speaker and listener	76.19	Agree

In addition, Brown argued that there are three statement to see if there is impact on fluency. First, he said that “Fluency refers to our ability to communicate in English with ease and confidence.” [4]. The present study found that CI has impact on students’ ability to communicate easily and confidently, where 81.90% of respondents stated strongly agree. Second, he said “Strong fluency is seen when we can speak for a lengthy amount of time.” The result of data analysis also proves that that CI has impact on students’ ability to speak English for a long time, however not all the respondents agree that CI that they got from native speaker’ videos help them to communicate easy and confidence because only 71.42% of them stated agree. Third, “Strong fluency also about demonstrating a clear link between each argument we are attempting to make.” Relating to this theory, 76.19% of the respondents agree if CI has impact on clarity of relationships between every argument student’s make. In conclusion, CI has impact on the development of student fluency however there are still other factors that also impact students’ fluency in speaking skills.

Comprehension Aspect

In the process of communication, both speaker and listener must comprehend each other in order to make a meaningful conversation. There were two statements in the questionnaire that the students should respond relating to this aspect.

Table 6 shows that 81.90% of the respondents implied that CI affects them in comprehending the meaning in speaking skills, while 76.19% of them reported that CI affects their ability in comprehending the speaker and the listener in speaking.

Purnawan [21] states that comprehension is a person’s ability to understand something and once it is known and remembered.” to see whether or not there is any influence of comprehensible input according to Brown [4] when speaking, both the speaker and the listener must comprehend each other. The recent study found that CI helps students to comprehend the speakers and listener or to understand each other where 76.19% of them stated agree. It seems that students agree that CI has an impact on their ability in comprehending meaning in conversation, however not all of them agree to comprehend each other as speaker and listener. This study concludes that comprehensible input impacts on the development of students’ comprehension, nevertheless there are still other factors that influence their comprehension.

5 Conclusions

The recent study findings reveal that CI from native speaker’s videos on YouTube has an impact on EFL students’ listening and speaking skills during the pandemic time. These impacts are embedded in five aspects of speaking skills namely Vocabulary, Grammar,

Pronunciation, Fluency, Comprehension. Vocabulary and fluency aspects are two aspects that are perceived by the students as having the highest impact on their listening and speaking skills followed by pronunciation and comprehension aspects, however the grammar aspect was perceived to have the least impact on their listening and speaking skills.

The result of this study leads to a conclusion that comprehensible input can help EFL students to improve their listening and speaking skills. In this method students are given a lot of opportunities to be exposed to the target language, in this case English as a foreign language. Language inputs that they listen from native speaker's videos on YouTube becomes a comprehensible input (CI) for them which can allow them to acquire the language.

Due to the result of this study, it is suggested for EFL teachers to always give opportunities for EFL students in exploring the target language but giving them comprehensible inputs in order to help them acquire the language. Furthermore, some research needs to be conducted to get more valid study results relating to Comprehensible Input and its impact on students' listening and speaking skills.

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