

EXPLORING STRATEGIES EMPLOYED BY ENGLISH DEPARTMENT STUDENTS IN EXTENSIVE LISTENING: A NARRATIVE RESEARCH

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ABSRTRAK

Mendengarkan ekstensif merupakan salah satu pendekatan dalam keterampilan menyimak yang bertujuan untuk meningkatkan keterampilan menyimak siswa. Kegiatan mendengarkan yang ekstensif menghasilkan kelas yang menyenangkan dan tanpa tekanan karena siswa dapat memilih bahan atau alat mereka sendiri, seperti menonton video di youtube, berkomunikasi dengan penutur asli, mendengarkan lagu, dan lain-lain. Dalam penelitian ini, peneliti akan mengeksplorasi mendengarkan secara ekstensif untuk Siswa Bahasa Inggris. Penelitian ini menggunakan metode inkuiri naratif. Kemudian, penelitian ini juga menggunakan dokumentasi dan wawancara sebagai instrumen. Partisipan penelitian ini menggunakan Mahasiswa Bahasa Inggris di salah satu perguruan tinggi swasta di Bogor. Ada beberapa hasil dalam penelitian ini: ditemukan, menengarkan secara ekstensif itu menyenangkan karena dia bisa memilih materi apa saja, juga tidak ada standar dalam mendengarkan ekstensif, yang berarti siswa bebas memilih materi atau alatnya sendiri, yang terpenting adalah kegiatan ini dapat meningkatkan keterampilan mendengarkan. Juga, ada beberapa masalah dan strategi, dan ada beberapa masalah dalam mendengarkan ekstensif, seperti kecepatan berbicara, kosa kata baru, kurangnya latihan, dan lingkungan yang tidak mendukung. Untuk mengatasi masalah ini, peserta menggunakan beberapa strategi dalam mendengarkan ekstensif, yaitu: menonton video sambil memperhatikan gerak tubuh atau apa pun yang dilakukan, memperhatikan jalan cerita, dan berkomunikasi dengan penutur asli.

Kata kunci: inkuiri naratif, keterampilan menyimak, menyimak ekstensif, dan strategi menyimak ekstensif.

ABSTRACT

Extensive listening is one of an approach in listening skills aims to improve student's listening skills. Extensive listening activities resulted in a fun and no-pressure classes because student's can deliberately choose their materials or tools, such as watching videos on youtube, communicating with native speakers, listening to songs, and others. In this research, the researcher will explore extensive listening for English as a Foreign Language Student. This research used narrative inquiry method. Then, this research also used documentation and interview as instruments. The participant of this research uses English as a Foreign Language Student at a private university in Bogor. There are some results in this study: it was finds, extensive listening is fun because she can choose whatever materials, also no standard in extensive listening, which means the student free to choose her materials or tools, the most critical thing is that these activities can improve listening skills. Also, there were several problems and the strategies, and there are several problems in extensive listening, such as speaking rate, new vocabulary, lack of practice, and an unsupportive environment. To overcome this problem, the participant used several strategies in extensive listening, namely: watching the videos while paying attention to gestures or whatever is done, paying attention to the storyline, and communicate with native speakers.

Keyword: narrative inquiry, listening skills, extensive listening, and strategies in extensive listening.

INTRODUCTION

The English language has become a global language. When learners want to learn the English language, they must master four skills, namely listening, speaking, reading, and writing. Listening is a basic language skill

that should be given a major priority among the four language skills (Hamouda as cited in Metruk, 2018, p.3). According to Day (2018, p.2), "There were still problems in listening such as lack of comprehension, lack of vocabulary, lack of motivation, less practice, and

negative perception of listening activity". Another source of the problem is that some students lack interest, the influence of various accents (British, American, Chinese, etc.), and listening duration.

To solve the problem in listening activities, there are approaches that can make students interested and motivated to master this skill. Among of the approaches are intensive listening approach and extensive listening approach. Intensive listening is a short receptive exercise, with this approach we are required to be focused and intense. Intensive listening is perfect for beginners and intermediates. Examples of applications used for intensive listening are Duolingo, Fluent, Google Translate, etc.

According to Renandya and Farrell (2010, p.56), Extensive listening is defined here to mean all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. Ching and Chang, (2010, p.357) states, "Extensive listening can be achieved by aural input using television, radio, video and internet sources, or audiobooks and magazines, to increase automaticity in recognizing spoken text and enjoying listening".

In extensive listening, the students are free to choose any material and media they like to help improve their listening skills, and they are also free to choose the right time to improve their listening skills. According to Renandya & Farrell, 2010, p.53), "there are several problems that students have in extensive listening, namely the first, fast speech, speech is variable, word boundaries are blurred, speech must be processed in real-time". According to Bidabadi and Yamat (2012, p.30), To overcome the problem in extensive listening, there are several strategies, i.e One theme – concentration/attention – described metacognitive strategies; two themes – visualization, note-taking, and inferencing; and three themes – communicating and skipping. Based on the background above, the researcher will do research on *Exploring Strategies Employed by English Department students in Extensive Listening: A Narrative Research*.

METHOD

The research method used in this research is qualitative research. The researcher will use documentation and interview from English as a Foreign Language Student Experiences of Extensive Listening. According to Malterud (as cited in Grosseohme, 2014, p.109), "Qualitative research method is the systematic collection, organization, and interpretation of textual material derived from talk or conversation. One of the qualitative methods is narrative inquiry. Narrative

inquiry is a way of doing research that focuses on the stories we tell about our lives (Barkhuizen, 2016, p.4). Thus, narrative inquiry is a qualitative approach based on stories about the depth and breadth of human life experiences presented in a narrative for research needs. Connelly & Clandinin (as cited in Mueller, 2019, p.3), stated that "The story is of primary interest, and it consequently becomes both the phenomenon and artifact of interest within Narrative Inquiry". Connelly and Clandinin (1990, p.5) stated that, "Data can be in the form of field notes of the shared experience, journal records, interview transcripts, others's observations, storytelling, letter writing, autobiographical writing, documents such as class plans and newsletters, and writing such as rules, principles, pictures, metaphors, and personal philosophies".

This research was conducted at one of the private universities in Bogor, the Department of English Education. The researcher implied purposive sampling in selecting participants. Creswell (2012, p.206), stated that "In purposeful sampling, researcher intentionally select individuals and sites to learn or understand the central phenomenon". The participant's name is in pseudonym as Afiah. The participant in this research was a sixth-semester student at the same university where the researcher studied. Afiah is a student who is actively studying at the university. All sixth-semester English students, and have attended and passed the extensive listening courses with a score (A).

The researcher also plans to do three different steps. The first step is asking permission from the participant to involve her in this research. The second step is asking for documentation data in the form charter award photo, photo when Afiah teaches, historical video screenshots on Youtube photo, daily schedule photo, tool use to do extensive listening, Afiah's photo while doing extensive listening, screenshot chat group in telegram, and screenshot the score details got when taking extensive listening courses. The third step, to do semi-structured in-depth interviews and says thanks for her. To sum up, to collect the data the researcher has to do an in-depth interviews to obtain required data.

RESULT AND DISCUSSION

The findings of this research are the narration given by participant which has been summarize by the researcher. Those narrations will be divided into three topics.

English as a Foreign Language Student's Personal Information

There are some findings about English as a Foreign Language Student's Personal Information. Those

findings are the researcher involved one participant named Afiah (This name is a pseudonym used by the researcher in this research). She is 21 years old. She was born in Kebumen, Central Java, Indonesia, on 23 October 1999. Now, she lives in one of cost Bogor. Before going to college, Afiah studied in English Village for two months. It is quite helpful for her to improve her English skills because the English language is Afiah's biggest enemy until high school. Now, she is actively studying at a private university in Bogor was not her dream. In the interview, the researcher asked the reason for choosing this major and this university, and Afiah answered like the quote below:

"Since high school, I can be called a visionary who has big dreams :) My goal is only one: The state polytechnic. I follow USM the state polytechnic, finally => failed. The reason is that the ELT (English Language Test) score points did not admit, even though the TPA (Academic Potential) tests such as mathematics, general knowledge, were admitted". (Afiah's interview excerpt. 6 May 2021)

From Afiah's story, starting from following the state polytechnic entrance examination which failed the English language exam. She tries hard to improve her English skills by going to the English village in Yogyakarta. She tried to speak English and continued to improve her English skills. After that, Afiah fell in love with the English language.

In the next year, Afiah decided to register at one of the state universities in Yogyakarta with an English Literature major. But, Afiah failed again. After that, Afiah re-registered at D3 with the same major and the same university, but with a different registration way. Unfortunately, fate was not on her side, she could not get the blessing from her brother. So, she must cancel the registration.

Finally, with permission and suggestion from her brother, Afiah was studying at a private university in Bogor. At this university, there is an English education department which made her want to study in this university. This year she has entered the sixth semester. Before getting the title of an achievers student at that university, Afiah felt uncomfortable. Afiah still felt that she had failed to enter the university, but Afiah is still doing her homework well, and also implement the responsibilities given to her. To validate the argument above, the researcher took a charter award photo that she got, as an instrument of documentation in this research, as follows:



Figure 1. Charter award photo (documented by the researcher)

From the documentation data above, Afiah has received an award charter as an achievers student. She is an active student in the process on-campus or outside the campus. Proven by her activities after class. There are examples of several organizations, Communities, and to improve her English skills, she was taught at one of an institution (2018-2019), as a private teacher (until now), and also teaching at Islamic boarding schools (until now). With so many activities, she is making daily schedules. After this, at night, she always made evaluations, which ones had not been done, which ones had been done, and which ones had to be improved. With all her activities, she ever felt bored and could not manage her activities well, but the supportive environment made her spirited again for her activities.

English as a Foreign Language Student's Prior Knowledge about Extensive Listening

In this theme, the researcher found that, Afiah was asked what extensive listening about. Then, Afiah also answered like the quote below:

"If I know about extensive listening is listening for fun. So, eeee ... The conversation is not really about academics, for example about ... What is it? On the vacation or even at that time, my lecturer was told to do extensive listening on YouTube.... In extensive listening, it becomes more listening for fun, but we can still practice listening, we can still improve the listening". (Afiah's interview excerpt. 7 May 2021)

Afiah understands, Extensive listening is listening for fun. So, she is free to choose the material she likes, the conversation is not too formal, for example about vacations or looking for material on the Youtube application, the most important thing is that Afiah can easily improve her listening skills. This opinion is in line with the argument of Bozan (2015, p.4) states,

“Extensive Listening is highly motivating and enjoyable as the students listen for pleasure and they mostly choose the materials”.

The differences between intensive listening and extensive listening are intensive listening must be focused on the material and questions that have been prepared before. This opinion is slightly different from the argument of Rost (2011, p.187) states, “Intensive listening refers to listening to a text closely, to decode the input for purposes of analysis”. Whereas, extensive listening is more fun because she can choose whatever material she likes, and there is also no standard in extensive listening, which means that it frees everyone who uses extensive listening to choose the material or tool she likes. This opinion is slightly different from the argument found by Field (as cited in Metruk, 2018, p. 5) states, Extensive Listening can be regarded as “Listening for pleasure and without obligating the listener to keep demonstrating a satisfactory level of understanding”.

The media that Afiah often uses is the Youtube application because YouTube is a visual media. Afiah can see song lyrics while memorizing the lyrics, and can also see the videos. It makes her not easily bored and also more fun to improve her listening skills. The participant often watches prank videos and funny videos to improve their listening skills, and also to entertain herself. Afiah also watches Islamic videos in English. Afiah liked prank videos the most, when Brent pranked his friends.

In addition, the researcher also asked about Afiah’s favorite song Afiah likes the song called Fly to the Moon-The Macarons Project, because it has a jazz genre, and the second is Snowman-Sia because the song is booming and pleasant to hear. To validate the quote above, the researcher took a screenshot of the YouTube history of the English song she listened to, and watched, as an instrument of documentation in this research, as follows:



Picture 2. A song that is often watched and listened to (documented by Afiah)

<https://youtu.be/562Vxq2NgNc>

From the documentation data above, Afiah likes listening to songs while reading the lyrics to improve her listening skills. This opinion is different from the argument of Ivone & Renandya (2019, p. 240) states, “The use of authentic materials in the form of Podcasts, Movies, TV and Radio Programs, Videos, and other Internet resources are highly suggested in Extensive Listening”. Then, the opinion of Ur as cited in Bozan (2015, p.3) states, “The use of entertaining materials such as Songs, Movies, TV Programs, and stories help learners increase their motivation, and additionally, the learners are likely to attend and get the full benefit from the listening experience”. Then, the tool she uses for extensive listening is using a handphone because it is more effective and simpler. Afiah often does extensive listening at night before sleeping. When she cannot sleep, she must be watching Youtube until she falls asleep.

The Problems and the Strategies Experienced by English as a Foreign Language Student in Extensive Listening Activities

There are several problems faced by a participant. In this theme, the researcher asked about the problems faced by Afiah. Then, Afiah answered as the quote below:

“Yes sis, listening in English, not my language, there must be vocabulary that does not know the meaning ... So, it creates obstacles.Ohhh yes, it depends on which one is watching, if the speed is correct, it becomes an obstacle.”. If an accent, I have chosen an American one. So Insyallah, it is an accent which for me is easy to understand”. (Afiah’s interview excerpt. 7 May 2021)

In Afiah told me, she also experienced several problems in extensive listening, the problem that Afiah faced was vocabulary, because the English language is not the first language. So, there are some unknown meanings of the vocabulary. The speaking speed or speaking rate is also a problem that must be faced by her, but the accent in English is not a problem for her, because before she has chosen material or sources whose accents are easier to understand. The cause of this problem is the lack of listening practice using English, and for her, English is a foreign language that must continue to be studied, and there is always new vocabulary in it. The second cause is the lack of practice because the environment rarely uses English and she only practices when she is doing a presentation or vlogging. This has an effect when there are native speakers who speak English for a fast duration, making her less wanted experience lagging in the listening process. This is also supported by the theories that the researcher found. According to Renandya and Farell (2010, p.3), "There are general problems in listening, namely: Speaking rate; Distraction; Unable to recognize words they knew; New vocabulary; Missing subsequent input; Nervousness; Sentence complexity; Background knowledge; Anxiety and frustration; Unfamiliar pronunciation".

The strategies she uses to faced this problem is watching Youtube. With Youtube, she can see the person who is talking while looking at gestures or whatever is being done, it can make it easier for her to apprehend difficult vocabulary. The second is paying attention to the storyline and then when there is a vocabulary that is not understood, she will repeat it until she understands the point in the spoken text. To validate the argument above, the researcher took Afiah's photo while doing extensive listening, as an instrument of documentation in this research, as follows:



Picture 3. Afiah's photo while doing extensive listening (documented by a researcher)

From the documentation data above, that true Afiah did extensive listening using Youtube for

watching videos. She also interacting with native speakers through social media, i.e. Telegram. On Telegram, she entered into a chat group containing foreigners from many countries, for example from Uzbekistan, Egypt, India, Turkey, Canada, Malaysia, and Indonesia. This activity carried out is voice chat contains a maximum of seven people. This activity is carried out three days or twice a week. This is slightly different from the data that the researcher found. According to Bidabadia & Yamata (2012, p.30), "There are six main strategic themes in Extensive Listening: one theme, Metacognitive strategy - concentration; two themes, Cognitive strategies - visualizing, taking notes, and inferencing; and three themes, Additional strategies - communicating, skipping".

The Opinions of English as a Foreign Language Student's about Extensive Listening Activities.

Before, the researcher explains the research results on the opinions of English as a foreign language student about extensive listening activities. The researcher will explain the results of the research about listening skills in general first. In the interview, the researcher found that listening is one of the skills that must be mastered because when interacting with native speakers, you must listen to the points that are discussed first, then you can convey a message or communicate well. This opinion is in line with the opinion of Bozan (2015, p.3), "Listening skill is a crucial element of language learning". And this opinion is in line with the opinion of Day (2018, p.11) states, "The meaning of listening is understood as the first way to acquire a language".

The meaning of the listening is listening while paying attention anything to improve listening skills. She likes listening in the English language, because everything starts with listening before speak or write, and also listening, does not make her feel bored and more fun. But it is not always about listening skills, some skills in English must be balanced. This opinion is different from the argument of Gilakjani & Sabouri (2016, p.124) states, "Other opinions also state that Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy".

In the listening process, Afiah often pays attention to vocabulary because the meaning of each word can change appropriately the time. Afiah often pay attention to the meaning in the spoken text after listening. She also pays attention to grammar in spoken texts. This opinion is slightly different from the argument found by Richards (as cited in Field, 2009,

p.101-102), “There are several general listening sub-skills: vocabulary (Ability to recognize vocabulary use in core conversational topics), keywords (Ability to detect keywords (i.e. those which identify topics and propositions)), meaning (Ability to guess the meaning of words from the context in which they appear), and grammar (The ability to recognize grammatical word classes)”.

In the interview, the researcher also asked about Afiah's favorite listening skill approach. And, Afiah answered as the quote below:

“I am the happiest with extensive listening, because if extensive listening is listening for fun. So, we listen to it, not very academic. So for me, the most exciting thing is extensive listening”. (Afiah's interview excerpt. 7 May 2021)

Afiah told me, Afiah only likes one approach, namely extensive listening because extensive listening is listening for fun. Free to Choose the material and not too academic. Different from intensive listening is too formal, critical listening must also have critical thinking, while academic listening is too academic.

After explaining the results of research on the opinions of English as a foreign language student's about listening skills in general. The researcher also explains the results of the research on the opinions of English as a foreign language student about extensive listening activities. Afiah took two credits in the extensive listening course, two credits are enough to study extensive listening because the campus must have distributed and adjusted with student's needs, and the assignments given by the lecturer are also quite helpful for improving her listening skills, such as watching videos on Youtube, then understanding the video. For the extensive listening class, she got a satisfactory score (A). To validate the argument above, the researcher took a screenshot of the score details got when taking extensive listening courses, as an instrument of documentation in this research, as follows:

No	Kode	Nama Mata Kuliah	Kehadiran (15%)	Tugas (25%)	UTS (25%)	UAS (40%)	Huruf Mutu (HM)	Angka Mutu (AM)	Kredit	Nilai Akhir (Ak x Kredit)
1	IKP111	Landasan Pendidikan	90	78	83	78	AB	3,5	3	10,5
2	IKP113	Pendidikan Lingkungan Sosial Budaya dan Teknologi	95	85	80	85	A	4	2	8
3	IKP131	Teknologi Informasi dan Komunikasi	93	85	68	80	AB	3,5	2	7
4	DM112	Syariah	100	75	83	75	AB	3,5	2	7
5	PBI105	Grammar in Spoken Discourse	100	80	90	95	A	4	2	8
6	PBI109	Extensive Listening	100	75	85	85	A	4	2	8
7	PBI107	Extensive Reading	100	80	83	80	AB	3,5	2	7
8	PBI108	Public Speaking	92	83	85	85	A	4	2	8
9	PBI109	Essay Writing	90	85	83	85	A	4	2	8
10	PBI103	English Phonetics and Phonology	100	85	73	88	A	4	2	8
11	PBI101	English Literature and Pedagogy	100	78	80	85	A	4	2	8
J U M L A H									23	87,5

Indeks Prestasi Semester (IPS) : 3,80
Beban Maksimum (SKS) : 24

Picture 4. Screenshot the score details got when taking extensive listening courses (documented by Afiah)

From the documentation data above, Afiah took two credits in the extensive listening course and she got a satisfactory score (A). She is also very happy to get an extensive listening course because in that course she does not feel pressured and tends to be fun. In the extensive listening class, she has also been left behind because she late when getting into this course, it was made her sit in the back row, lacking focus, and being left behind. It requires her to ask her friends after the course was finished on that day. There are several materials got by Afiah, for example, native speaker conversations, holidays, weather, modals verb, and others. There are several extensive listening benefits that she knows, namely: Extensive listening can improve her listening skills with fun and without pressure, freeing her to choose material and not fixated on the material that has been determined, making her increase insight that is happening or booming. The free extensive listening concept makes it easy to apply every day. Extensive listening can also practice listening habits as a preparation for the TOEFL test, this is because extensive listening can be done fun and without pressure. This opinion is different from the argument of Renandya (2011, pp. 32-3) states, “The advantages of extensive listening are: it can enhance learners' ability to cope with the speech rate, extensive listening can improve student's word recognition, it can enhance student bottom-up listening skills, extensive listening can improve students listening to vocabulary, it can help students become more fluent listeners, extensive listening can give students a lot of opportunities to experience a high level of language comprehension, it can enhance student's general proficiency in the language”.

CONCLUSION

In the conclusion are listening is important in the English language. Listening is listening while paying attention and understanding a spoken text. The participant liked listening skills because a conversation started with listening before speaking, but not only about listening because several English skills must be balanced. Sub-skills in listening are vocabulary, meaning, and grammar.

Extensive listening is listening for fun, free to choose the material, and also the conversation is not too formal, the most important thing is can improve listening skills. The differences between intensive listening and extensive listening are intensive listening must be a focus in the materials and questions that have been prepared before, in the intensive listening process

must concentrate. Meanwhile, extensive listening is more fun because it can choose whatever material, and there is also no standard in extensive listening, which means frees everyone who uses extensive listening to choose the material or tool. The media often uses are only two media used by participant, namely songs and funny or prank videos on the YouTube application.

There are some problems in extensive listening activities. This happens because English is a foreign language for the participants. So, there are still many new vocabularies that are not familiar to hear. The speed was also a problem for the participant. This happens because the environment is less supportive to interact using the English language and also lacks listening practice using English. To overcome this problem, the participant used several strategies in extensive listening, namely: The first theme, cognitive - visualization strategies by watching YouTube, the second theme metacognitive - concentration strategies by understanding the meaning in spoken text, and the third theme Additional strategies - communicating by interacting with native speakers.

The participant had taken an extensive listening class with two credits, and in her opinion, two credits were enough to help her learn more about extensive listening. In that class, the participant got a satisfactory score (A). The extensive listening benefits are improving listening skills, adding insight through stories, being able to use or apply in daily life, practicing listening habits as a TOEFL preparation, listening with fun without pressure.

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APPENDICES

Appendix 1 – Interview List

Adapted from Permadi, Sholihah, and Umamah (2017)

A. Student Personal Information

1. What is your name?
2. Where were you born?
3. When were you born?
4. Where do you live?

5. Now, where are you studying? Why you choose that college?
6. What major did you take in college? Why did you choose that major?
7. What semester are you in?
8. How do you feel about being an English student?
9. Apart from studying in college, do you participate in other activities? What are that activities? And, what do you do in these activities? Can you explain, please?
10. Did these activities help you improve your English skills? Can you explain, please?
11. In your opinion, are listening skills important for English skills? Can you explain, please?

B. Student Opinion About Her Listening Skills

1. What do you know about listening? Can you explain, please?
2. Do you like listening skills? Why do you like it?
3. Do you pay attention to vocabulary in the listening? Why? Can you explain, please?
4. Are you looking for Keywords in listening? Why? Can you explain, please?
5. Do you guess the meaning of words in the listening? Why? Can you explain, please?
6. Do you pay attention and understand grammar in listening? Why? Can you explain, please?
7. What listening approaches do you know?
8. What is your favorite listening approach? Include your reason, please.

C. Knowledge About Extensive Listening

1. What do you know about extensive listening? Can you explain more deeply, please?
2. What are the differences between intensive listening and extensive listening? Can you explain more deeply, please?
3. What are the media in extensive listening that you know?
4. What media do you use in the extensive listening? Why did you choose that media? Can you explain, please?
5. What songs or videos do you often used in your extensive listening? Why did you choose that songs or videos? What is the meaning of that songs or videos? Can you explain more deeply, please?
6. What tools do you use in extensive listening? Why did you choose that tools? Can you explain, please?

D. Problems and Strategies in Extensive Listening

1. What problems do you experience in extensive listening? Can you explain, please?

2. In your opinion, what caused the problem to appear? Can you explain, please?
3. What strategies did you use to overcome the problem? Can you explain, please?
4. Do you often have problems speaking rate in extensive listening? To overcome this problem, do you concentrate more on extensive listening? Why? Can you explain more deeply, please?

E. Student Opinion About the Use of Extensive Listening in the classroom

1. Did you take extensive listening in the classroom? How many credits did you take? Are two credits enough to help you with your listening skills?
2. How many extensive listening approach scores did you get in the classroom?
3. How did you feel when you received extensive listening in the classroom? Can you explain, please?
4. In the extensive listening process, have you ever missed words? Then what are you doing? Can you explain, please?
5. What extensive listening materials did you get in the classroom? Can you explain, please?
6. Do that materials make you know more extensive listening approaches? Can you explain, please?
7. How are you consistent in doing extensive listening independently?
8. What are the benefits of extensive listening for you? Can you explain, please?

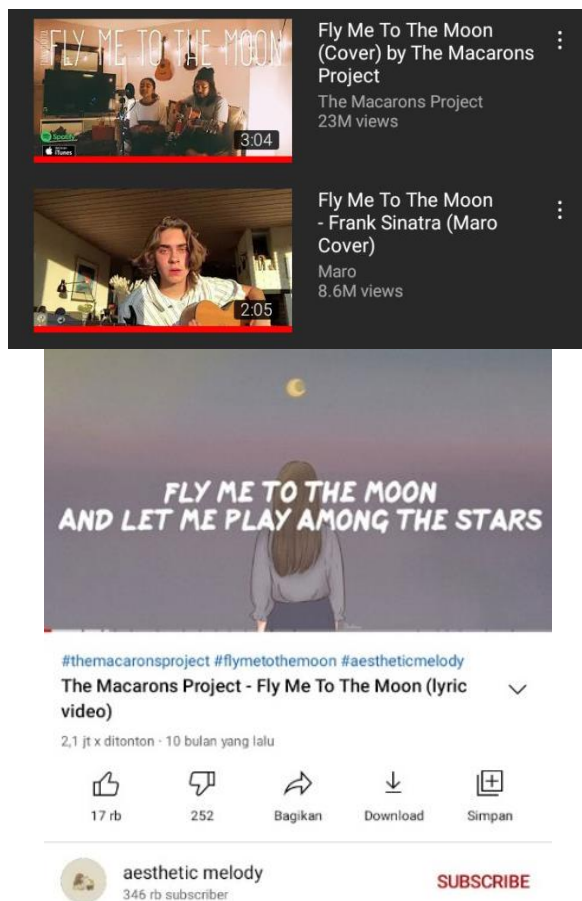
Appendix 2 - Documentations

Picture 1
Charter Award Photo



Picture 2
Song That is Often Watched and Listened to

<https://youtu.be/562Vxq2NgNc>



Picture 3

Afiah's Photo While Doing Extensive Listening



Picture 4

Screenshot the Score Details Got When Taking Extensive Listening Courses

No	Kode	Nama Mata Kuliah	Kehadiran (15%)	Tugas (20%)	UTS (25%)	UAS (40%)	Huruf Mutu (HM)	Angka Mutu (AM)	Kredit	Nilai Akhir (AM x Kredit)
1	KP111	Landasan Pendidikan	90	78	83	76	AB	3,5	3	10,5
2	KP113	Pendidikan Lingkungan Sosial Budaya dan Teknologi	95	85	80	85	A	4	2	8
3	KP131	Teknologi Informasi dan Komunikasi	93	85	68	80	AB	3,5	2	7
4	PA112	Syar'iah	100	75	83	75	AB	3,5	2	7
5	PB165	Grammar in Spoken Discourse	100	80	90	95	A	4	2	8
6	PB166	Extensive Listening	100	75	87	82	AB	4	2	8
7	PB167	Extensive Reading	100	80	87	80	AB	3,5	2	7
8	PB168	Public Speaking	92	83	85	85	A	4	2	8
9	PB169	Essay Writing	90	85	83	85	A	4	2	8
10	PB183	English Phonetics and Phonology	100	85	73	88	A	4	2	8
11	PB191	English Literature and Pedagogy	100	78	80	85	A	4	2	8
JUM LAH									23	87,5

Indeks Prestasi Semester (IPS) : 3,80
Beban Maksimum (SKS) : 24