

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research questions, research objectives, theoretical framework, significance of the study, scope and limitation, clarification of key terms, and organization of the thesis.

1.1 Background of the Study

Listening is crucial for language learners to develop the necessary skills to understand spoken content. This skill involves various components, including auditory perception, pronunciation, lexical stress, and vocabulary (Alabsi, 2020; Jaya et al., 2021). Additionally, listening comprehension is a compulsory foundation for success in language programs and a key component of language acquisition (Tran & Duong, 2020; Vandergrift & Baker, 2015). It is a dynamic cognitive process that involves complex interpretive and interactive mental activity (e.g., Brown, 2015; Goh, 2014; Underwood, 1989; Vandergrift, 1999). Realizing that listening is a dynamic process, it is important to emphasize the importance of listening in language teaching. As highlighted by Larrotta (2022), in approaching listening as a process, teaching students to listen becomes important.

However, teaching listening skills is a challenging task when dealing with a group of students who need assistance in this particular area (Ramadhianti & Somba, 2021). Specifically in Indonesia, Darti and Asmawati (2017) explain that students have problems answering questions while listening and need help answering questions from the audio correctly. They must apprehend the speakers' word in the subsequent inquiry, leading to their distress and challenge in formulating a response. In this case, the listener needs more control over what the speaker says or how fast he/she delivers the message (Renandya & Farrell, 2010). Besides, students also felt that unfamiliar terms were the most significant challenge to the content of the message for low-ability students, followed by stuttering and lack of vocabulary from both their own and the listener's perspective (Hardiyanto et al., 2021).

Other studies have shown that some Indonesian students still struggle to master listening skills, especially when it comes to understanding a speaker's message (Patahuddin et al., 2017; Rakhman et al., 2019). Pamuji (2021) also reports that listening teaching is still focused on tests resulting in minimal exposure to listening learning in schools in line with Aryana & Apsari (2018), the teaching of listening still requires intensive attention from most teachers. Instead of skill development, teachers focus on successful task completion and emphasize checking the number of correct answers (Burns & Siegel, 2018). At this point, the teacher is concerned with the questions given, thus students are expected to be able to answer these questions.

In relation to the problems faced by students, then, it is crucial to adopt suitable method for teaching listening and to provide students with practical techniques for enhancing their listening abilities. In order to reach this skill level, students need a lot of practice and continuous direct instruction (Rost, 2011). According to Rost (2022), direct instruction is feedback from the teacher on comprehension techniques. In this case, it is asserted that it is extensive listening in practice, as learners listen to more extended excerpts and complete tasks that focus on significance. The tasks are including a wealth of materials that teachers and students can find based on their needs and enjoyment. The tasks support by Internet or ICT-based resources leading students to learn independently with online materials shared and accessed by teachers in accordance with student needs (Ivone & Renandya, 2019; Haris, 2015).

Extensive listening is a way for students to enjoy listening leading them to a lot of oral input with more material; it is not a detailed listening that provides some questions or asks the point of the text (Pamuji, 2021). Some researchers also believed that extensive listening is a new paradigm for learners that listening is not the problematic skill they thought it was (Chang & Millett, 2014; Renandya & Farrell, 2010; Chang et al., 2019). It plays an important role (Brown et al., 2008; Renandya & Farrel, 2010; Harmer, 1988; Rost, 2011) in building confidence and simply enjoying listening in the target language (Brown et al., 2008). It is also essential for developing learners' listening comprehension skills (Holden, 2008). Additionally, the students gain more general knowledge, a broader vocabulary, better listening comprehension, and a greater sense of comfort when listening

to English (Ucán, 2010). furthermore, the students being exposed to a large amount of comprehensible and enjoyable aural input through television, radio, video, and Internet sources, or audio books and magazines (Chang et al., 2018). Those materials can be accessed from websites, online platforms, and apps. It means students have unlimited space for listening since it is done outside the classroom (Harmer, 1988, p. 303), as exposure to learning is essential for acquiring good listening comprehension.

Extensive listening takes a lot of time, including preparing programs, gathering resources, and negotiating benefits for students. The materials are available and easy to find especially for beginners and lower-intermediate learners. Nevertheless, teachers and students still often require assistance to know where to look for relevant materials, how to select them, or how to adapt them for EL use (Ivone & Renandya, 2019). Many researchers are digging into some media, websites and applications such as TedTalk (Povey, 2016; Gavenilla et al., 2021), YouTube (Saputra & Fatimah, 2018), Video (Metruk, 2018), ELLO (Milliner & Chaikul, 2018) for extensive listening based on the needs and pleasures. Vo (2013) also shows that the massive development of computer technology, or ICT-based, has supported language learners inside and outside the classroom. This implies that extensive ICT-based listening is a fun and meaningful activity and thus worth doing (Nugroho, 2020) and improving listening comprehension (Le & Sa, 2020; Gökmen, 2021). In this case, the teachers should know the students who still need direct guidance and cannot study autonomously. Furthermore, the ICT-based listening encourages students to use websites that provide a variety of video and audio assets for extensive listening outside of the classroom, in self-access centres, or other locations which is quite challenging for teachers (Kilickaya, 2018).

There lots of benefits of extensive listening for students as its existence has been for more than half a century, but it has not been thoroughly explored or widely publicized in Indonesia. However, frequent, successful, and enjoyable experiences are critical factors in motivating learners to develop their listening fluency independently (Chang et al., 2018) as found in extensive listening. Several studies have dug about media and the students' attitudes toward extensive listening that it effectively improves listening by emphasizing frequent, successful, and enjoyable experiences; however, still least research

specifically examined the strategies and the effectiveness of the extensive listening process for students in Indonesia. Least of language teachers attracted to the practice of extensive listening because it requires time and effort to set up an extensive listening specially in Indonesia. Besides, it also requires students to give up their free time (Povey, 2016). Therefore, this thesis aims to identify how extensive listening can improve students' listening comprehension and what barriers students face in extensive listening.

1.2 Research Questions

Based on the given background, several problems were formulated as an attempt to investigate the previously mentioned phenomena. These problems are as follows:

1. How does extensive listening improve students' listening comprehension?
2. What are the students' barriers in the extensive listening program?

1.3 Objectives of the Study

Based on the research problem above, the purposes of this research are as follows:

1. To investigate how extensive listening improves students' listening comprehension.
2. To investigate students' barriers in the extensive listening program.

1.4 Significances of The Study

This research has three significances, namely theoretical significance, practical significance, and policy significance. The significances are follows:

1. Theory significances

The purpose of this research is to investigate how extensive listening enhances students' listening comprehension and to provide information about the factors that hinder students' listening process in the extensive listening program. The theory can be used as a reference in conducting extensive ICT-based listening lessons and we can use various media or internet-based resources to develop students' listening skills. For students and teachers, this study will give information about extensive listening and how it is

programmed. For other researchers, this research may be relevant for their subsequent research.

2. Practical significance

The practical significance of this study is to contribute to the hint of how extensive listening works. The ICT utilized can be implemented in Extensive listening programs that provide authentic material for EFL learners. It also contributes to teachers' giving solutions for the barriers students face in extensive listening.

3. Policy significance

Listening difficulties are common issues that need concerns from teachers to give some solutions. However, this study reveals that the students' hindrances in extensive listening, is still less discussed. Some researchers have revealed the students' difficulties in listening comprehensively, but this study focuses on students' hindrances in extensive listening. This research may be used in the listening field by educators or the government.

1.5 Scope and Limitation

This research is intended to investigate a group of students who listen extensively. The researcher will analyze the students' listening comprehension improvement by adapting extensive listening and identifying the students' barriers in the program are.

1.6 Clarification of Key Terms

There are a few terms that require additional explanations so that readers can understand the concept definitions in this study; which are as follows:

1. Listening comprehension

Listening comprehension is as a process wherein individuals actively construct meaning from the text-structured and the main idea. It includes various procedures needed namely by receiving the information, interpreting it and make meaning of spoken language. In this study, listening comprehension refers to listeners' ability to infer the meaning of listening materials measured from the way students write their report, present it and answer the questions in front of the class.

2. Extensive Listening

Extensive listening is a highly effective way to develop listening skills outside the classroom (Wilson, 2008, p.142). In other words, students will learn by listening by themselves or independently, while the teacher acts to encourage the students to learn more. In this context Extensive listening refers to out-the-class activities where students employed digital media or websites based on their needs and interest, repeating them many times to build listening skills while the teacher guides them through a given schedule. To measure the success of the program, the researcher does a test to see the improvement that students obtain. The students also will write their listening activities in a journal report adapted from Vo (2013) and uploaded it to google form. In class, they present it. Then the researcher will check the observation checklist to see whether the principles of extensive listening are implemented.

3. Barriers

Barrier is something that provides resistance, delay, or obstruction to something or someone (oxford dictionary). It has the same meaning as an obstacle, hindrance, difficulty, etc. In this study, the barriers refer as any hindrances that students face in conducting extensive listening which are categorized into four, namely message quality, delivery, listener, and environment (Wilson, 2008). Message quality refers to unknown words, lexical density complex grammatical structures, unfamiliar topics inside the message, and text type are examples of word limits. Delivery refers to the speaker's accent, number of speakers, duration, and pronunciation. The barriers in listeners term are anxiety, sleepiness, boredom, or a cold. While environment relates to room temperature, background noise, and poor equipment, all of which can cause a recording to become unclearly spoken.

4. Improving

Improving means to become better than before (oxford dictionary). In this study, improving refers to the comprehension raise shown from preliminary data to post-test. It is also related to the process of the students in learning listening through extensive

listening. In this study, the improvement could be seen from the students' score distinction and the process through listening rubrics and observation checklist.

1.7 Organization of the Study

The thesis consists of five chapters. Chapter I explains the overall picture of the study, outlining the background, significances of the study, and the research methods. Chapter II discuss into related theories in depth, including extensive listening, principles of extensive listening, benefits, and barriers in extensive listening, and the relevant study of the topic under inquiry. Chapter III delves into the specifics of research methodology. The research design, data collection method, and data analysis are all covered in this chapter. The data are described and analyzed in the Chapter IV. The research questions guide the analysis: How does extensive listening help students' listening comprehension? What are the barriers that students face in extensive listening