

**LISTENING MATERIALS USE BY SIXTH SEMESTER  
STUDENTS OF ENGLISH STUDY PROGRAM IN EXTENSIVE  
LISTENING ACTIVITIES**

**THESIS**

**This Thesis is submitted to fulfill the requirement For ‘Sarjana in  
English Language Education**



**By**

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Kepada  
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Di-

Curup

Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara:

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Sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya kami mengucapkan terima kasih. Wa'alaikumussalam. Wr.Wb

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Pembimbing I

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## ABSTRACT

**Zain irfan hajar** : **Listening Materials Use By Sixth Semester Students Of English Study Program In Extensive Listening Activities**  
**Advisor** : **Hadi Suhermanto, M.Pd**  
**Co-advisor** : **Paidi Gusmuliana, M.Pd**

This thesis focuses by sixth semesters English students in English study program at iain curup, the objective of the research is to usage of extensive listening. subject of the research is nine students who get good score in listening subject. this research is qualitative which is presented in descriptive way. the technique of collecting data were deep interview. the instrument of the research was interview guidance to guide the researcher in interview. the findings of this research shows that: The students used both the audios materials and videos mode materials in extensive listening because these two materials carry many benefits for the students. They are the effectiveness of time, vocabulary development, fluency, and students' motivation, engagement to interest, as a tool that makes learners easy in developing English language skills, giving some opportunities to practice listening inside and outside classroom. the research suggest to English lecture have reate method with the best way in listening teaching.

**Keyword:** *listening, listening materials, extensive listening, Sixth Semesters Students In English Study Program of Iain Curup*

# **MOTTO AND DEDICATION**



## **Motto**

**“When the pain of an obstacle is too great, challenge yourself to be stronger.”**

**“Never regret a day in your life. Good days give happiness, bad days give experiences, the worst days give lessons, and the best day give memories.”**

## **Dedication**

This thesis is dedicated to:

1. The greatest man in my life, he is my awesome father ibnu hajar alm and my wonderful mother eliyantini. Thanks for everything that you have given to me that i can't say by a word. BOTH OF YOU ARE MY HERO!! I LOVE YOU
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*Alhamdulillah*, the researcher had finished this thesis entitled **The Use Of Extensive Listening (At Sixth Semester Students In English Study Program Of Iain Curup)**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Curup, Desember 2021

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## STATEMENT OF OWNERSHIP

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State that the thesis is entitled “listening materials use by sixth semester students of english study program in extensive listening activities”This statement was made by trully. If in the text day there are a lot of mistake, the writer ready to responsibility with the regulation.

Curup, Januari 2022

The Researcher

Zain Irfan Hajar  
NIM. 16651054



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Listening is a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or just to get information. Valder said that listening is an active process of perceiving and constructing a message from a stream of sound.<sup>1</sup>

Listening ability in the context of English teaching and learning is one of four skills in which the students need to master it. However, some studies found that the students faced some difficulties such as quality of recorded material, cultural differences, accent, unfamiliar vocabulary, length and speed of the listening, physical conditions, and lack of concentration.<sup>2</sup>

Rost said that “Listening is an important role in second language instruction for several reasons”.<sup>3</sup> If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner’s perception of their listening

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<sup>1</sup> Valder E. pierce, “ *Teaching Strategies for Developing Oral language Skill*”, English Teaching Forum.Vol: xxvi, 1998. P. 13

<sup>2</sup> Mustafa Azmi Bingol, “*Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class*”, WJIS: Ishik University of Iraq ,vol. 4, no.4, p. 3-4.

<sup>3</sup> Michael Rost,*Listening*,(London: Longman.1994), p 141-142.

problem and strategies can affect their comprehension both positively and negatively.<sup>4</sup>

Based on the theory above the researcher found that many students, especially students in IAIN Curup still have listening problem. based on pre-observation, some problem of the students such as, they feel lack of concentration in listening, they lack of English accent knowledge and they still translate the listening materials word by word. then when learning listening in classroom they feel confuse in academic audio which contains many difficult vocabularies that they never hear before. they also acknowledged that the audio is not interesting and too difficult for them. These problem sometime make students get low score on their English listening exam and they feel uninterested to listening subject.

However Higher education like in IAIN Curup there is an English major with special listening subjects divided into four levels, namely listening 1, listening 2, listening 3 and listening 4 / Listening comprehension TOEFL approach that must be followed by all English students without exception at each level.

One of listening program are extensive listening, based on Renandya and Farrel extensive are all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher-directed dictations or read-alouds or self-directed listening for pleasure that can be done outside the classroom. The key consideration here is that

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<sup>4</sup> Anita L. Wenden, "What Do Second Language Learners know about their language learning? A second look at retrospective accounts. *Applied Linguistics*", Oxford University Press: York college, University of New York, vol.7, No. 2, 1989, p. 186

learners get to do a lot of meaningful listening practice .<sup>5</sup> it mean that extensive listening allow the students to choose the contents of the material that they want, but the important thing to remember the language must be comprehensible and the contents of the materials interesting and enjoyable for the students.according to holden extensive materials can take the forms of audiobook,storytelling websites,spoken word and news website, interview, videotapes, TV ,youtube.com, movies and drama,academic lectures, speeches and virtually any types of music that has comprehensible lyrics, this materials are accessible,downloadable and shareable over the internet.<sup>6</sup>

In short, based on interview in developing listening comprehension actually the students have done the listening activities in classroom and outside classroom. Beside that the lecturer have already allowed or encouraged the students to listen some audio at home(outside classroom).<sup>7</sup>

the researcher was interested to ask some students who , about the activities that they do in developing their listening comprehension outside the classroom. The first student said in developing listening comprehension, she always watch movie and listen to music when he has free time because she likes it. He always watch movie and listen to music at home, in the cinema, and even

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<sup>5</sup> Renandya, W. A., & Farrell, T.S.C.. "*Teacher, the tape is too fast*": Extensive listening in *ELT. ELT Journal*, 65 (1)2011,p. 24

<sup>6</sup> Holden extensive listening: *A new approach to an old problem.journal of the faculty of humanities, university of toyama* , p.299-312

<sup>7</sup> Henny Septia Utami M.pd, English lecture in listening comprehension, the first interview, 27th january 2021.

in college.<sup>8</sup> The second student stated that her activity in developing listening comprehension is managing her time to do exercises in listening something in classroom and also in outside classroom. Actually, he likes listening at home because it makes her feel comfortable and he can get the meaning, knowledge, information from the audio.<sup>9</sup> The third student also said that she always listen to music because she want to develop his fluent in listening, sometimes she download the audio from google to listen at home because if she just have the material in classroom, learning process is not enough because the time is limited.<sup>10</sup>

Based on the phenomenon, the researcher is interested to investigate a research entitle" **Listening Materials Use By Sixth Semester Students Of English Study Program In Extensive Listening Activities.**

## **B. Research Questions**

Based on the background above, the research question in this research are as follows:

1. What are the materials of extensive listening activities used by sixth semester students of english study program of IAIN Curup ?

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<sup>8</sup> Aprilianti tri lestari student from English study program in IAIN curup, the first interview, 28 january 2021.

<sup>9</sup> Ardian majid student from English study program in IAIN curup , the first interview, 28 january 2021

<sup>10</sup> Cherilla selma azzahra student from English study program in IAIN curup , the first interview, 28 january 2021

2. How do the sixth semester students in English study program of IAIN Curup use the material of extensive listening activities ?

### **C. Objectives of the Research**

Based on the research questions above, the objectives of the research are as follows:

1. To know the materials of extensive listening used by sixth semester students in english study program of IAIN Curup.
2. To know how do the sixth semester students in english study program of IAIN Curup use the material of extensive listening.

### **D. Limitation of the Research**

This research is limited just to know and identify about the materials of extensive listening that the sixth semester students use and how the students use that materials in extensive listening at sixth Semester Students In English Study Program Of IAIN Curup.

## E. Operational Definition

This part provides the definition of key terms. They are as follows:

### 1. Listening

Listening is a creative skill.<sup>11</sup> It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences.

### 2. Extensive listening

Traditionally, listening has been classified into two types which are intensive listening and extensive listening. intensive listening is slow, careful listening of short, difficult audio clips. focussing more on form than on overall meaning, because the goal of the listening is to pay attention to pronunciation, grammar, and vocabulary. Intense focus on these parts of the audio will help you build a foundation for language acquisition. Intensive listening is the type of listening that probably do in English language classes, particularly in an oral communication course. In extensive listening, basically listen a lot, listen often, and listen at an easy level to audio content in English, and it's got to be something that find interesting. The material

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<sup>11</sup> Hasyuni. 2006. *The Students' Preferred Activities for English Listening Classes* p200



listen to should be easy enough so that do not need to stop and listen again. The focus in extensive listening is not form, the goal is not to understand each and every part of a given audio or video recording, or analysing what hear for specific learning points. The objective is to get a broad understanding, and to simply enjoy what listening to.

#### **F. Significance of the Research**

The research is very useful for all, among the benefits of this research are as follow:

##### 1. Teoritically

This research will conduct for understanding listening skill with extensive listening. The strategies aimed to make students in IAIN Curup increase their listening.

##### 2. Practically

###### a. For Lecturer

It is hoped that the technique can be adopted by the lecture to develop their student's ability in listening skill.

###### b. For Students

It is hoped that can be used by students to help them in developing listening skill.

###### c. For the Researcher

It is also hoped that the result of this research will give contribution and information for the further researcher that wants to study at the same case.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Listening

##### 1. Definition Of Listening

There was many definitions of listening has been defined by some researchers in language learning. Listening is a complex problem solving skill and it is more than just perception of the sound. Listening includes comprehension of meaning word, phrases, clauses, sentences and connected discourse.<sup>12</sup>

Rivers says that listening is a creative skill, it means we comprehend the sound falling on our ears, and take the raw material of words, and the rise and fall the voice, and from this material creative a significance.<sup>13</sup> Russel also say that listening skill is listening with comprehension, attention and appreciation, than, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking and reading.<sup>14</sup>

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

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<sup>12</sup> Oxfort, R. L., *Research Update on teaching L2 Listening Sistem*, (1993)

<sup>13</sup> Hasyuni “ *The Student S’ Preferred Activities For English Listening Class Survey Conducted To The Second And Fourth Semester Student Of English Department Of Fkip Universitas Bengkulu*”., 2006., p. 8.

<sup>14</sup> *Ibid.*

## 2. Extensive Listening

### a. definition of extensive listening

Extensive listening has been defined in various ways by educators, researchers and listening specialists. According to Renandya and Farrell, extensive listening is all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher directed dictations or read-alouds or self-directed listening for pleasure that can be done outside the classroom, in the students' home, car, or on personal stereos.<sup>15</sup>

According to Ewert and Mahan characterise extensive listening as understandable language, enjoyable materials to attract students' attention, students' free selectivity. a huge advantage of having an extensive listening program is that it does not take up much class time, because the listening practice is done out of class.<sup>16</sup>

According to Waring, Extensive Listening is a way of improving listening fluency by practicing listening to easy texts. Based on these principles, learners are encouraged to listen to large amounts of easy target language texts within or just above their current comprehension and linguistic level, select the texts based on the potential relevance, interest, and enjoyment instead of for their linguistic content, perform

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<sup>15</sup> Renandya and Farrell.. 'Teacher, The Tape is Too Fast'. *ELT Journal Volume 65*. (2011). p.15-20

<sup>16</sup> Ewert, D., & Mahan, R. *Extensive listening in a self-access learning environment* (2012), p.200-210

comprehension-oriented, non-intrusive tasks such as “listening cards,” writing or telling an appreciation, the main idea or a summary in their native language of the material at their own pace without intervention from the teacher, and focus on meaning rather than form.<sup>17</sup>

So from the explanation above the researcher concluded that extensive listening is listening for individual activity that they can listen for pleasure, and thus the students can learn listen at their own level and pace in their own time including when and where they choose. And based on explanation extensive listening means that the students should improve their listening comprehensions is not only in classroom but in outside too.

#### **b. The Benefits Of Extensive Listening**

Exploring students to extensive listening activities yield several benefits which eventually encourages them to listen a variety of material. There are many roles for extensive listening program. Extensive listening program can provide “comprehensible input” general competence, increase the students exposure to the language, increase knowledge of vocabulary, lead to improvement in listening, motivate learners to listen, consolidate previously learned language, help to build confidence with extended audio, encourage the exploitation of audio redundancy, and facilitate the development of prediction skills.

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<sup>17</sup> Waring, R.. *Starting an extensive listening program. Extensive Reading in Japan: The Journal of the JALT Extensive Reading Special Interest Group.* (2008).p.7-9

According to Renandya also states that extensive listening is successful in developing listening skills, particularly in listening activity, it could be successful in developing listening comprehension. So, it can concluded that the benefit of extensive listening for students are it can developing listening skill.

### **c. The Material Of Extensive Listening**

The first thing to consider is what materials to use for extensive listening. The teacher needs a lot of materials, which are graded according to their level of difficulty. Of course there are a lot of listening materials available but what materials qualify as extensive listening depends on the level of the student. In this section some of the materials available will be listed and examined. The materials will then be assessed based on their how appropriate they are for each level of student. the following section we will look at how to implement these materials into an effective extensive listening program.

#### **1. Television, movies and radio**

One obvious source of materials for listening is materials which native speakers consume for entertainment like TV, movies and radio. These sources can be attractive because they are entertaining and contain natural language. There is one big problem with these materials for use in extensive listening, which

is that the vocabulary threshold necessary to achieve adequate comprehension of these materials is far out of reach for all but very advanced learners. It is estimated that to achieve good comprehension of movies a learner would have to know at least 6000-7000 word families.<sup>18</sup> Although these materials might be good for advanced learners and upper intermediate students with large vocabularies, or for more focused intensive listening activities with lower level students, they are not that good for extensive listening with beginner and intermediate students.

## 2. variety of websites

Based on Waring There are also a variety of web sites that offer graded or simplified English listening texts. One website often cited in lists of sources for extensive listening material is Ello,ello is a website which offers over 3,000 free listening activities. Teachers and students can access lessons for beginner, intermediate and advanced learners. Another source of listening texts is Voice of America, a website which provides simplified listening and written texts on a wide variety of topics. These texts are not graded according to level and while they are simplified somewhat and read fairly slowly. The final website which deserves attention is English Central. English Central has a variety of short video listening texts which are leveled in three groups, easy

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<sup>18</sup> Nation, I. S.) . *How large a vocabulary is needed for reading and listening?*. *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 2006 p.59-82

medium and hard. The fact that the medium of English Central texts is video also gives learners context clues, which can aid their comprehension and make the texts easier than purely listening based texts with no visual feedback. The website also offers a variety of other tools to aid comprehension including subtitles and an online dictionary though this is of more use for students who want to use the videos for extensive listening.<sup>19</sup>

### 3. CD recording

another source for extensive listening material is CD recordings of graded readers. One good point about this material is that it is graded and there is a lot of it. We find that if we look at the vocabulary component of graded reader CDs, that the easiest CDs can be comprehended with a vocabulary of about 1000 word families. That means the entry point for using graded reader CDs for extensive listening is much lower than with other sources of listening texts. There are also graded readers of many levels, so there are graded reader CDs appropriate for extensive listening for all levels of students. For these reasons graded reader CDs are an excellent choice of materials for an extensive listening program for all levels of students.

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<sup>19</sup> Waring, R. *Extensive listening Materials*. 2010 p.52

#### 4.audiobooks

Audio books have become a collection of library and bookstore. According to Chen in the late 1970s and early 1980s, audio books are growing. She explains that “in 1986, the Audio Publisher Association (APA) was organized and it formally adopted “audiobook” as

the accepted term for recorded books or books on tape.<sup>20</sup> Audio books have been growing continuously in recent years. A survey in American household indicated that over 22% of society had listen to audio books. The result showed that people can listen to audio books while doing homework, participating in exercises, taking a trip, and undertaking anything that doesn’t need full concentration. Audiobooks help learners to understand books in every condition and limited time. Audio books are printed book with an audio file. Moody stated that “Audio books have evolved from straightforward oral readings to full-scale dramatic presentations that can include music, sophisticated sound effects, and a full cast of characters” (p.1). Chen (2004) argued that in early 1980s, audio books are a combination of conventional storytelling and cassette. She stated that audio books have a magic power.<sup>21</sup> Audio books are used to engage learners’ interesting with

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<sup>20</sup> Chen,. "How have the world's poorest fared since the early 1980s?." *The World Bank Research Observer* 19.2 2004 p.141-169.

<sup>21</sup> Moody, John, and Christian J. Darken. "Fast learning in networks of locally-tuned processing units." *Neural computation* 1.2 1989:p. 281-294.



a dramatic narrator of recorded story. After the success of storytelling recorded, many publishers develop audio books in various books. Nowadays, audio books are available in library and bookstore with many kinds of collection

## 5.podcast

Podcast is a modern digital technology that can be used effectively for language teaching and learning purposes. According to Robinson the term podcast is a combination of two words: Pod mean iPod- the name of popular MP3 player and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to on a computer or any portable playback device that supports MP3 files. Based on the different file types of podcasts, they are divided into three main types are audio only, audio and still images, and video.<sup>22</sup> However, regarding to podcasts' producer.<sup>23</sup> classifies them into two types are radio podcasts and independent podcasts. Existing radio programs that turn into podcasts are called as radio podcasts such as RTHK- radio television Hong Kong. In contrast, web- based podcasts produced by individuals and organizations are defined as independent podcasts. These podcasts are proved to have huge potential for

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<sup>22</sup> Robinson, S. *Podcasts in education: what, why and how?*2009 p.127

<sup>23</sup> Man, P. *Developing students' listening and speaking skills through ELT podcasts.*2007

English language teaching, and then they are called ELT podcasts. ELT podcasts are said to be the most suitable for extensive listening though they can also be potential sources for intensive listening, as indicated by Stanley<sup>24</sup>

#### **d. The Activities Of Extensive Listening**

Extensive Listening activities do not merely involve listening and the use of exclusively aural input. Ideally, learners listen to comprehensible and enjoyable texts that fit their proficiency and comprehension level as well as their interests. However, sometimes the available materials are too difficult for their level and should be made more comprehensible by providing additional textual or visual input. Some aural texts presented in the form of news and movies are interesting because they are presented in audiovisual mode and sometimes with captions or subtitles. It is, therefore, possible that learners are engaged in some viewing and reading activities during listening. Overall, there are five types of listening activities learners can perform during EL – listening only, shadowing/overlapping while listening (active listening), reading while listening, listening and viewing, and combined listening, viewing and reading activities.

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<sup>24</sup> Stanley, G. *Podcasting: Audio on the Internet comes of age* 2006 p.45

### 1) Listening Only

During a listening only activity, learners listen and enjoy the aural text. They may even do it as a background activity of when they jog, drive, or cook. This type of listening may be too demanding for beginners and low intermediate learners, thus, it is essential that the texts used are easy or very easy. Listening only can be conducted in class using teacher-directed dictations and read-alouds or outside the classroom in the form of self-directed listening for pleasure<sup>25</sup>.

### 2) Active Listening (Shadowing and overlapping while Listening)

Listening may involve active listening techniques, such as shadowing and overlapping, which are useful for improving fluency, correcting pronunciation errors, and automatising the recognition of spoken words or chunks of language. Shadowing is a practice of interpreting. In interpreting, interpretation is provided as soon as the translator listens to speech in a foreign language and redefines the message in the target language.

The translator essential skill is the ability to listen and speak at the same time. Because shadowing is a double task to listen and speak at the same time, shadowing is considered as a good translation

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<sup>25</sup> Renandya, W. A. (2011). Extensive listening in the second language classroom. In H. P. Widodo & A. Cirocki (Eds.), *Innovation and Creativity in ELT Methodology* (pp. 28-41)

training program.<sup>26</sup> In the shadow phrase, someone repeats what is heard slightly behind the input, while in the phonemic shadow, one repeats each voice simultaneously.<sup>27</sup> Word repeats word. In shadowing the listener, echo the words they hear at the same time as the speaker. Shadowing is an act or listening task where students seek and hear speech and repeat it as much as possible while listening to the information.

Overlapping is two voices talking at once.it means that when the one speaker says while the other speaker also says in one time.so,the voice of them occurs in one time.according to zimmerman,overlaps are instances of simultaneous speech where a speaker other than the current speaker begins to speak at or very close to a possible transition place in a current speaker utterance.<sup>28</sup>it means that when the first speaker begins to speak and the next speaker covered the first speaker by his word.so two voices happen one time.

### 3) Reading while Listening

Sometimes texts are available in both aural and textual formats – for instance, songs and song lyrics, podcasts and audio scripts, and graded readers and audiobooks. Example of reading while activities is

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<sup>26</sup> Atsuko Horiyama, The Development of English Language Skills through Shadowing Exercises, Bunkyo Gakuin College Foreign Language Department Bunkyo Gakuin Junior College Bulletin, 12, 2012, p.114.

<sup>27</sup> Yo Hamada, *Teaching EFL Learners Shadowing for Listening*, Routledge, 2017, p. 4.

<sup>28</sup> Zimmerman D.H and Candance W. roles, *interruption and silences in conversation*, newbury house p.114

Podcast, podcast give listeners full access to select their favorite program according to their convenience and listen to it. The audio recording is designed to be downloaded and listened to on a portable mp4 player or on a computer. Podcasts are delivered online automatically via a website, so it is different from other audios. Podcasts utilize voice which is the most influential tool that relates to the audience very quickly. Thus, podcast is a series of sound files that consist of When learners have access to both forms, they can read the texts while listening to the aural texts whenever they need to make the aural texts more comprehensible, improve their vocabulary, focus on the pronunciation, stress or intonation of spoken language, and draw the connection between spoken and written words and expressions. The literature suggests that reading while listening makes aural texts more comprehensible and exciting, promotes vocabulary development, and helps learners concentrate on listening to the texts better. Moreover, it may have stronger and long-lasting effects on the development of listening competence and acquisition of some linguistic elements.<sup>29</sup> However, reading while listening may only have temporary comprehension benefits and encourage learners to be overdependent on written text, a type of scaffolding that often does not exist in real-life listening.<sup>30</sup>

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<sup>29</sup> Renandya, W. A. (2012). The tape is too fast. *Modern English Teacher*, 21(3), p5-9

<sup>30</sup> Yeldham, M. (2016). Approaches to L2 Listening Instruction. *The European Journal of Applied Linguistics and TEFL*, p 31-42

#### 4) Listening and Viewing

A lot of Language learner materials are in the form of audio visual texts or videos. an example of videos is youtube videos YouTube is a video repository that allows anyone with Internet access to view and upload videos free of charge. Terantino stated that YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe.<sup>31</sup> Learners often find videos more comprehensible than audio recordings because they include aural and visual input as well as nonverbal clues that facilitate the processing of spoken input.

The literature suggests that watching audiovisual programs is useful for developing autonomous listening strategies as well as listening and speaking fluency. In conducting EL, learners have the options of using serials or random videos. When watching serials, learners conduct narrow viewing that involves watching different episodes of the same program in chronological order. Through the activity they gradually develop background knowledge of the characters and their relationships, the setting, and the storyline that can help them comprehend the story easier and better. Besides,

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<sup>31</sup> Watkins, J. & Wilkins, M. (2011). *Using YouTube in the EFL Classroom. Language Education in Asia*2(1),P.113-119.

watching serials is easier because the lexical load of the episodes of the same program is lower than that of unconnected programs.<sup>32</sup>

#### 5) Combined Listening, Viewing, and Reading

The activity is a variant of the listening and viewing activity. The benefits of performing combined listening, viewing and reading are better comprehension and vocabulary improvement. Learners find the combined listening, viewing and reading captions useful, particularly when watching TV programs which are considered difficult for their level of proficiency.<sup>33</sup> Watching a video with captions also results in more vocabulary learning than watching an audio-only video especially among intermediate and low-proficiency EFL learners.<sup>34</sup>

### **B. Review of Related Finding**

Related finding is research that had been done and have the relation to the variable to this study. There are some related researches that had been done before Based on study yulia hapsari “Extensive Listening: Let Students Experience Learning By Optimizing The Use Of Authentic Materials” This study focused on Through extensive listening by using authentic materials, students are exposed to real native speech in meaningful language use. As the result,

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<sup>32</sup> Rodgers, M.P., & Webb, S. (2011). Narrow viewing: *The vocabulary in related television programs*. TESOL Quarterly, p 689-717

<sup>33</sup> Webb, S. (2015). Extensive viewing: *Language learning through watching television*. In D. Nunan., & J. C. Richards (Eds.), *Language Learning Beyond the Classroom* (pp. 159-168

<sup>34</sup> Peters, E., Heynen, E., & Puimege, E. (2016). *Learning vocabulary through audiovisual input: The differential effect of L1 subtitles and captions*. System, p63, 134-148

difficulties in listening gradually disappear. In order to put the idea into practice, the first thing to do is to set objectives of each meeting based on core vocabulary and grammar that are suitable for the learners using comprehensible.

Input principle as the basic consideration. Second, selecting authentic materials that suit the objectives and that give exposure to formulaic language and meaningful language use. Then, preparing activities in which the instruction is reasonable and lead to sufficient practice to develop fluency. Finally, synchronize teaching activities to increase students' motivation to learn. As a follow up activities, students are informed and eventually involved in the whole process. Thus, students experience learning and actively involved in their learning process. In this discussion data obtained from the preliminary study and the implementation of the action plan as well as their analysis, discussion, and interpretation are presented. The following is a description of the preliminary study and each step along with observations to students' reactions throughout the process. The findings indicated that The classroom action research helped the researchers to find a potential solution to overcome the students' problem in listening which mainly relates to various vocabulary, the speed and length of the listening materials.

Beside the benefits that can be derived from the use of authentic materials, involving students to experience learning is really important to make them aware and actively take part in their learning process. Thus, not only their problems that can gradually disappear inline with their improvement in their



listening skill, but students' understanding about their learning process is also improved.<sup>35</sup>

Another study is About "Extensive Listening: Listen To The Efl Teacher's Voices".<sup>36</sup> That done by Mukhamad Bayu Permadi, Fitri Awaliyatush Sholihah and Atik Umamah This study aims at investigating teachers' perceptions on the role of listening skill in EFL context and the integration of extensive listening. This is a kind of qualitative research with interview as the main instrument. A semi-structured interview consisting of eight questions was conducted to gain detailed information from the teachers about their perspectives. Four teachers of English Department of Universitas Islam Malang experiencing in teaching listening course ranging from one to six years participated in this research. The data collected from all participants were then triangulated to finally be interpreted and concluded. The result of this research revealed that all the five listening teachers are in one voice to consider listening course as a paramount of importance in acquiring English since this skill supports other skills. Therefore, they make hard efforts to provide the students with various classroom activities. Another crucial finding is that they all agree that students need to expose themselves with a more authentic listening input outside the class with the teacher's guidance. In other words, the implementation of what so-called extensive listening is absolutely in great demand for listening teachers to help students optimize their listening skill.

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<sup>35</sup> Yulia Hapsari students"Extensive Listening: *Let Students Experience Learning By Optimizing The Use Of Authentic Materials*. Fakultas Ilmu Budaya, Universita Brawijaya, Malang 2014 p57

<sup>36</sup> Mukhamad Bayu Permadi, Fitri Awaliyatush Sholihah and Atik Umamah "Extensive Listening: *Listen To The Efl Teacher'sVoices*" Universitas Islam Malang,malang 2017 p89-97

So based on the explanation above, it is conclude that my research with the title “Listening Materials Use By Sixth Semester Students Of English Study Program In Extensive Listening Activities” is different with the previous studies.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Kind of the Research

In this research the researcher adopted descriptive method which describe Qualitative way. Descriptive method explains the data which have correlation with fact, situation variable and phenomenon which is happening when the research is being conducted. Gay states that descriptive method is considered appropriate to describe the present condition the research subject.<sup>37</sup> Meanwhile, method is closely associated with inductive reasoning and the best suited for research problems which the variables are unknown and need exploring.<sup>38</sup> In this research, the researcher describe the students extensive listening use by sixth students semester in English study program of IAIN Curup based on the real condition.

#### B. Subject The Research

This research was conducted at IAIN Curup especially in English study program in 2021-2022 academic year. The subject in this research was students of English study program who have been studied listening and get good score and they were selected by using purposive sampling technique. Purposive sampling is technique in taking the sample under some considerations. The considerations

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<sup>37</sup> Kristin G. Esterberg, *Qualitative and Quantitative Approaches*, (Mismatch:2002), p.211

<sup>38</sup> Lincoln Y, Guba E. *Naturalistic Inquiry*, (Newbury Park, CA: Sage, 1985), p.219

can be the person or people who regarded know well about what we are going to investigate.<sup>39</sup>

### **C. Data Collection Technique**

#### **1. Interview**

In collecting the data, researcher used interview, according to esterberg.”interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic”.<sup>40</sup> Interview enables to obtain personal responses and points of views face to face. This is used if the resarcher wants to know the biggest problem which needs to be investigated or if the researchers want to know the problem from respondents deeply. It is supported by Susan Stain back who said that by interviewing the researcher will get means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation.

In this research the researcher used interview in order to know about the materials in extensive listening and how the students use that materials in extensive listening.

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<sup>39</sup> Susan stain back, *research design qualitative*, (california:2000), p.55

<sup>40</sup> *Ibid* p.300

## D. Data Collection Instrument

### 1. Interview guide

In the interview techniques that used by the students as respondent , the interview question is semi-structured interview. The student give free answers that have relation with in interview guidance. A semi-structured interview is a method of research used in the social sciences. A semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewer says. The interviewer in a semi-structured interview generally has a frame work of themes to be explored. in semi-structured interview the participant is free to talk about what he or she deem important, with little directional influence from the researcher, the researcher also want to remain flexible so that other important information can still arise.

By considering the steps above and according to the extensive listening theory, the researcher designed the interview question or guidance in finding the data.

**Table 1. Interview Guide**

<b>Variable</b>	<b>Indicators</b>	<b>Sub-Indicators</b>	<b>English Questions</b>
The materials of extensive listening	Auditory mode materials	The audiobooks available as the supplement of graded listener	<b><i><u>For research question 1 (what are the extensive listening materials?</u></i></b>  1. Do you use audiobooks as the resources of daily extensive English listening? Why?

			<p>2. What kind of audiobooks do you use for daily extensive listening of English? Please mention the examples of audiobooks!</p> <p>3. Do you access English audiobooks online?</p> <p>4. What are the websites do you usually use as the resources of English audiobooks?</p> <p><b><u>For research question 2 (How are the extensive listening materials used?)</u></b></p> <p>5. How do you use audiobooks as the materials of extensive English listening?</p> <p>6. Please give examples of the steps that you take when you extensively listen to English audiobooks!</p> <p>7. How much time do you spend for daily extensive</p>
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			English listening by using audiobooks?
		English Podcast materials multimedia files distributed over the internet using syndication feeds, for playback on mobile devices and personal computers)	<p><b><u>For research question 1 (What are the extensive listening materials?)</u></b></p> <p>8. Do you use podcasts as the materials for your extensive English listening? Why?</p> <p>9. Where do you access English podcasts as the resources of extensive listening?</p> <p>10. Please mention some examples of podcasts and the topics which drive your interests in doing extensive English listening!</p> <p><b><u>For research question 2 (How are the extensive listening materials used?)</u></b></p> <p>11. How do you use English podcasts that you just mentioned during your extensive English listening practices?</p>

			<p>12. Please specify the step-by-step activities of extensive listening that you do by using English podcasts!</p> <p>13. How much time do you spend for daily extensive English listening by using English podcasts?</p>
	Videos mode materials	All types of videos available on the internet (fictions, non-fiction, movies, tutorials, talks, documentaries, video-cast, serials, news, YouTube and TV show	<p><b><u>For research questions 1 (What are the extensive listening materials?)</u></b></p> <p>14. Do you watch English videos on the internet as the materials for doing extensive English listening? Why?</p> <p>15. What kinds of videos do you usually watch on the internet to practice your extensive English listening?</p> <p>16. Please mention the example of internet-based English videos that you use for extensive English</p>



			<p>listening!</p> <p><b><i>For</i></b></p> <p>17. How do you use internet-based English videos as the resources of extensive English listening?</p> <p>Please explain the step-by-step activities that you apply when using the internet-based English videos</p> <p><b><i><u>research question 2</u></i></b>  <b><i><u>(How are the extensive listening materials used?)</u></i></b></p> <p>18. for extensive English listening!</p> <p>19. How much time do you spend for daily extensive English listening by using internet-based English videos?</p>
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a. Tape recorder

To get the best data, you might be used tape, furthermore if the interview is doing long time and intensive. The beneficial of researcher in using tape recorder were the researcher could concern with the information have by respondents, and it is so complete, so the researcher

could formulate the finding easily. In this research, the researcher used tape recorder for recording the student extensive learning when the researcher interviews the students for asking about their extensive listening.

## **2. Data Analysis**

Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. However in this research the researcher analyze the data start from the beginning till the end of the process research.

The stages of interactive analysis applied in this research are data reduction, data display, and conclusion. Each of the stages is presented in the following :

### **a. Data reduction**

Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the research may focus on the data that will be analyzed.

### **b. Data display**

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to be understood and by looking at the display help the researcher to understand what is happening and to do some things- further analysis or caution on

that understanding. In this stage, the researcher presents the narrative text. This is according to Miles and Huberman stated that the most frequent form of display data for qualitative research data in the past has been narrative text.

c. Conclusion

In this stage, the researcher makes a conclusion. The conclusion can be in a form of thick description. The conclusion is the answer of the research problems that have been formulated.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

After the researcher interviewed the students of English study program of sixth semester on July to August 2021, about the use of extensive listening, the researcher found that the students used some materials of extensive listening.

First is auditory mode materials. The students used the audio books available as the supplement of graded listener. For example, audiobook, storytelling websites, online or offline auditory materials, sound recording, and musical composition. As stated by one of the English department students “Yes, I used audiobook twice or three times a week to help me in increasing my English skill”. It means that the students used audiobook based on their necessary in English. Audiobooks are excellent for extensive listening practice because the students undoubtedly need to focus on overall meaning rather than individual words. There is also something for all levels of language student, especially English language. Beginners might try children’s books, which will use a more limited vocabulary. Intermediate students might try short stories, which are less overwhelming than full-length books. Advanced students can dive in with whatever audiobook appeals most. For instance, a beginning English student might try the children’s book . An advanced English student might try a novel. Based on the interview to the students there were two students who used this audiobook. They are student H and I. As student H said:

“ I usually use audiobook in practicing my listening. Because according to me that using audiobook can be more help me in increasing my listening ability. Besides it is easy to understand, this audiobook is easier to get in some applications and websites on the internet.”

Then the student I said, “I used audiobook so that I can read the contents of the book carefully and in detail”.

From the two statements above, it can be said that both students used audiobook as the materials in extensive listening, because it is easier to get and it gives much information for them. Based on the answer of one student, she search the audiobook on google and some others book applications. For the example, she looks for a title that she needs randomly, because she does not have regular study hours. It means that she usually looks for the one that fits what he needs at that time. One other student used a website “audiobooktreasury.com” as the source that he can access audiobook that he needs.

Then the students also used podcast materials multimedia files. It is related to multimedia file distributed over the internet using indication feeds, for playback on mobile devices and personal computers. Most of the students said “We used Youtube as the resource of extensive listening and podcast topic such as interesting topics which are accessible from many major news website” It can be seen that nowadays many students have used internet to look for multimedia file to support them in learning English, especially in extensive listening. The students can practice themselves because of the ease of technology that they have to browse all the materials on the internet.

Student D used podcast to increase her English ability. As she said on the interview:

“I used podcast to increase my skill in English, especially in listening. For example, by watching or listening podcast of my favorite actresses. By watching and listening they talk, it will practice my English skill.”

She also said that she used YouTube, as she said:

“The YouTube channel that I often watch is channel *English Speaking Success*” because I can get good material I need in speaking and listening. Then, podcast that often I listen is “To Fluency”. Here is studying how learning English well for students.”

Then student E also used podcast to improve her listening skill. She said on the interview:

“I prefer using video podcast to another audio, because by using podcast, it is easier to understand and give a lots more fun when we are going to learn. Especially on listening skill, this can be something as simple as access to native speaker language in natural context. However because watching podcast is a passive activity, it needs to be used as part of an activity learning strategy in order to be an effective tool particularly in holding the attention.”

In addition, she also said:“ Actually there are many videos in YouTube, especially podcast videos. Usually I used podcast video on YouTube, examples English Podcast, English Solution Podcast, etc”. Then she also added that she used the website for learning listening such as Duo Lingo, News in level, lyrics training, and many others.

The student F also used podcast in listening; she said that she listened to podcast because it is interactive media and practices her listening skill. Then the student G added what the student F statement, that he also used podcast because it is more interesting and not monotone when listened the podcast. The example of podcast that he usually listens are BBC learning English and English with Lucy.

Second, the students used videos materials. The students used all types of videos available on the internet for their extensive listening. Based on the result of interview, the students used videos mode material like TV show, movies, online videos, and video games. Watching movies, TV and other entertainment is useful for extensive listening for the students. If the students have trouble finding authentic media in their target language, YouTube is a treasure trove of material for virtually any language the students might want to learn. The students are only limited by their search terms. They can find English movies for kids, romantic movies, action movies or virtually anything else they can think of. Like with audiobooks, it is important to select media that is at an appropriate level for them, which is something that can also help with, as all videos are sorted by level and accessible to all subscribers.

There were three students used video on the internet as the source of practicing their English. They are student A, student B, and student C. The student A said:

“I used video internet because using video is easier to understand because the video covers two things, such audio and visual. The kinds of video that I usually watch and listen are English films, for examples *Harry Potter* and *Avengers*. Then the websites I usually access are YouTube, Netflix, and center of 21 films”

Additionally, student B said that she use English videos on the internet as the material of extensive listening because easy to access videos in English on social media like on YouTube platform and so on. Then, student C said:

“Yes, I used videos in English on the internet because make it easier for me in increasing my listening skill. Because by watching and listening

videos in English make me understand and concludes what I listen faster and easily. For example when I watch English films without subtitles and only listen the conversation between the actors or actresses.”

Next, she also said that there are some websites that she used to access the videos by online. They are YouTube, Duo Lingo, and Powtoon. But she sometimes access the videos by offline too.

Based on the findings above, the researcher got that there are two students used audiobook as the extensive listening materials. Then, there are four students who used Podcast, and three students used videos. The audiobook can be accessed by the students online or offline. By online, the students can search the audiobook on the internet from website like audiobooktreasury.com or by typing the topic of listening that the students need randomly. The Podcast can be accessed on the websites for instance English Podcast, English Solution Podcast, Favorite actress podcast, Duo Lingo, News in level, lyrics training, and many others. The videos mode materials are able and easier to get from YouTube, such as Films in English with or without subtitles, Duo Lingo, Powtoon and so on.

The students used the audiobook and videos mode materials by using different ways. There are one student used videos mode material by using google chrome as she said, “I look for a title of song or the singer that I want to listen. Then I switched off the subtitles or the lyric of song. Before that, I make playlist of songs that I want, and then I enjoy it”. There is also student who listened the videos or audiobook carefully, and then noted the important information and made a resume. As the student D said:



“I listened the vidoes or audiobook in English carefully, then I noted the important information on it. In addition, I make a resume. Then I practice what I have listened, and also I repeated once more the lesson I got from what I listened on audiobook or videos”

The other one student said that first she searched films that she wanted to watch. Then she decided the right time to watch the films video. It has purpose to understand it easier. Then there was one student used handphone, she open YouTube flatform to look for English learning conversation. Then she listened by using subtitles first, after that she replayed it without subtitles. From the nine students who are interviewed, most of the students searched the materials both videos and audiobook randomly based on their needed by using some websites that support their extensive listening.

The time that spent by the students is different. They spent the time for listening audiobook or videos in English based on the time they have and condition. As one of the student said on the interview:

“In my perspective, to learn something I need a process and for me that’s not easy. I have to prepare anything in a clear ways, because this skill is listening skill I usually spent more than 20 minutes to analyze and understand what the speakers are talking about”

In addition, the other one students also said that she did not used the time to listen extensively regularly because usually when she opened audiobook or videos in English she directly looked for the main idea of the passage. Some other students said that they spent time to listened the audiobook or videos in English a half hour, an hour, or two hours.

This audiobook and videos in English give benefits to the students who used it. All of the students agreed that by using these two materials in extensive

listening, it make them easier to understand the content of what they listened, make them practice more effective because they can get the audiobook or videos that they need which provided native speakers on it.

## **B. Discussion**

### **1. The Materials of Extensive Listening**

Based on the finding above, the researcher would like to discuss two materials used by the English students in extensive listening.

#### **a. Auditory Material**

In extensive listening, the students used many kinds of auditory mode materials. The students used the audio for graded readers either cassette or downloaded. The students also downloaded materials and burned them to a CD or audio device. Besides that, the students used already produced listening materials online, natural human voice either through discussions of reading loud or recorded their own materials. From the result of interview, the researcher got that the students used audiobook offline or online. By online, the students accessed the audiobook on the internet from some website or the students can type the topic they need to search randomly. By offline, the students can open their audiobook application which is available on the computer or smartphone.

The students also report that reader audio make the stories ‘come alive’ especially if well they are spoken by voice actors. These materials add a sense of authenticity to the listening task which can lead to higher

motivation. Downloading audio files is an option really only for the technically minded. There is also tremendous variety in the materials available online in some websites. Such one of the student said “The website that they usually use as the resource of English audiobook such *audiobooktreasury.com*, *storynory* and *wuxiaworld*.” The English students of IAIN Curup used audio in their listening in order to get clearly pronunciation of the words that they heard.

Actually, Some other potential materials for EL are all types of videos available on the Internet. Fictions, non-fictions, movies, tutorials, talks, documentaries, videocasts, serials, news and current affairs, TV shows, and video clips are abundantly available on [youtube.com](http://youtube.com), [videojug.com](http://videojug.com) and [video.google.com](http://video.google.com). There are also inspiring and informative talks available on [www.ted.com/talks](http://www.ted.com/talks).

The following sample websites offer audio and audiovisual resources for various proficiency levels many practitioners found useful for EL activities.

Several researchers suggest the use of graded reader audiobooks in EL because they have rich collection of texts that provide comprehensible input, especially for lower proficiency listeners.

In conclusion, the students used the audio books available as the supplement of graded listener. For example, audiobook, storytelling websites, online or offline auditory materials, sound recording, and musical composition. The audiobook are downloaded by the students

based on the topic that they want on internet. Then, storytelling also helps them in listening, because it entertains the students much. Besides that, the students also used sound recording, and mostly the students used musical composing like listening to song that they like.

b. Videos Materials

The result of interview shows that the students are very interested to use videos mode material in practicing their listening extensively. The students used videos materials by watching TV show, movies, online videos, and video games. The videos really help them in listening. There are many TV shows that support the students in listening English, for examples some talk show that held by other countries which used English language. There are some videos that students can used in practicing their listening. For examples Films in English, Podcast of favorite actresses or actors, English Podcast, English Solution Podcast, and other videos in English that related to the materials of extensive listening they need.

Mostly, the students watch movies to increase their listening extensively. There are many movies like action movies, romantic movies, that the students can get from YouTube. The students also used online videos from their social media, like Facebook. As far as using social networking sites for the purposes of learning English is concerned.

It is possible to learn English through Facebook since technologies and features of this social media website enable the learners to engage in meaningful language-based activities despite the fact that they primarily intended to join Facebook to socialize. The adoption of Facebook is a new, innovative, and practical way to facilitate effective intercultural interactions. On the whole, the students reported positive experiences, and they regarded Facebook as a valuable tool which can be used inside the class, and also recommended it to be used in future classes, while having clear instructions and expectations. It can be beneficial for both teaching and learning pronunciation, encouraging teachers to incorporate this social networking website within online or on-campus learning programs. Social networking websites have become an inseparable part of young peoples' lives and have an influence also on learning process.

## **2. The Usage of The Materials of Extensive Listening**

### **a. Auditory Materials**

Auditory learners generally remember what their teacher says and readily participate in class. They are good listeners and often very social, which means they can sometimes get distracted from the lesson by everything else going on in the classroom. Auditory learning methods range from studying with voice recordings to memorizing vocabulary words by inventing short songs. In using auditory mode material, the

students like listening to English song which can increase their listening skill while enjoying the music.

The students also used auditory mode material such audiobook by listening it to know the form of word which pronounced by the speaker.

As stated by the student H,

“First, I look for the audiobook that the title or the topic has story theme randomly. Then I click on the audiobook, after that I choose the subtitle resolution, and start to listen while reading the available subtitle or picture”.

Next, the students took time in using audiobook about ten to fifteen minutes even an hour to two hours. It means that the time to use the audiobook is different from one student to other students. But, in learning English listening, formally we have to focus on listening one material in one time.

The researcher concluded that the students should practice by using audiobook at least thirty minutes to an hour in order they can achieve their learning target in English listening to increase listening skill. Those with an auditory learning style like to speak and hear others speak in order to learn, but the students may have trouble reading silently or staying engaged in a completely quiet classroom.

In using auditory mode material, the students can team up with a study group or a reliable study partner and quiz each other on the content. The students can verbally reinforce the information will help them retain it, especially if the students have to memorize lots of details. Then the

students can ask the instructor's permission to create audio recordings of class lectures. During class, the students can focus their brain power on listening closely to the lecture. The students will process the information much better this way than if they try to jot down every word the teacher says. Later, the students can listen back to the recording and take notes on the most important information.

The students also sometimes record themselves reading key terms and their definitions out loud. Then, listen to the recording while the students walk to class, exercise, or get ready for bed. Then, the students repeat what they listen with closed eyes which can help the students focus their attention on the auditory process, rather than any other visual stimuli that might be in front of them.

Based on the result of the interview to the student who used audiobook as the extensive listening material, the researcher concludes that there are some benefits of audiobook. The benefits are the effectiveness of time, vocabulary development, fluency, and students' motivation and engagement to interest.

First, an audio book is one of the alternative media and authentic materials that are needed to support both teachers and learners in teaching learning. There is an audio file in audio books. It will help students learn books in every situation. Cardillo, Coville, Ditlow, Myrick, and Lesesne highlighted that audio book can offer more time

learners to read.<sup>41</sup> It means that the schedule of students is not only in the classroom but there are also some extracurricular that require students have lack of time to read. In conclusion that the students may use audio books in their overschedule to learn.

Second is Developing vocabularies. When listen to audio book, there are many new vocabularies that it is possibly unfamiliar for students. Casbergue and Harris stated that audio book is increasing vocabulary. They argue that students' knowledge can be enhanced by the literature in the text. Teachers who stimulate vocabulary development provide opportunities for students to hear and see words multiple times, to use them actively in their own talk, and to encounter them in compelling contexts.<sup>42</sup>

Third, the audiobook also can increase fluency. The speakers of audio book are native speakers. On the other words, students who are listening to audio books can listen to accurate pronunciation than their non-native English teachers' voice. This is related to determining students' fluency in pronouncing words. Cardillo et al. stated that "audio book can serve as a model of verbal fluency".<sup>43</sup> It means that audio books expose varieties of speech that it is increasing students' fluency. While fluency is the key of literacy, audio books represent how a fluent

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<sup>41</sup> Cardillo, Coville, Ditlow, Myrick, and Lesesne. 2007. *Tuning in to Audiobook. Why Should Kid Listen?*. Cambridge University Press

<sup>42</sup> Casbergue, R. M., & Harris, K. 1996 *Listening and Literacy: Audiobooks in the Reading Program*. *Reading Horizons: A Journal of Literacy and Language Arts*, 37 (1). Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol37/iss1/4](https://scholarworks.wmich.edu/reading_horizons/vol37/iss1/4)

<sup>43</sup> *Op.Cit.* p.6



speakers' sound. Audio books give benefits about the pacing of oral language, pronunciation, and even idiomatic expression.

The last, audiobook can foster motivation and engaging students' interest. As an interesting media, audiobooks help students learn to enjoy literature and build a wide and diverse knowledge base. According to Cardillo et al, "audio books can motivate reluctant learners and provide assistance for struggling learners".<sup>44</sup> On the other words, audio books might engage students' interest in learning. Audio books help them as assistance in reading books even in learning.

b. Videos Mode Materials

One of the ways how English learners can practice their listening skills extensively is 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.<sup>45</sup> Halloran & Hearn explain the power and enormous influence YouTube has gained 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)".<sup>46</sup>

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<sup>44</sup> *Ibid.* p.46

<sup>45</sup> Benson, P. (2015). Commenting to learn: Evidence of language and intercultural learning in comments on YouTube videos. *Language Learning and Technology*, 19(3), 88-105. Retrieved October 20, 2018 from [http://scholarspace.manoa.hawaii.edu/bitstream/10125/44435/1/19\\_03\\_benson.pdf](http://scholarspace.manoa.hawaii.edu/bitstream/10125/44435/1/19_03_benson.pdf)

<sup>46</sup> Halloran, M., & Hearn, E. (2017). YouTube Music. In M. Halloran (Ed.) *The Musician's Business & Legal Guide* (5th ed.) (pp. 78-90). New York: Routledge.

Therefore, YouTube is the leading video website in the world today. Based on the data got by the researcher, most of the students used YouTube to increase their listening skill extensively.

Based on the result of interview to the four students who used Podcast videos as the material of extensive materials. The researcher got conclusion that there are some benefits of Podcast. Based on the researches on podcasting pedagogy, podcast appears as a tool that makes learners easy in developing English language skills. Podcast gives some opportunities to practice listening inside and outside classroom. It has been shown that podcasts could help learning not only in speaking and listening, but also in other language skills and areas such as pronunciation, lexicon, and grammar. It also provides opportunities for EFL teachers to make simpler learning a language and find a solution for the traditional teaching and learning methods difficulties.<sup>47</sup>

Additionally, using podcast for teaching listening in classroom also gives some benefits for teachers and students. For teachers, they can teach the students thriftily by using podcast. It is because podcast is an internet audio which can be downloaded and stored only what the teachers want and need rather than buying full CD of lessons that may have only a few portions that are useful as supplements to the lesson. And for students, podcast can provide them opportunities to learn English and to improve their listening easily. Although it is possible to use audio cassette or CDs

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<sup>47</sup> Somayeh Naseri and Khalil Motallebzadeh, Podcast: A Factor to Improve Iranian EFL Learner' Self-Regulation Ability and Use of Technology, *Journal of Educational Technology & Society*. 19, 2016, p. 329. (<http://www.jstor.org>). 13-01-2017

to convey the spoken words, the ubiquitous nature of the World Wide Web makes it more convenient and easy for some students to access the podcast files in mp3 format, rather than having to ship or mail students the cassette tapes or CDs.

Podcasting is not for everyone. However, individuals with sufficient skills or those whose institutions offer enough support services must still remember that podcasting should be part of a holistic pedagogical strategy. On the other hand, given the evidence that students feel podcast to be one of many resources available to them, podcasting may make a great deal of sense in some cases.

However, when students are provided with well-structured tasks and activities designed to promote active viewing and stimulate involvement for making the most of learning opportunities of movies, there is no doubt that feature films are the most stimulating and enjoyable learning materials for the E-generation.” Highlights the implications of using films in order to improve language proficiency of non-native speakers, suggesting that greater exposure to movies can result in significant language acquisition increase within non-native English language learning environments. In conclusion, the listening comprehension of the participants involved improved, and that they displayed a positive attitude to learning by watching videos.

Based on the explanation above, the researcher concluded that the students are very helped by the auditory mode material and videos mode

material. First, the auditory mode material helps the students in listening extensively because spoken by native speaker and also easier to get on some sources on the website such audiobook, storytelling websites, online or offline auditory materials, sound recording, and musical composition . Second, the videos mode material helps the students in increasing listening extensively and also help the students in knowing the spelling of word used on the videos and also make the students easier in understanding the material. Then, mostly the students used YouTube and also other social networking to help them in looking for the topic that interest for them to support their listening extensively.

The time that spent by the students to use the audiobook mode materials and videos mode materials in extensive listening are not same for each student. The time are used based on the length of materials and the needs of the students to do with the material both audiobook mode material and videos mode materials. Then, the materials used by the students in extensive listening are audiobook that can be accessed by online or offline, podcast like favorite actress or actors podcast, “To Fluency” Podcast, English Solution Podcast, and many others. The students also used some videos that can be accessed on YouTube, Netflix, and on google. Most of the videos in English, Films in English, and channel YouTube like English Speaking Success, and many more.

The students used both the audiobook mode materials and videos mode materials in extensive listening because these two materials carry

many benefits for the students. They are the effectiveness of time, vocabulary development, fluency, and students' motivation, engagement to interest, as a tool that makes learners easy in developing English language skills, giving some opportunities to practice listening inside and outside classroom. Implications of using films or videos in English in order to improve language proficiency of non-native speakers, suggesting that greater exposure to movies can result in significant language acquisition increase within non-native English language learning environments. In conclusion, the listening comprehension of the participants involve.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

In using the materials in extensive listening students use an auditory material and also videos materials ,they listen many various of materials to listen such as audiobook,storytelling websites,online or offline auditory materials,sound recording and musical composition,they choose listen materials by themselves,they choose the materials which them interest and even they listen many materials in a day it could be an a hour,they based on the theory, The literature suggests that watching audiovisual programs is useful for developing autonomous listening strategies as well as listening and speaking fluency. In conducting EL, learners have the options of using serials or random videos. When watching serials, learners conduct narrow viewing that involves watching different episodes of the same program in chronological order. Through the activity they gradually develop background knowledge of the characters and their relationships, the setting, and the storyline that can help them comprehend the story easier and better. Besides, watching serials is easier because the lexical load of the episodes of the same program is lower than that of unconnected programs.based on the research finding,the researcher found that the majority of students use an auditory mode material and also videos mode material.and the factor why they choose that material because interest and got enjoyment, helps the students in listening extensively because spoken by native speaker and also

easier to get on some sources on the website such audiobook, storytelling websites, online or offline auditory materials, sound recording, and musical composition and also help the students in knowing the spelling of word used on the videos and also make the students easier in understanding the material. Then, mostly the students used YouTube and also other social networking to help them in looking for the topic that interest for them to support their listening extensively.

## **B. SUGGESTION**

Based on conclusion above,the writer would like to suggest the following points:

### 1. Theoritically

This theory about extensive listening very useful to teach student in listening,because that theory can improve listening skill.

### 2. Practically

#### a. For lecturer

The lecturer in teaching listening skill have to create method with the best way.

#### b. For students

Student must follow the instruction or role from the lecture.in order to get knowledge by lecture student must follow the lecture instruction if thet can't active by themselves.

#### c. For the researcher

The future researcher have to make other research related to teaching for students in reading skill better that this one. This research can be refrence from them if its is needed.



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## Interview

Aprilianti tri lestari student from English study program in IAIN curup,the first interview, 28 january 2021.

Ardian majid student from English study program in IAIN curup ,the first interview, 28 january 2021.

Cherilla selma azzahra student from English study program in IAIN curup ,the first interview, 28 january 2021.

# **A P P E N D I X E S**

**Table 1. Interview Guide**

<b>Variable</b>	<b>Indicators</b>	<b>Sub-Indicators</b>	<b>English Questions</b>	<b>Indonesian Questions</b>
The materials of extensive listening	Auditory mode materials	The audiobooks available as the supplement of graded listener	<p><u><i>For research question 1 (what are the extensive listening materials?)</i></u></p> <p>20. Do you use audiobooks as the resources of daily extensive English listening? Why?</p> <p>21. What kind of audiobooks do you use for daily extensive listening of English? Please mention the examples of audiobooks !</p> <p>22. Do you access English audiobooks online?</p> <p>23. What are the websites do you usually</p>	<p><u><i>Untuk pertanyaan penelitian 1 (apa saja materi mendengarkan ekstensif?)</i></u></p> <p>1. Apakah Anda menggunakan buku audio sebagai sumber mendengarkan bahasa Inggris yang ekstensif setiap hari? Mengapa?</p> <p>2. Buku audio jenis apa yang Anda gunakan untuk mendengarkan bahasa Inggris secara ekstensif setiap hari? Sebutkan contoh-contoh buku audio!</p> <p>3. Apakah Anda mengakses buku audio bahasa Inggris secara online?</p> <p>4. Situs web apa yang biasanya Anda gunakan sebagai sumber buku audio berbahasa</p>

			<p>use as the resources of English audiobooks ?</p> <p><u><i>For research question 2 (How are the extensive listening materials used?)</i></u></p> <p>24. How do you use audiobooks as the materials of extensive English listening?</p> <p>25. Please give examples of the steps that you take when you extensively listen to English audiobooks !</p> <p>26. How much time do you spend for daily extensive English listening by using audiobooks ?</p>	<p>Inggris?</p> <p><u><i>Untuk pertanyaan penelitian 2 (Bagaimana materi mendengarkan ekstensif digunakan?)</i></u></p> <p>5. Bagaimana Anda menggunakan buku audio sebagai bahan mendengarkan bahasa Inggris ekstensif?</p> <p>6. Tolong beri contoh langkah-langkah yang Anda ambil ketika Anda mendengarkan buku audio bahasa Inggris secara ekstensif!</p> <p>7. Berapa banyak waktu yang Anda habiskan untuk mendengarkan bahasa Inggris ekstensif setiap hari dengan menggunakan buku audio?</p>
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		<p>English Podcast materials multimedia files distributed over the internet using syndication feeds, for playback on mobile devices and personal computers)</p>	<p><b><u>For research question 1</u></b>  <b><u>(What are the extensive listening materials?)</u></b></p> <p>27. Do you use podcasts as the materials for your extensive English listening? Why?</p> <p>28. Where do you access English podcasts as the resources of extensive listening?</p> <p>29. Please mention some examples of podcasts and the topics which drive your interests in doing extensive English listening!</p> <p><b><u>For research question 2</u></b></p>	<p><b><u>Untuk pertanyaan penelitian 1</u></b>  <b><u>(Apa materi menyimak ekstensif?)</u></b></p> <p>8. Apakah Anda menggunakan podcast sebagai materi untuk mendengarkan ekstensif bahasa Inggris? Mengapa?</p> <p>9. Di mana Anda mengakses podcast bahasa Inggris sebagai sumber untuk mendengarkan secara ekstensif?</p> <p>10. Sebutkan beberapa contoh podcast dan topik yang mendorong minat Anda untuk mendengarkan bahasa Inggris secara ekstensif!</p> <p><b><u>Untuk pertanyaan penelitian 2</u></b>  <b><u>(Bagaimana materi</u></b></p>
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			<p><u>(How are the extensive listening materials used?)</u></p> <p>30. How do you use English podcasts that you just mentioned during your extensive English listening practices?</p> <p>31. Please specify the step-by-step activities of extensive listening that you do by using English podcasts!</p> <p>32. How much time do you spend for daily extensive English listening by using English podcasts?</p>	<p><u>menyimak ekstensif digunakan?)</u></p> <p>11. Bagaimana Anda menggunakan podcast bahasa Inggris (yang baru saja Anda sebutkan) selama latihan mendengarkan bahasa Inggris yang ekstensif?</p> <p>12. Sebutkan langkah-langkah kegiatan mendengarkan ekstensif yang Anda lakukan dengan menggunakan podcast bahasa Inggris!</p> <p>13. Berapa banyak waktu yang Anda habiskan untuk mendengarkan bahasa Inggris secara ekstensif setiap hari dengan menggunakan podcast bahasa Inggris?</p>
	Videos mode	All types of	<u>For research</u>	<u>Untuk</u>



	materials	videos available on the internet (fictions, non-fiction, movies, tutorials, talks, documentaries, video-cast, serials, news, YouTube and TV show	<p><u>questions 1</u> <u>(What are the extensive listening materials?)</u></p> <p>33. Do you watch English videos on the internet as the materials for doing extensive English listening? Why?</p> <p>34. What kinds of videos do you usually watch on the internet to practice your extensive English listening?</p> <p>35. Please mention the example of internet-based English videos that you use for</p>	<p><u>pertanyaan penelitian 1</u> <u>(Apa materi mendengarkan ekstensif?)</u></p> <p>14. Apakah Anda menonton video bahasa Inggris di internet sebagai bahan untuk mendengarkan bahasa Inggris secara ekstensif? Mengapa?</p> <p>15. Jenis video apa yang biasanya Anda tonton di internet untuk melatih kemampuan mendengarkan bahasa Inggris secara ekstensif?</p> <p>16. Sebutkan contoh video bahasa Inggris dari internet yang Anda gunakan untuk latihan mendengarkan bahasa Inggris secara ekstensif!</p>
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			<p>extensive English listening!</p> <p><u>For research question 2 (How are the extensive listening materials used?</u></p> <p>36. How do you use internet-based English videos as the resources of extensive English listening?</p> <p>37. Please explain the step-by-step activities that you apply when using the internet-based English videos for extensive English listening!</p> <p>38. How much time</p>	<p><u>Untuk pertanyaan penelitian 2 (Bagaimana materi menyimak ekstensif digunakan?</u></p> <p>17. Bagaimana Anda menggunakan video bahasa Inggris dari internet sebagai sumber mendengarkan bahasa Inggris yang ekstensif?</p> <p>18. Tolong jelaskan aktivitas langkah demi langkah yang Anda terapkan saat menggunakan video bahasa Inggris dari internet untuk latihan mendengarkan bahasa Inggris secara ekstensif!</p> <p>19. Berapa banyak waktu yang Anda habiskan untuk mendengarkan bahasa Inggris ekstensif setiap hari dengan menggunakan</p>
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			do you spend for daily extensive English listening by using internet-based English videos?	video bahasa Inggris dari internet?
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### Catatan validator

1. Dalam aspek konstruksi, indikator yang dirincikan oleh peneliti sudah berbasis teori yang diorientasikan.
2. Namun, awalnya peneliti membagi dua kategori indikator, yaitu materi *extensive listening* dan *listening strategies* yang dirincikan, seperti (*Listening only, Active listening, Reading while listening, Listening and viewing, Combined listening, dan viewing and reading*). Membuat secara detil rincian indikator yang kedua, *listening strategies*, seperti ini bagus apabila penelitian yang dijalankan adalah penelitian **kuantitatif**, misalnya untuk mengembangkan item kuesioner, dimana setiap item sudah digiring berdasarkan indikator detil. Memang begitu prinsipnya karena berbasis pada epistemologi *positivistic*. Masalahnya, penelitian yang sekarang ini adalah penelitian **kualitatif**, yang berbasis pada epistemologi *naturalistic* atau *constructivism*. Maka, rincian detil indikator *listening strategies* itu tidak begitu dibutuhkan sebagai kerangka pertanyaan karena nanti peneliti akan kesulitan mendapatkan data mentah yang banyak, meluas, dan mendalam. Sebab, peneliti sudah digiring oleh indikator. Justru, indikator *listening strategies* seperti (*Listening only, Active listening, Reading while listening, Listening and viewing, Combined listening, dan viewing and reading*) akan peneliti butuhkan ketika meng-*coding* atau mengkodifikasi data mentah hasil wawancara. Peneliti akan membutuhkan indikator *listening strategies* tersebut untuk mentemakan data mentah hasil wawancara. Sementara, untuk pertanyaan wawancara terkait dengan research question 2 (bagaimana materi *extensive listening* digunakan?) akan lebih bagus apabila ditanyakan dengan pertanyaan tanpa indikator penggiring agar esensi kualitatif (*naturalistic* dan *constructivism*) nya dapat, serta peneliti akan mendapatkan data mentah yang mendalam dan meluas sehingga peneliti akan lebih mudah meng-*coding* atau mentemakan data mentah tersebut. Secara epistemologi atau metodologi kualitatif, peneliti akan berada di jalan yang benar

karena pertanyaan wawancaranya tidak digiring indikator rinci, yang malah memperkecil peluang mendapatkan data mendalam. Dengan demikian, untuk *research question 2*, cukup menanyakan seperti berikut: (bagaimana partisipan menggunakan materi A, materi B, materi C? mohon partisipan menjelaskan secara detil prosesnya!). Pertanyaan-pertanyaan barusan adalah pola pertanyaan untuk *research question 2* yang validator modifikasi. Dengan pertanyaan seperti itu, maka partisipan akan memiliki peluang untuk menjelaskan jawabannya secara bebas dan mendalam tanpa ada penggiringan retorika dari pertanyaan wawancara peneliti. Jawaban partisipan akan merepresentasikan data kontekstual sesuai dengan pengalaman mereka saat melakukan *extensive listening*.

3. Ada beberapa kesalahan ejaan dan grammar yang validator sudah benarkan.
4. Validator memformulasikan dan menambah beberapa pertanyaan agar peneliti mendapatkan lebih banyak data sesuai sasaran pertanyaan penelitian 1 dan 2.
5. Semua yang validator modifikasi diwarnai biru.
6. Validator membantu mentranslasikan tiap pertanyaan wawancara, siapa tau versi Indonesia dibutuhkan saat wawancara berlangsung.
7. Menurut validator instrumen wawancara ini sudah valid secara konten. Silahkan selanjutnya peneliti mengambil data menggunakan instrumen ini.

Curup,                    2021

Validator

Ruly Morganna, M. Pd.

## AUTOBIOGRAFHI



**Zain irfan hajar** is the name of the author of this thesis. The author is the son of ibnu hajar and eliyantini . As the third child. The author was born in curup,rejang lebong on january 03<sup>th</sup> 1998. The author took his education from elementary school (SDN 62) curup and graduated in 2010. Then continued junior high school (SMPN 01) curup tengah graduated in 2013. Took it again in junior high school ( SMAN 01) curup tengah and choosing a biology class and graduating in 2016. It is not enough that the author continues to a higher school, namely at IAIN Curup, choosing the English language major.

The author was a member of the HMPS and developed talent there. Outside the campus, the author also participated in the futsal injury time fc activity.

With perseverance and continue to learn and have high motivation the author has successfully completed this thesis and has received a bachelor's degree ( S.pd). he hopes the writing of this final project can contribute to education.

In the end, the writer would like to say profusely for the completion of the thesis entitled " **Listening Materials Use By Sixth Semester Students Of English Study Program In Extensive Listening Activities)**"

