

STUDENTS' PERCEPTION ON THE USE OF EXTENSIVE LISTENING

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ABSTRAK

Dalam mengajar bahasa Inggris, terutama listening, para guru harus kreatif dalam memilih materi yang akan digunakan untuk menarik perhatian siswa. Listening adalah salah satu kemampuan bahasa yang penting untuk siswa, karena siswa harus mendengar sebelum memahami sesuatu. Extensive listening adalah salah satu pilihan yang dapat digunakan oleh para guru agar siswa dapat menerima banyak materi listening yang mudah dipahami dan menyenangkan. Tujuan dari penelitian ini adalah untuk menjelaskan persepsi siswa mengenai penerapan extensive listening untuk meningkatkan pemahaman listening. Penelitian ini menggunakan studi kasus dengan metode kualitatif dan menganalisis 16 siswa (di semester 2) dari sebuah universitas swasta di Bogor. Penelitian ini menggunakan kuesioner sebagai alat untuk mendapatkan data. Hasil dari penelitian ini menunjukkan bahwa siswa antusias dan menikmati kelas listening. Kesimpulannya, siswa memiliki persepsi positif terhadap penerapan extensive listening untuk meningkatkan pemahaman listening. Para responden setuju bahwa penerapan kegiatan extensive listening yang digunakan di kelas berguna untuk meningkatkan pemahaman listening mereka. Para responden juga merasa senang dan antusias kapanpun kelas listening dimulai. Kelas listening juga menyenangkan dan media yang digunakan juga berguna untuk para siswa. Para siswa juga mendapatkan pengetahuan yang lebih baik di kelas listening ini dibandingkan dengan semester sebelumnya.

Kata kunci : persepsi siswa, pemahaman listening, dan extensive listening

ABSTRACT

In teaching English, especially listening, the teacher should be creative in selecting materials to gain learners' interest. Listening is an important skill for students, because students should listen first before understanding something. Extensive listening was a great decision for teachers to make students receive a lot of comprehensible and enjoyable listening input. The aim of this study was to describe the students' perception on the implementation of extensive listening to enhance listening comprehension. This study used case study in qualitative method and analyzed 16 students (in 2nd semester) from a private university in Bogor. This study used questionnaire as the tool to get the data. The result of this study showed that students are enthusiast and enjoyed the listening class. In conclusion, the students had positive perception on the implementation of extensive listening to enhance listening comprehension. The respondents agreed that the implementation of extensive listening activity used in the class was useful to enhance their listening comprehension. The respondents also felt happy and enthusiastic whenever the listening class is started. The listening class was fun and the media used was useful for the students. The students also had better understanding in this listening class than in the previous semester.

Keyword: students' perception, listening comprehension, and extensive listening.

INTRODUCTION

Romanova (as cited in Gilman & Moody, 1984) outlined that listening is the most common communicative activity in daily life: research has demonstrated that adults

spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing. Students needed to understand what the speaker is saying in order to give correct respond.

Besides, evidence showed that when people listen to a recording, whether it is an announcement, a report, or a piece of news, they have a purpose in mind. In this case, they wanted to know about something. From the statement above, it can be concluded that listening have its own purpose for people. People listen to know something. It means that even students should enhance their comprehension in listening.

Listening comprehension is how learners are able to understand to what the speakers are saying. Cole, et al. (2007) argued that being able to listen attentively and to understand and remember what you've heard is a valuable skill. When people think about someone who they consider good at conversation, they may well find that it's because they listen more than they speak. People are picking up on their listening skills, not necessarily their speaking skills.

Every students had their own perception towards a subject that they learnt. Students' perception could be positive or negative. Oxford (2013) defined perception as the way you notice things, especially with senses or the ability to to understand the true nature of something. It means that perception also deals with human senses such as sight, hearing, touch, smell and taste. Meanwhile in this research, students' perception focused to hearing, which is listening comprehension.

Students often regarded listening as the most difficult language skill to learn. Every teacher comes across the fact that listening can be a stressful activity for students, especially for adults and teenagers. They could easily become discouraged and bored with it. As a result, the teacher should find a strategy to make learners understand and interested in listening course, such as extensive listening.

Renandya and Farrell (2010) defined that extensive listening is all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. The key consideration here is that learners get to do a lot of meaningful listening practice. Renandya (2012, p.4) pointed out that the main goal of extensive listening is to provide our students with a massive amount of *comprehension* practice.

The students of a private university in Bogor learnt listening in several semesters, from first semester until fifth semester.

Listening lecturers applied some strategies in order to enhance students' listening comprehension, such as extensive listening.

A previous study has been done by another researcher such as Willy A. Renandya (2011) with his research entitled "*Extensive Listening in Language Classroom*". Based on his research, he explained that extensive listening, which provides students with a lot of meaningful and enjoyable listening practice, is one excellent way of helping students develop automaticity in processing aural language input.

Research Question

How is the students' perception on the implementation of extensive listening to enhance listening comprehension?

Purpose of the Study

To describe the students' perception on the implementation of extensive listening to enhance listening comprehension.

THEORETICAL FRAMEWORK

Listening Comprehension

Listening comprehension is how learners are able to understand to what the speakers are saying. Ahmadi (as cited in Hamouda, 2013) stated that listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. The ability to understand the spoken language has an important role in second language learning and use. It is a necessary skill for classroom real communication activities. It is a skill for oral communication between native and nonnative speakers.

Extensive Listening

Renandya (as cited in Day & Bamford, 1998) stated that reading specialist have now confirmed the key role that extensive reading play in the acquisition of reading skill and declared that the best way to learn to read is by reading. The evidence of extensive reading is strong; it can improve students' word recognition skills, vocabulary, reading comprehension, fluency, and general language proficiency. Renandya (as cited in Ridgway, 2000) mentioned that a number of writers have recently suggested that the idea behind extensive reading can be applied to listening. It means that extensive

listening is the oral version of extensive reading. Renandya (2011) claimed that if we accept the idea that extensive listening is the oral version of extensive reading, by extension, we can also say that listening is best learned through listening.

Extensive Listening Activities

As mentioned before, extensive listening refers to all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. Renandya (2011) mentioned several extensive listening activities that teacher can do to give students a lot of meaningful listening practice, such as:

1. Narrow listening

Renandya (2011) stated that narrow listening is an excellent way to provide our beginning level students with short conversational language that focuses on familiar contents.

2. Teacher Read-alouds

Teacher read-alouds can be a valuable strategy for improving students' listening skills. Reading experts suggest the benefits of teacher read-alouds go beyond improving listening skills.

3. Repeated Listening

It is important that the tasks designed for each listening session should be enjoyable and provide reasons for repeated listening.

Students' Perception

Students might have their own perception towards a material that they learnt. Students' perception could be positive or negative. Perception involved more process of thinking as a result of the information received from the sensory systems regards certain things or events. Liando, Sahetapy & Maru (as cited in Ahen, 2009) explained that perception is output process where the judgments or beliefs were produced by an individual and it influenced the way they think and feel.

METHOD

Research Design

The writer used case study design in qualitative method. Gerring (2007) explained that a case study may be understood as the intensive study of a single case where the purpose of that study is to

shed light on a larger class of cases (a population).

Instrument

The writer used questionnaire as the tool to collect the data. The questionnaire was given to 16 students (as the respondents), to see their perception about extensive listening activity in the listening class. The questionnaire consisted of 15 close-ended questions by using Likert-Scale. Budiaji (2013) explained likert scale as:

"Skala likert mempunyai empat atau lebih butir-butir pertanyaan yang dikombinasikan sehingga membentuk sebuah skor/nilai yang mempresentasikan sifat individu, misalnya pengetahuan, sikap dan perilaku."

The respondents should mark the agreement that suit them the most. The statements were provided in English language with 5 optional respond that the respondents could choose; strongly agree, agree, neutral (neither agree nor disagree), disagree, and strongly disagree

Setting

The research was conducted in a private university in Bogor. The data collection was done on March 27, 2018. The data collection was held in the language laboraturium in that private university.

Procedure of Data Analysis

In analyzing the data, the writer did several processes after getting the data. First of all, the writer prepared and organized the data for analysis. After that, the writer took the data from the participants based on the instruments that had been made. After that, the writer represented and report qualitative findings in percentage. Last but not least, the writer interpreted the findings based on the purposes of this study.

RESULT AND DISCUSSION

The writer used questionnaire to describe the students' perception on the implementation of extensive listening to enhance listening comprehension. From 15 close-ended questions in the questionnaire, the writer found 9 points (short conversation focused on familiar context, exposed to different texts, increasing vocabulary, repeated passage, opportunities to comprehend

meaningful and enjoyable input, understanding the audio material, understanding the spoken language, media used and listening class activity) that suited the purpose of this study. The result of questionnaire will be presented below.

1. Short Conversations Focused on Familiar Context

The first point was short conversations focused on familiar context. It means that extensive listening provided beginning level students with short conversational language that focuses on familiar contents. The writer got 2 questions for the questionnaire based on this point.

Table 1. The Result of Short Conversations Focused on Familiar Context

Questionnaire Number	Statements	Percentage
1.	I think the audio material that is given to us was interesting.	90%
2.	I think the length of the audio material is enough for me (not too long not too short).	85%

As can be seen above, the students agreed that extensive listening provided them with short conversations that focused on familiar context. The result of questionnaire number 1 showed that 90% of the students agreed that the audio material given was interesting for them. And for the result of questionnaire number 2 showed that 85% of them agreed that the length of the audio material was enough for them. It means that the students' perception was positive.

2. Exposed to Different Texts

The second point was exposed to different text. It means that extensive listening exposed students to different types of genre text. The writer got 1 question for the questionnaire based on this point.

Table 2. The Result of Exposed to Different Texts

Questionnaire Number	Statements	Percentage
3.	The language in the audio material was quite easy and understandable for me.	79%

As can be seen above, the students agreed that extensive listening exposed students to different types of genre text. The result of questionnaire number 3 showed that 79% of the students agreed that the language in the audio material was quite easy and understandable for them because the students were given several audio materials in one session of the listening class. It means that the students' perception was positive.

3. Increasing Vocabulary

The third point was repeated passage. It means that extensive listening increased students' vocabulary. The writer got 1 question for the questionnaire based on this point.

Table 3. The Result of Increasing Vocabulary

Questionnaire Number	Statements	Percentage
4.	I can understand over 90% of the vocabulary from the audio material.	85%

As can be seen above, the students agreed that extensive listening increased students' vocabulary. The result of questionnaire number 4 showed that 85% of the students agreed that they can understand over 90% of the vocabulary from the audio material. It means that the students' perception was positive.

4. Repeated Passage

The fourth point was repeated passage. It means that extensive listening gave students

repeated exposure to the passage. The writer got 1 question for the questionnaire based on this point.

Table 4. The Result of Repeated Passage

Questionnaire Number	Statements	Percentage
5.	My lecturer always repeat the audio when we become confused with several words.	64%

As can be seen above, the students agreed that extensive listening gave students repeated exposure to the passage. The result of questionnaire number 5 showed that 64% of the students agreed that the lecturer always repeat the audio material when they become confused with several words. By getting repeated for the audio material, it means that the students got a chance to hear the audio material more than once and then they could understand about the context of the audio material. It means that the students' perception was positive.

5. Opportunities to Comprehend Meaningful and Enjoyable Input

The fifth point was opportunities to comprehend meaningful and enjoyable input. It means that extensive listening gave students opportunities to comprehend a lot of meaningful and enjoyable input. The writer got 2 questions for the questionnaire based on this point.

Table 5. The Result of Opportunities to Comprehend Meaningful and Enjoyable Input

Questionnaire Number	Statements	Percentage
6.	The language in the audio material is quiet easy for me.	75%
7.	The audio material was enjoyable for me.	89%

As can be seen above, the students agreed that extensive listening gave students opportunities to comprehend a lot of meaningful and enjoyable input. The result of questionnaire number 6 showed that 75% of the students agreed that the language in the audio material was quiet easy for them. And the result of questionnaire number 7 showed that 89% of the students agreed that the audio material was enjoyable for them. It means that the students' perception was positive.

6. Understanding the Audio Material

The sixth point was understanding the audio material. It means that extensive listening could enhance students' listening comprehension, especially in understanding the audio material. The writer got 2 questions for the questionnaire based on this point.

Table 6. The Result of Understanding the Audio Material

Questionnaire Number	Statements	Percentage
8.	I can understand about 90% or more about the context of the audio material.	80%
9.	I collaborated (kerja sama) with my friends when a confusing word appear. (e.g gonna > going to)	85%

As can be seen above, the students agreed that extensive listening could enhance students' listening comprehension, especially in understanding the audio material. The result of questionnaire number 8 showed that 80% of the students agreed that they can understand about 90% or more about the context of the audio material. And the result of questionnaire number 9 showed that 85% of the students agreed that they collaborated with their friends when a confusing word appear. It means that the students' perception was positive.

7. Understanding the Spoken Language

The seventh point was understanding the spoken language. It means that extensive listening could enhance students' listening comprehension, especially their ability in understanding the spoken language. The writer got 1 question for the questionnaire based on this point.

Table 7. The Result of Understanding the Spoken Language

Questionnaire Number	Statements	Percentage
10.	I can understand the context of the audio material without asking for repetition.	70%

As can be seen above, the students agreed that extensive listening could enhance students' listening comprehension, especially their ability in understanding the spoken language. The result of questionnaire number 10 showed that 70% of the students agreed that they can understand the context of the audio material without asking for repetition. It means that the students' perception was positive.

8. Media Used

The eighth point was media used. It means that the students' perception on the media used in the listening class was useful or not for the students. The writer got 1 question for the questionnaire based on this point.

Table 8. The Result of Media Used

Questionnaire Number	Statements	Percentage
11.	My lecturer used a good media in this listening class.	82,5%

As can be seen above, the students agreed that the media used in the listening class was useful and good for them. The result of questionnaire number 11 showed that 82,5% of the students agreed that the lecturer used a good media in the listening class. Not only the material, the media also

needed to be good and useful for students so that they could understand the audio material better. It means that the students' perception was positive.

9. Listening Class Activity

The ninth point was listening class activity. It means that the students' perception towards the listening class activity. The writer got 4 questions for the questionnaire based on this point.

Table 9. The Result of Listening Class Activity

Questionnaire Number	Statements	Percentage
12.	Listening practices and activity in this class were useful for me.	89%
13.	My listening ability has been improved as a result of listening practices and activities in class.	84%
14.	Whenever the listening class started, I always feel enthusiastic.	87,5%
15.	I felt enjoyed during the listening class.	94%

As can be seen above, the students agreed the listening class activity was good because they felt enjoyed during the class. The activity also useful for them and their listening ability has been enhanced as a result of listening practices and activities in this class. The result of questionnaire number 12 showed that 89% of the students agreed that listening practices and activity in the class were useful for them. The result of questionnaire number 13 showed that 84% of the students agreed that their listening ability had been improved as a result of listening practices and activities in class. The result of questionnaire number 14 showed that 87,5% of the students agreed

that they felt enthusiastic whenever listening class started. And also, The result of questionnaire number 15 showed that 94% of the students agreed that they felt enjoyed during the listening class. It means that the students' perception was positive.

Students' perception on the implementation of extensive listening to enhance listening comprehension

Based on the instrument (questionnaire) used to answer the research question, it showed that the implementation of extensive listening to enhance listening comprehension had positive perception from the students and it was supported by the result of questionnaire.

From the result of questionnaire, it can be seen that extensive listening helped students to enhance their listening comprehension. The findings showed that the implementation of extensive listening to enhance listening comprehension had 9 points that appeared which were short conversations focused on familiar context (90% agreed that the audio material was interesting and 85% agreed that the length of the audio was enough), exposed to different text (79% agreed that the language in the audio material was quite easy and understandable), increasing vocabulary (85% agreed that they can understand over 90% of the vocabulary from the audio material), repeated passage (64% agreed that the lecturer gave a repetition for the audio material, opportunities to comprehend meaningful and enjoyable input (75% agreed that the language in the audio material is quite easy and 89% agreed that the audio material was enjoyable), understanding the audio material (80% agreed that they can understand about context of the audio material and 85% agreed that they collaborated with their friends when a confusing word appear), understanding the spoken language (70% agreed that they can understand the audio material without asking for repetition), media used (82,5% agreed that the lecturer used a good and useful media), and listening class activity (89% agreed that listening practices and activity in this class were useful, 84% agreed that their listening ability had been improved, 87,5% agreed that they feel enthusiastic whenever the listening class started, and 94% agreed that they enjoyed the listening class).

As can be seen above, all of the responses from the respondents showed that that the students had positive perception towards the implementation of extensive listening. More than 80% students assumed the implementation of extensive listening could their enhance listening comprehension. It means that extensive listening activity was very useful for students. It is also supported by C., et al. (2016) research. C., et al., revealed that half of the students declared that the extensive listening activities had increased their interest.

CONCLUSION

Students' perception on the implementation of extensive listening to enhance listening comprehension were positive. The respondents agreed that the implementation of extensive listening activity used in the class, which was narrow listening (provide the beginning level students with short conversational language that focuses on familiar contents), was useful to enhance their listening comprehension. The respondents also felt happy and enthusiastic whenever the listening class is started. The listening class was fun and the media used was useful for the students. The students had better understanding in this listening class than from the previous semester.

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