

EXTENSIVE LISTENING ACTIVITIES OF EFL LEARNERS IN HIGHER LEVEL OF EDUCATION

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ABSTRACT

Even the most difficult, listen to foreign language materials can be a pleasure, especially when it is done outside the classroom. Students can freely choose what they want to listen and can anywhere do listening activities. This study examines how the learners did their extensive listening activities. From all the links given, thirty-nine students who took listening course in the fourth semester only accessed YouTube and chose song and movie as the materials for supporting their listening activities, and they are mostly interested in listening to song. They mostly listen to song five times a week with the duration four minutes for each listening activity.

Keywords: *listening, extensive listening*

INTRODUCTION

Most listening is done for non-listening purposes, such as introducing grammar, accents, vocabulary, discussion, and the last for testing comprehension, not to learn how to comprehend (Thorn, 2009; Schmidt, 2016). This may occur listening as the most difficult skill than others skills of language (Graham, 2002; Lee and Cha, 2017). The previous study on listening revealed that there were some factors causing students' difficulties in listening comprehension. They were the environment, poor recording, unfamiliar topics, accent of the speaker, speaker's speed of speech, ungrammatical

sentences, long listening, concentration and focus, unknown words, and uninteresting topic (Wahidah: 2018). The problems may occur because students have never been taught how to listen. They just learn how to answer questions of listening comprehension based on what they listened and learn how to correctly pronounce words. This study tries to seek the learner's activities in extensive listening, the link that the learners use, the duration and the average duration of each learner.

Extensive Listening

Extensive listening can be an approach in teaching listening as foreign language in how to comprehend in order to improve learners' ability. Learners can freely choose the materials from some sources. They can take from their own collections or can take from available sources in internet. This kind of listening activities, in which based on learners' interest, are important to provide environment to create good atmosphere or environment in order to improve learner's listening proficiency (Biggs, 1999; Lee and Cha, 2017).

Extensive listening may derived from extensive reading. There are five broad principles of extensive reading that can be used to define extensive listening, they are:

1. Quantity: learners listen to many sources from target language.
2. Comprehensibility: listening materials should be easy to be understood.
3. Learner-centeredness: learners freely choose the listening materials or without any intervention from the lecture.
4. Meaning orientation: learners freely choose the listening materials based on their interest in order to make them easily understand the meaning

or in another word, they listen for meaning.

5. Accountability: what learners listen must be demonstrated (Mayora, 2017).

Extensive listening can improve students' listening fluency. Chang and Millet (2016) have investigated the effects on developing listening fluency through listening-focused activities. The study showed that extensive listening significantly improved students' listening competence. Several advantages of extensive listening where English as foreign language are as follows:

1. Pronunciation

By listening from native that has different accent, learner can get some experiences in pronouncing words well.

2. Reduce feeling anxiety and frustration

Learners can choose materials without any interventions from the lecture.

3. Listen more focus

The activity in extensive listening can be done anywhere so that the learners can be more focus in listening to the audio or video.

4. Enjoyment

The learners can choose the audio or video that they like.

Web-based Listening Activities

The following links can be used to get some sources of listening materials:

1. E L L L O (english Listening Lesson Library Online, <http://www.ello.org>), much free online materials are freely to support leaning activities.
2. Spotlight Radio (<http://www.spotlightradio.net/listen/>), audios in this website are easy to listen. This is suitable for low listening learners. Here, learners can both hear and see the text.
3. Voice of America Special English (<http://www.voanews.com/learningenglish/home/>). News that is used english language is available in this link.
4. BBC World Service (<http://www.bbc.co.uk/worldservice/learningenglish/multimedia/>). The contents or materials in this link are suitable for intermediate learners.

5. ESL Podcasts (<http://a4esl.org/podcasts/>), various topics of podcast which are simply understood are available in this link.
6. YouTube videos (<http://www.manythings.org/b/e/>), various interesting videos can be found in youtube.
7. Storyline Online (<http://www.storylineonline.net/>), various news are available in this link (Waring, 2008; Renandya and Farrel, 2011).

The following are activities that can be conducted in extensive listening:

1. Learners are asked to listen, minimally one listening material.
2. Learners access the materials from many sources given.
3. Learners choose the topic that they want to listen or that is interesting.
4. Learners should repeat what they listen until they get the theme of what they listen.
5. Learners should listen until they can summarize what they listened.

The activities and the rationale above will be discussed more detail in the following table:

Table 1 the Students' Activities in Extensive Listening and Its Rationale

Activity	Rationale
Listen regularly	Learners will get many experiences in extensive listening and will regularly improve their skill in listening comprehension.
Listen from web	Learners can freely choose the listening materials from the links given.
Choose interesting material	Learners can choose interesting topic for pleasure as an effort to make extensive listening more effective.
Repeat the audio or video	Learners should repeat the audia or video unil they get the content of what they are listening.
Summarize	This gives lerners experience in writing and retelling the content of audio or video.

After getting theme and identity of the audio or video that the students listened, such as title or theme and the duration, they then write it in the journal of extensive listening. Listening journal is a document in which all the extensive listening experience well record. In journal, learners can write the identity of the audio or the video that they listen. Last, they summarize the content of it in the journal.

METHODOLOGY

Students' weekly activities of listening were collected from listening

course at a University in Cirebon, Indonesia. Regarding data collection and analysis, researchers used a qualitative approach.

Participants

The participants of this study are thirty-nine students who took listening course in the fourth semester in University in Cirebon, Indonesia, for a semester.

Data Collection

The data are taken from the journal that given and asked to the students to fulfill. students wrote their

listening experience every week in a journal. First, they choose the web that they want to hear. Second, they choose an interesting topic. Third, they find out and write the theme of the audio that they listen. Fourth, they summarize what they listen. Last, they demonstrate what they listen. This is done just to check their activities in listening and evaluate whether the activities are running well.

Procedure and Data Analysis

The data used is from the first week of extensive listening in order to find out the learner’s listening experience, the link that the learners use, the duration and the average duration of

each learner.

RESULTS AND DISCUSSION

Giving the links of free listening materials sources doesnot mean that all participants will access all the given links. In the first week, all the participants only access youtube English video or song. The song or video they opened were generally the song or video that they have ever listened or seen. This made students really knew the content of the audio and easily summarize what they listened. The detail of the activities of extensive listening can be seen in the following table:

Table 2 The Students’ Extensive Listening Experience

Kinds of Listening Material	Listening Experience			Quantity	Source
	Total Duration	Number of Participants	Avarage of Duration		
Movie	600 minutes	7	85 minutes/participant	1 time/participant	Youtube
Song	128 minutes	32	4 minutes/participant	5 times/participant	Youtube

The most famous link for free materials of extensive listening is youtube. Even others links have been given, all the learners only accessed youtube. Many reasons raised, such as there were some videos in youtube and the videos are easy to access or download. And the kind of material that

most of students listen is song. The reasons for this can be seen in the statement below:

”Listening to music is my hobby.”

”The duration of song is short.”

”Song can erase the unwell feeling.”

”That is interesting, I can sing a song while listen to the song.”

”Listening to music is more interesting than news or others kinds listening materials.”

Listen to English songs become a hobby for fourth semester students who took listening course. They generally listen to a song for five times a week. They chose it by using time as the consideration. Song maximally just need 5 minutes to listen. In the short time, they not only can fastly get the content of it, but also can erase their unwell feelings. That is very interesting way to learn listening. They have never been thaught that they are learning, they just treated it like doing something for fun.

Movie became the most second favorite. Many students like watching English movie, even they do not know the meaning of words that were spoken by the actors, they can predict it and know what the movie about. But because movie minimally need an hour to watch and listen, there were only seven students who use movie as the material for their extensive listening.

CONCLUSION

To conclude, the study showed that the extensive listening materials that are most used by the learners is song. The

duration of song which is very short, between two to five minutes, made the learners enjoy to listen. They did not need much time just to listen. Extensive listening can provide additional activities which is interesting and enjoyable to the learners. The implication of this study is that it provides experiences to the lecturer and the learners in how to improve the skill of listening comprehension in enjoyable ways.

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