

## Students' Perception of Listening Material in Extensive Listening

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### ABSTRAK

Mendengarkan secara ekstensif memegang peranan penting dalam meningkatkan kemampuan mahasiswa mendengarkan. Mendengarkan secara ekstensif menyediakan atau mempromosikan pemahaman dan kesenangan mahasiswa dalam aktivitas kelas atau praktik mendengarkan. Keberhasilan mendengarkan secara ekstensif tergantung pada kemudahan mengakses bahan yang tepat. Studi ini meneliti persepsi mahasiswa tentang materi mendengarkan dalam mendengarkan secara ekstensif. Penelitian ini hanya berfokus pada materi yang dirancang untuk beberapa pertemuan di kelas mendengarkan yang luas. Dalam hal ini, materi ini dimaksudkan untuk memberikan mahasiswa dengan kemampuan mendengarkan bahasa kedua. Mengizinkan mahasiswa menjelajahi saluran YouTube ditujukan untuk memiliki materi yang tepat dan menyenangkan. Untuk mengetahui kesesuaian dan kecenderungan materi, penelitian kualitatif deskriptif dilakukan. Studi ini melakukan wawancara kepada mahasiswa yang telah berpartisipasi dalam kelas extensive listening. Hasil penelitian mengungkapkan bahwa persepsi mahasiswa tentang materi mendengarkan adalah: 1) materi mendengarkan memotivasi dan melibatkan mahasiswa dalam keterampilan mendengarkan, 2) mahasiswa sangat antusias dalam mendiskusikan materi pilihan mereka sendiri, dan 3) materi extensive listening sesuai untuk praktik mendengarkan.

**Kata-kata kunci:** *extensive listening, materi mendengarkan, persepsi*

### ABSTRACT

Extensive listening takes an essential role in improving students' listening skill. Extensive listening provides or promote students' comprehension and enjoyment in class activity or listening practices. The success of extensive listening is depended on having easy the access of right materials. The present study examines on students' perception of listening material in extensive listening. The present study only focuses on the materials are designed for some meeting in extensive listening class. In this regard, the material is meant to provide students with L2 listening proficiency. Allowing the students exploring YouTube channel is destined to have proper and pleasure material. In order to know the suitability and inclination of the material, descriptive qualitative research is conducted. This study undertakes interview to

students who have participated in extensive listening class. The research findings reveal that the students' perception on listening material are: 1) listening material motivates and engage students in listening skill, 2) students are very enthusiasm in discussing material of their own choice, and 3) extensive listening material is appropriate for listening practices. Because the material in extensive listening can expand their knowledge about the topic that they have chosen, enhance their word recognition in speech, and explores students' ability regarding normal speech rate.

**Keywords:** *extensive listening, listening material, perception*

## BACKGROUND

Extensive listening becomes crucial issue in English language teaching in several countries, for instance: Indonesia, China, Germany, Iran (Alm, 2013; Bidabadi & Yamat, 2012; Ivone & Renandya, 2019; Zeng & Goh, 2018). Extensive listening provides the appropriate material for students (Ducker & Saunders, 2014). The success of extensive listening is depended on having easy the access of right materials. The right materials are also regarding with the students' enjoyment in listening practices. Extensive listening provides or promote students' comprehension and enjoyment in class activity or listening practices. In sum, extensive listening attempts to provide appropriate materials for students (Ducker & Saunders, 2014). Besides proper material, there is also other consideration should be emphasized that is providing students with comprehensible material in listening practices (Renandya & Farrell, 2011).

There are several prior researches regarding extensive listening. The first research is proposed by Ducker and Saunders (2014). The study focused on non-graded materials for extensive listening. The study took the intermediate level students of an international University in Southern Japan as the participants of the study. The study was examined in mandatory general English course of Japan University. The result of the study revealed that the higher students' comprehension was related with the higher students' enjoyment in listening practices. In addition, the use of appropriate text or material also could affect the students' enjoyment. In this term, the appropriate text could be crucial part in extensive listening.

Another research is proposed by by Zeng and Goh (2018). The study focused on applying self-regulated learning approach in extensive listening activities regarding listening achievement and metacognitive awareness for six months. The study took three females and one male EFL students of China University as participants of the study. The result of the study revealed that self-regulated learning approach in extensive listening activities contributed in listening development. Several studies examine the success of applying extensive listening, while the present study examines on students' perception of listening material in extensive listening. The present study only focuses on the materials are designed for some meeting in extensive listening class. The study also tends to expand the students' enjoyment and the appropriate material used.

Listening has positioned the most essential aspect in English learning, particularly in university since English teaching hinges on the students' listening abilities (Zhao et al., 2019). Related to language teaching and learning, extensive listening is an approach which inspires students to effortlessly understandable and

agreeable materials in excess of a comprehensive period (Ivone & Renandya, 2019). Students are inspired to effortlessly target language texts within or above their comprehension and linguistic level are due to five general principles of extensive reading (Mayora, 2017) which can be applied to extensive listening. Those principles are quantity, comprehensibility, student-centeredness, meaning orientation, and accountability.

Extensive listening takes an essential role in improving students' listening skill. As a matter of fact, extensive listening enhances also students' speaking skill. As Renandya (2012) concludes extensive listening helps students enhance awareness on the structures of speech that they could comprehend spoken language easily and accurately. He explains further that it constructs students' self-reliance and skill to be familiar with normal speech ratio. In other words, the rehearsal of speaking skill relies on extensive listening. As a matter of fact, it does not strengthen speaking skill only but also students' performance and attitude (Graham & Santos, 2015) as well as toughen the overall language skills (Yeldham, 2016). Overall, the termed study is limited equally to the effects of extensive listening (Renandya & Jacobs, 2016).

Besides realizing students' spoken language, extensive listening is also considered as the verbalized correspondent of extensive reading as well (Ivone & Renandya, 2019; Waring, 2011) since the occurrence of extensive listening is stimulated by the accomplishment of extensive reading approach (Ivone & Renandya, 2019). In other words, extensive listening enhancement is the same as extensive reading enrichment. The improvement of both extensive listening and extensive reading are accomplished by stimulating the statement learning by doing. Thus, listening skills can be improved by repeated listening and so reading skills can be augmented by repeated reading. However, Ivone and Renandya (2019) assert limited studies and books on teaching listening have discussed extensive listening within EFL context.

Listening skill takes an essential role in language communication skill particularly in L2 pedagogy (Zeng & Goh, 2018). The essential role is in line with Zhao, et al (2019) that the overall English proficiency can be heightened by cultivating five linguistic abilities—listening, speaking, reading, writing, and translation. Among those linguistic abilities, listening skill places the first rank in terms of prominence (Meng & Meng, 2017). In addition, listening comprehension gives impact on general communication skill and language competence improvement (Hwaider, 2017). Thus, teachers should realize the role of listening since the success of English teaching depends on the students' listening ability.

Extensive listening is motivating approach in language teaching and learning since it encourages students to be visible on comprehensible and enjoyable materials of target language. Ivone and Renandya (2019) claim students can be more motivated when they are allowed to choose the material on their own. Due to the advanced technology as well as evidence of using authentic material on the internet to motivate students' listening drill (Saputra & Fatimah, 2018), this current study gives chance the students to select the material provided on the internet. It is also meant to implement student-centered learning that independent learning can be improved (Chang, 2016). By independent learning, students are trained to understand the material without teacher's help.

In case of using authentic material on the internet, YouTube channel comes into contemplation as an essential platform since its popularity since May 2005 and common use of internet during pandemic. Jaffar (2012) asserts the use of social

network; particularly in an educationally relevant context contribute to change how the students' learn and communicate that improve interactions. Considering Jaffar's confirmation and the popularity of YouTube channel, investigating students' perception of listening material in extensive listening class was conducted. Balbay and Kilis (2017) recommended the benefit of YouTube and similar online video source platform for university language students and instructors, especially in an academic speaking skills course. It supports the use of YouTube channel in plumping for listening material.

In correspond to YouTube and online video source boards, Irawan, et al (2020) mention four benefits can be acquired in learning videos presented on YouTube channel. The advantages encompass flexibility, optional way of study, integration to learning management system (LMS), and use of social media. In case of flexibility, YouTube channel provide easy accessibility at any when that make flexible learning process. The videos needed for learning can be downloaded to be saved and learnt although without internet. The videos can also be assimilated with other LMS the students' preferred. In addition, the videos on You Tube channel can be shared to other LMS through social media.

The use of YouTube channel has been proven to expand students' motivation as well as confidence in speaking English of intermediate 1 level (Sari, 2017). The expenditure of YouTube channel was specifically on the use of vlog in finding the element which can recover students' motivation and confidence. The data of the study imply their motivation and confidence due to the time provided to decide what to talk about while doing it in a familiar place. As the study prove the use of YouTube channel in inspiring students' motivation and confidence to speak up, this present research implements YouTube channel as listening material for the sake of finding students' perception in selecting the material provided on YouTube channel by themselves.

Related to independent learning in understanding the material, students' self-reliance takes into consideration. It is in line with Chang's (2016) recommendation in encouraging students to carry on their listening skill independently by having operational work outside the classroom. Additional advocate exposes students vigorously exploit YouTube channel as well as learning outside the classroom (Balbay & Kilis, 2017). In correspond to the nature and role of materials, resources which motivate students' curiosity about different worlds and foster their engagement in foreign language is recommended (Usaquén, 2012). She also defines material as something that can enhance students' knowledge and/or experience of the language in which both teacher and students take role as materials developer.

To be involved as material developer, appropriate material and use of social network must be considered. Appropriate material comes into deliberation for it affects students' enjoyment, while social network due to the pandemic period. In relation to the essential role of extensive listening in L2 pedagogy and tolerating students to choose material in the form of video, students were given chance to find authentic material on their own. The authentic material is in the form of video which can be originated on YouTube channel. The activity is meant to investigate the students' perception of listening material. Interview was done in legalizing their perception on the material they have chosen. The interview result authenticates the suitability and inclination of the material as well as their respond.

## RESEARCH METHODS

This study is intended to explore the students' perception of listening material in an extensive listening class by tolerating the students choose it on their selves by means of YouTube channel. The material is meant to provide students with L2 listening proficiency. Allowing the students exploring YouTube channel is destined to have proper and pleasure material by considering their interest. In order to know the suitability and inclination of the material, qualitative research is conducted. This study recycles interview data of the students who have participated in extensive listening class. The interview data is gotten through WhatsApp chat.

This research has been expanded in tertiary students in Indonesia. KH. A. Wahab Hasbullah University is chosen as the location of this research. The researchers chose the students of KH. A. Wahab Hasbullah University as participant of this study. Furthermore, there is consent form for the participant before undertaking this research.

The researchers take the interview transcript as source of the data in this research. It is taken from recording the students when they are interviewed by researchers. The interview process runs out for two months, mainly: May and July. The researcher takes WhatsApp application in interviewing the students regarding extensive listening material.

In this study, the researchers collected the data through interviewing students. The researchers use interview guidance in the interview process. The interview is undertaken by using WhatsApp, It is given after the implementation of listening material in extensive listening class. There are some steps of collecting the data. The steps are: transcribing the interview data, classifying the data and coding the data regarding the students' perception of listening material in extensive listening class.

The researchers undertake the next stage, mainly data analysis. Some steps in analyzing the data are:

a) data reduction

In this step the researchers only concern on data regarding students' perception of listening material in extensive listening class or else the unnecessary data is excluded and will not be analyzed.

b) data presentation

The researchers provide in the form of narrative, figures, and other forms in exploring the result of this study. The researchers also apply Renandya's theory (2012) to interpret the result of this study.

c) data conclusion

The last step is the recapitulation of this study finding by the researchers to answer the statement of the problem.

## DISCUSSION

The material choice plays crucial role in developing fluency in listening skill. The appropriate material can affect the students' enjoyment in listening practices. Based on the result of interview, there are some students' perception regarding listening material in extensive listening. The class is designed with some listening materials that motivate and engage students in virtual class. Students have authority in deciding which one is the best material for them or appropriate material based on their level, mainly: tertiary education level. They chose the video from YouTube channel freely. In this class, students make some groups on their own. Then, they discussed

about the interesting video used as the material in listening practices. The following activity was each group must chose two videos for their listening practices. As listening material, the videos also cover some characteristics in helping students in listening practices. It is supported in the following data 1:

#### **Data 1. Result of Interview Data through WhatsApp**

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I choose the video based on my group decision. My group excites the cultural videos. It is the interesting one. The videos cover some characteristics that are considered by my group for listening activities, such as:

- a) the speakers speak clearly in distributing the message deals with Indonesian cultures
  - b) The audio quality of video is clear. So it supported us in understanding the video.
  - c) There are some attractive images that supports our understanding when listening to audio
  - d) The video takes common vocabulary used in daily conversation. So, it is easy to learn or understand (WhatsApp interview, May 2021).
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The students chose listening material which is suitable for them, because the video contains clear pronunciation of the speakers, high quality audio, interesting images, and common vocabulary used in daily life. Clear pronunciation and good quality audio ease them in understanding oral information since English is their foreign language. Common daily vocabulary also affluence them in comprehending uttered information for the words are familiar and comprehensible. Attractive images help them in discerning pronounced figures interestingly through colorful records displayed. In particular, the material can affect the students' motivation in listening practices. This is in line with Ivone and Renandya (2019). They claim students can be more motivated when they are allowed to choose the material on their own. In this case, extensive listening is view as motivating approach in language teaching and learning since it encourages students to be visible on comprehensible and enjoyable materials of target language, it even makes them proud of and appreciate the cultures of their own country. In brief, the material choice undertaken by students tends to expand the students' motivation in class. It can be supported in the following data 2:

#### **Data 2. Students' Interview Response**

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Yes, watching this video can add my knowledge about cultures in Indonesia. There are many cultures that must be learned and understood in my country. So, it can make me proud of and appreciate it. Besides I can explore my listening skill, I also can learn the diversity of Indonesia cultures. It is the advantage of this video as material in class. I have not gotten before in my class. While studying English, I have not chosen the material that I like, such as: culture in Indonesia (WhatsApp interview, July 2021).

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Students view that extensive listening material is meaningful material because they can explore not only their listening skill and enhance their knowledge about Indonesian cultures, but also other skills such as writing and speaking. It is one of other benefits of using extensive listening material. In their mind, it is interesting material that engage does not only their attention in listening practices, but also enriches their

vocabulary to support their writing and speaking skills. By the extensive listening material they got more vocabularies that help them composing text as well as uttering expressions. They are interested in the topic as their listening material. They feel that the material of extensive listening is suitable for them in listening practices. In addition, extensive listening also enhance students' word recognition in listening input. It can be supported in the following data 3:

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**Data 3. Students' Perceptions of Listening Material**

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Yes, it is quite helpful. Because the vocabulary is simple. It can be found on a daily life. The video is presented in speech with simple vocabulary. So, I have understood easily the video. The simple vocabulary helps me in listening activities. Moreover, it can add my knowledge about word in writing and speech (WhatsApp interview, July 2021).

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The listening material that they have been chosen help them to recognize word in speech. The recognition is supported by the images exposed on the video as references to match the oral information they heard with the images seen. The images help them in understanding the oral information expressed. The speech covers common vocabulary used in daily life which are accustomed for them. So, English language in the video is easy to understand for them because it is familiar and suitable with their level. Having understood in recognising words in speech is also one of benefits of using extensive listening material (Renandya, 2012). Extensive listening material helps the students in recognizing oral vocabulary. In addition, they also have met some obstacles in comprehending the video. The obstacles were found when there was unexpected matter on the video circumstance. It can be traced in the following data 4:

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**Data 4. Students' Obstacles in Comprehending Video**

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No, there are some parts that I have to stop and replay it. I get difficulties in catching the message of the video. Because the speaker talks too fast in the videos. So, I try to consider the context of the video in understanding the video (WhatsApp interview, July 2021).

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There are some obstacles that appear in comprehending the video. They clarify when they found the speaker applies very fast in speech for them makes trouble arouse. The fast speech made them difficult to get the message informed. However, they handle their difficulties by stopping the video to be replayed. So, they have to reiterate the video for the sake of understanding the information articulated. Understanding the context of the video is required in catching the message of the video. It encourages them recognize the context of the video in comprehending the part when they get difficulties, such as: the participant and setting of the video. In this regard, extensive listening explores students' ability regarding normal speech rate (Renandya, 2012). Because of the speech rate, students get difficulty when they listen to speech which is too fast for them. For the reason that students have different ability related to speech rate, allowing them to choose their own listening material comes into consideration. By permitting them search for video on their selves gives them chance to practice their listening skill by using appropriate video based on their capacity. In sum, the material of extensive listening is designed to assist student in exploring their listening skill. The

success of extensive listening is depended on having easy the access of right materials. The right materials are also regarding with the students' enjoyment in listening practices. Extensive listening provides or promote students' comprehension and enjoyment in classroom activities. Based on the perspective of listening theory, extensive listening attempts to provide appropriate materials for students (Ducker & Saunders, 2014).

## CONCLUSION

Based on findings, there are some listening materials that motivate and engage students in listening practices. They are very enthusiasm in discussing the materials. Because they have authority in deciding which one is the best material for them or appropriate material based on their level. Furthermore, students think that the material in extensive listening can expand their knowledge about the topic that they have chosen, enhance their word recognition in speech, and explores students' ability regarding normal speech rate. Consequently, the future studies on other skill with other platform and social media need to be traced and applied in teaching learning process. Educators should concern on the material choice in having fluency on students' skill.

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