THE STUDY OF EFL STUDENTS' EXTENSIVE LISTENING ACTIVITIES AT UNIVERSITY OF ISLAM MALANG

SKRIPSI

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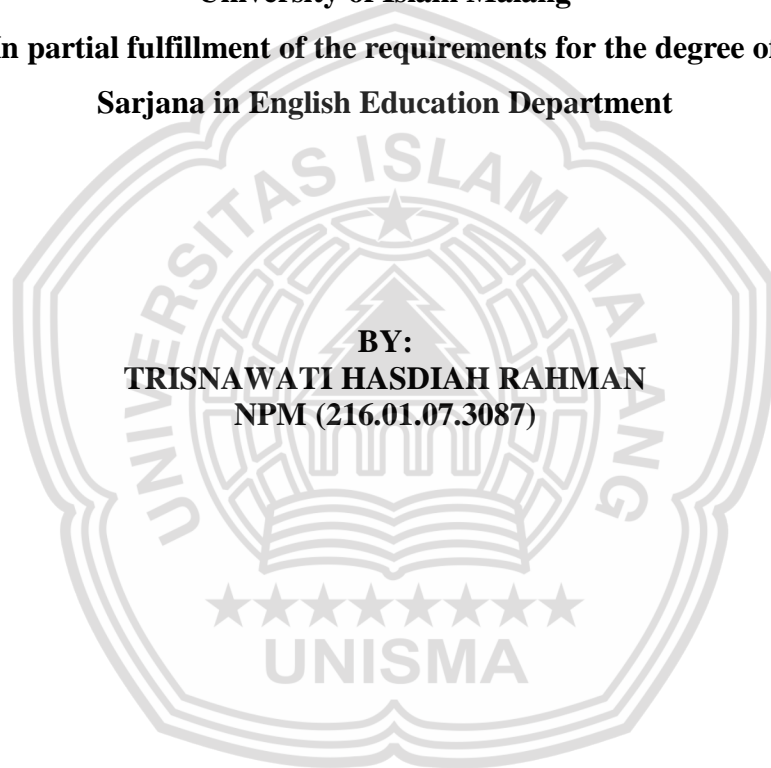
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SKRIPSI

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ABSTRACT

Rahman, Trisnawati, H. 2021. *The Study of EFL Students' Extensive Listening Activites at University of Islam Malang.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Kurniasih, S.Pd., MA; Advisor II; Dzurriyyyatun Ni'mah, S.S., M.Pd.

Key Words: Listening Skill, Extensive Listening, Activities.

Listening is an important and the most fundamental skill learned before any other skills, as people cannot begin to speak without listening. However, listening in the EFL context is not an easy task, it requires a lot of practice to master. However, listening practice in the class often limited by time and pre-designated material. Therefore, extensive listening practice out of class is necessary for students to receive enough exposure to listening material outside the classroom. Extensive listening allows the learner to choose their own's material for more comprehensive and enjoyable language input. Social networking have become an inseparable part peoples' lives and that influence on the L2 learning including listening skill. However, it seems that a few research has been conducted up to this day regarding social websites and language learning, For this reason, the researcher is aimed to investigate the extensive listening activities of EFL students at University of Islam Malang.

This study was conducted using the descriptive qualitative research method through the use of questionnaires and semi-structured interviews. The questionnaires consisted of 15 items are administered to one listening class and responded by19 students. From 19 responses, the researcher chose 5 students with highest score in extensive listening questionnaire for the interview session. The data for this research collected online through the use of WhatsApp voice notes and videocall using Indonesian language to make easier for the interviewee in giving more detailed responses. The result from the questionnaire analyzed using Microsoft Excel to gain the score of students' extensive listening. Meanwhile, the data of the interview is analyzed using qualitative analysis that includes reduction, organization of the theme, and interpretation for more detailed data about extensive listening activities.

The result showed that every participant has a medium to high level in both aspects of extensive listening such as enjoyment and benefit. Moreover, it is confirmed that extensive listening has many benefits, such as providing an enjoyable learning experience and environment, flexibility to be used anywhere anytime, and flexibility to choose material based on learning purpose and needs. In terms of language skills, extensive listening is beneficial to the development of vocabulary, pronunciation, retention, comprehension, authentic material, and more importantly improvement in listening skills. It suggested for the next researcher to study in different aspects of listening and involve more participants.

ABSTRAK

Rahman, Trisnawati, H. 2021. *Kajian Aktivitas Ekstensif Mendengarkan Mahasiswa EFL di Universitas Islam Malang.* Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Kurniasih, S.Pd., MA; Pembimbing II; Dzurriyyatun Ni'mah, S.S., M.Pd.

Kata Kunci: Keterampilan Mendengarkan, Mendengarkan Ekstensif, Aktivitas.

Mendengarkan adalah keterampilan penting dan paling mendasar yang dipelajari sebelum keterampilan lainnya, karena orang tidak dapat mulai berbicara tanpa mendengarkan. Namun, mendengarkan dalam konteks EFL bukanlah tugas yang mudah, membutuhkan banyak latihan untuk menguasainya. Namun, praktik mendengarkan di kelas seringkali dibatasi oleh waktu dan materi yang telah ditentukan sebelumnya. Oleh karena itu, latihan mendengarkan yang ekstensif di luar kelas diperlukan bagi siswa untuk menerima paparan materi mendengarkan yang cukup di luar kelas. Mendengarkan secara ekstensif memungkinkan pelajar untuk memilih materi mereka sendiri untuk masukan bahasa yang lebih komprehensif dan menyenangkan. Jejaring sosial telah menjadi bagian yang tidak terpisahkan dari kehidupan masyarakat dan itu mempengaruhi pembelajaran L2 termasuk keterampilan mendengarkan. Namun, tampaknya beberapa penelitian telah dilakukan hingga hari ini mengenai situs web sosial dan pembelajaran bahasa, Untuk alasan ini, peneliti bertujuan untuk menyelidiki aktivitas mendengarkan ekstensif mahasiswa EFL di Universitas Islam Malang.

Penelitian ini dilakukan dengan menggunakan metode penelitian deskriptif kualitatif melalui penggunaan kuesioner dan wawancara semi terstruktur. Kuesioner terdiri dari 15 item yang diberikan untuk satu kelas mendengarkan dan ditanggapi oleh 19 siswa. Dari 19 tanggapan, peneliti memilih 5 siswa dengan skor tertinggi dalam kuesioner mendengarkan ekstensif untuk sesi wawancara. Data untuk penelitian ini dikumpulkan secara online melalui penggunaan voice note WhatsApp dan videocall menggunakan bahasa Indonesia untuk memudahkan orang yang diwawancarai dalam memberikan tanggapan yang lebih detail. Hasil dari angket dianalisis menggunakan Microsoft Excel untuk mendapatkan skor menyimak ekstensif siswa. Sedangkan data hasil wawancara dianalisis menggunakan analisis kualitatif yang meliputi reduksi, pengorganisasian tema, dan interpretasi untuk data yang lebih rinci tentang kegiatan menyimak ekstensif.

Hasil penelitian menunjukkan bahwa setiap peserta memiliki tingkat sedang hingga tinggi dalam kedua aspek menyimak ekstensif seperti kenikmatan dan manfaat. Selain itu, ditegaskan bahwa mendengarkan ekstensif memiliki banyak manfaat, seperti memberikan pengalaman dan lingkungan belajar yang menyenangkan, fleksibilitas untuk digunakan di mana saja kapan saja, dan fleksibilitas untuk memilih materi berdasarkan tujuan dan kebutuhan pembelajaran. Dalam hal keterampilan bahasa, mendengarkan secara ekstensif bermanfaat untuk pengembangan kosa kata, pengucapan, retensi, pemahaman, materi otentik, dan yang lebih penting peningkatan keterampilan mendengarkan. Disarankan untuk peneliti

selanjutnya untuk mempelajari aspek mendengarkan yang berbeda dan melibatkan lebih banyak peserta.

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this study. These include the background of the study, research problem, the objective of the study, the significance of the study, scope, and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Listening is an important skill in ELT as it provides the perfect opportunity to hear voices other than the teacher's, enables students to improve their pronunciation. Hamouda (2013) stated that listening is a basic language skill that should be given a major priority among the four language skills. How well we listen has a big impact on the effectiveness of our studies, our work, and the quality of our relationships with other people. Brown (2004) confirmed the importance of listening skills by stating that this oral skill is much greater in use of time, words, effort, and attention than the oral counterpart whether in the workplace, school, or home.

Each student may have a different level of listening proficiency. If a teacher plays a recording in class, for example, some students may find the recording is too easy, while some students may find the recording is too difficult. A survey made by Lake (2015), who reports that people spend most of their time (between 70 and 80%) communicating, and interestingly about 55% of the time is used for the listening activity. Chang (2016) indicated that while practicing listening inside the classroom is valuable, the learners ought to be encouraged to proceed independently with working on their listening skills outside the classroom as well. In building good communication with others, the individual must understand the meaning of the message during the conversation." A person's ability to listen and understand spoken language is critical to oral communication in any language" (Atasheneh & Izadi, 2012).

Although many teachers believe that developing all four language skills is important for students, efforts to teach the four language skills in the classroom are not always balanced. Compared to other language skills, listening is often neglected by language teachers in the context of teaching a second or foreign language. Baktiarvand & Adinevand (2011 as cited in Metruk, 2018:3) argued that listening skills, however, have been long neglected in L2 acquisition, teaching, assessment, and research. Based on research conducted by Permadi, Sholihah and Umamah (2017), listening is a required skill to acquire language proficiency. Therefore, the role of receptive skill must not be neglected, and teachers have to take responsibility to explain the importance of this skill to the students. Recognizing students' difficulties in learning to listen becomes a very crucial issue in order to find the better methods to be applied in the classroom. With regard to the EFL context, teachers must provide the students with more exposure to the target language by incorporating extensive listening. Specific and structured instructions are highly required to achieve effective extensive listening.

Currently, there are many opportunities to develop listening skills with the help of advances in technology. One of the ways how EFL learners can practice their listening skills extensively is by watching videos, TV programs, and movies on YouTube. YouTube is an online service, officially launched in late 2005, which allows registered users to upload video clips for viewing by the general population of Internet users (Benson, 2015:90). Halloran & Hearn (2017) explained the power and enormous influence of YouTube by claiming that "YouTube is now the top video website globally (with 13 billion videos), is the third most visited website in the world, and attracts over 15 billion visitors a month (roughly twice the population of the world)". Therefore, YouTube is the leading video website in the world today (Silviyanti, 2014:45).

From Metruk's research (2018:14-15), it can be concluded that most of the subjects are exposed to watch English videos either every day or every other day, which could be described as relatively satisfactory from the point of view of exposure to the target language since extensive listening (extensive viewing) occupies a useful and important role within L2 learning. As already mentioned, the subjects agreed with the statement Extensive listening practice outside the school in terms of watching movies, TV series, soap operas, and video clips.

Social networking websites have become an inseparable part of young peoples' lives and have an influence on the L2 learning process. However, it seems that little research has been conducted up to this day regarding social websites and language learning (Mohammed, 2016), therefore further investigation is necessary. In another study, Saputra (2018) reported similar results. He wanted to change his students' perceptions in learning listening the implementation online video and the implementation of ICT in the EFL classroom. In the study, the students were required to do some activities –listening, note taking, discussing and downloading materials as homework. The results showed changes in the students' perception.Overall, the students found performing EL using *YouTube* materials were amazing. It helped them to increase their vocabulary and acquire new information.

Furthermore, the research conducted by Fauzanna (2017) was purposed to investigate the effectiveness of listening journals in helping students understand the overall meaning. The study has been conducted to the first year EFL university students during their dictation and reproduction lessons. The researcher found all students accessed the assigned websites and practiced extensive listening. They expressed their experience through a provided listening journal. Most of the students (81.7%, N=44) felt comfortable with the audio speed. At the same time, 73.7% of them found the pronunciation were clear. While 71% reported that the vocabularies were understandable and helpful. The similarity with the recent study is the

concern of learning styles and using qualitative. While the differences are on the setting and object of the study.

As the studies above have done empirical study, the current study examines students'perception and employs in-depth study through interview to accommodate voice on the extensive listening activities. Therefore this study is carried out under the title "The Study of EFL Students' Extensive Listening Activities at University of Islam Malang".

1.2 Research Problems

Based on the background of the study, the research problem are:

1) How are the EFL student's preferences and profiles in extensive listening activities?

2) What are the EFL students' perception about the media of extensive listening?

1.3 Objectives of the Study

Based on the research problem above the objectives of the study are:

1) To investigate the EFL student's preferences and profiles in extensive listening activities.

2) To know the EFL students' perception about the media of extensive listening.

1.4 Significance of the Study

Theoretically, this study contributes to the theory of learning and teaching English in EFL learning through extensive listening activities. It is hoped that after reading this research, readers will get detailed information on how to learn EFL through extensive listening activities.

Practically, the result of this study can inform EFL learners that extensive listening is a good way to learn listening independently to enhance listening skills in more enjoyable way. For the lecturer, this study will informs English lecturer about students' preference in extensive listening activity to be used for motivating students. For the next researcher, this

study can informs the focus and limitation of the study that might help them in conducting studies related to this topic as well as encouraging them to conduct related research.

1.5 Scope and Limitation of the Study

The scope of research is focused on EFL students' extensive listening activities. The research subjects were English students at University of Islam Malang in second semester of class C.

The limitation of this study is the researcher waited for one month to get the results of the questionnaire from the respondents. Participants in this study were limited because the researcher only conducted the study in 2C class. The instrument directly, the research was only employed online interview in the process of collecting data because of the covid-19 virus which remains people to stay at home and keep their distance.

1.6 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study which need to be defined.

Extensive Listening

Extensive Listening has been considered a very important component of language teaching, especially English in terms of enhancing the students' linguistic competence and motivation to learn foreign languages. EL allows students to engage in their English learning. EL has the potential to lead students through interesting activities in listening English
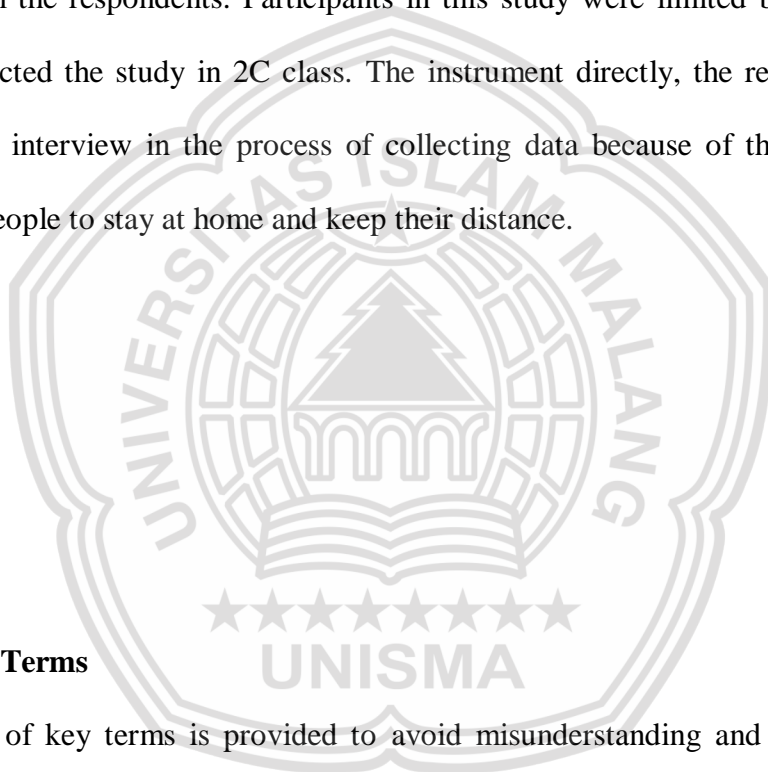
authentic materials because they can choose their own listening materials based on their own interests and proficiency level.

EFL Learners

       EFL learners in listening context are the students who learn English as a foreign language and have to comprehend English conversations from audio that reflects native conversation. In this study, the participants are the second semester students who received extensive listening material implemented on listening class.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter explains the conclusion of the findings and discussion in relation to the research questions as well as the suggestion intended for the students, teachers, lecturers, and future researchers.

5.1 Conclusion

This chapter explains the conclusion of the study based on the findings and discussion as well as the suggestion related to this study.

From the result of the study, the researcher concluded that all students have a medium to the high level of perception towards both aspects of extensive listening such as enjoyment and benefit. This indicated that the students give a positive perception towards extensive learning activities. It also indicated that most students give positive responses towards six kinds of extensive listening material. English songs and English movies which categorized as entertainment are liked by all of the students as media for extensive listening activities, but not with podcast, audio recording, news and speech where some students dislike them as extensive listening materials.

The researcher also indicates that every extensive listening material has many benefits, such as providing an enjoyable learning experience and environment, flexibility to be used anywhere anytime, and flexibility to choose material based on learning purpose and needs. Each kinds of material used in EL have different benefits for students' listening skills, such as vocabulary and retention from repeated words in songs, pronunciation, comprehension from movies and other audiovisual material, authentic material from news,

podcast and speech which intended from native to natives. More importantly, students also stated that EL help and motivate them in improving their listening skills.

5.2 Suggestions

In addition to the conclusion of the study, the researcher also gives some suggestions for the students, teachers, and lecturers as well as the next researcher.

For the students, it is suggested to make use of any English sources outside of the schools or university to improve listening skills because there are many open-sources. Listening materials that are both enjoyable and informative.

For the teacher and lecturer, it is suggested to facilitate and direct their students to extensive listening material to improve the students' listening skills more effectively. Furthermore, it is suggested to monitor the material chosen by students to suit with learning goals and students' level of proficiency.

For future researcher, this study suggests some aspects based on the limitation of the study. It is suggested to conduct a study on more students and not limited in one class to make data collection easier and faster as well as to cover more information from varied sources. It is also suggested to study activities in other aspects of listening
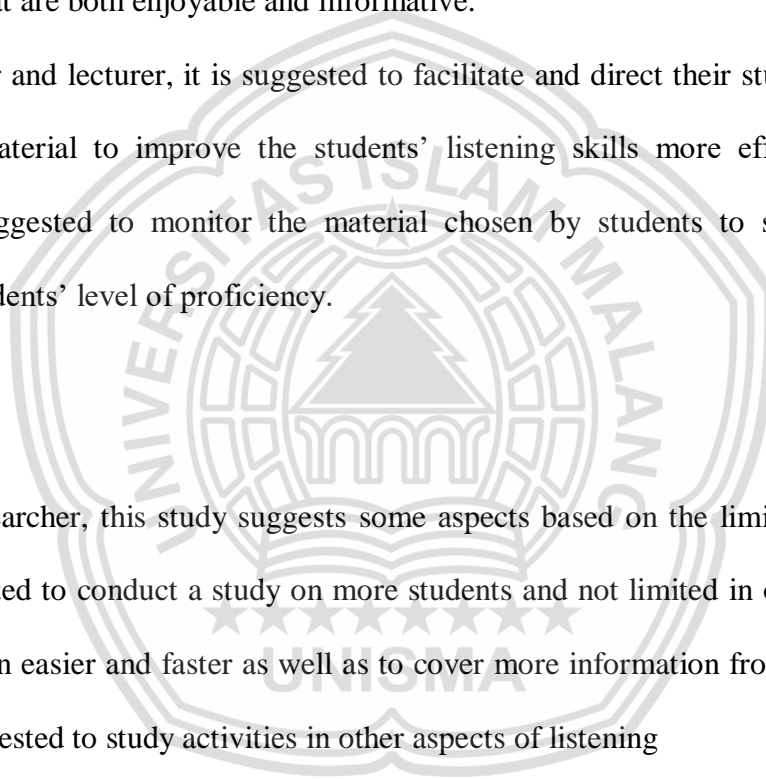
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