

**STUDENTS' VIEW ON INSTRUCTIONAL MATERIAL AND METHODS
FOR EXTENSIVE LISTENING: A SURVEY STUDY**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE AND EDUCATION
FACULTY OF CULTURAL STUDIES**

UNIVERSITAS BRAWIJAYA

2020

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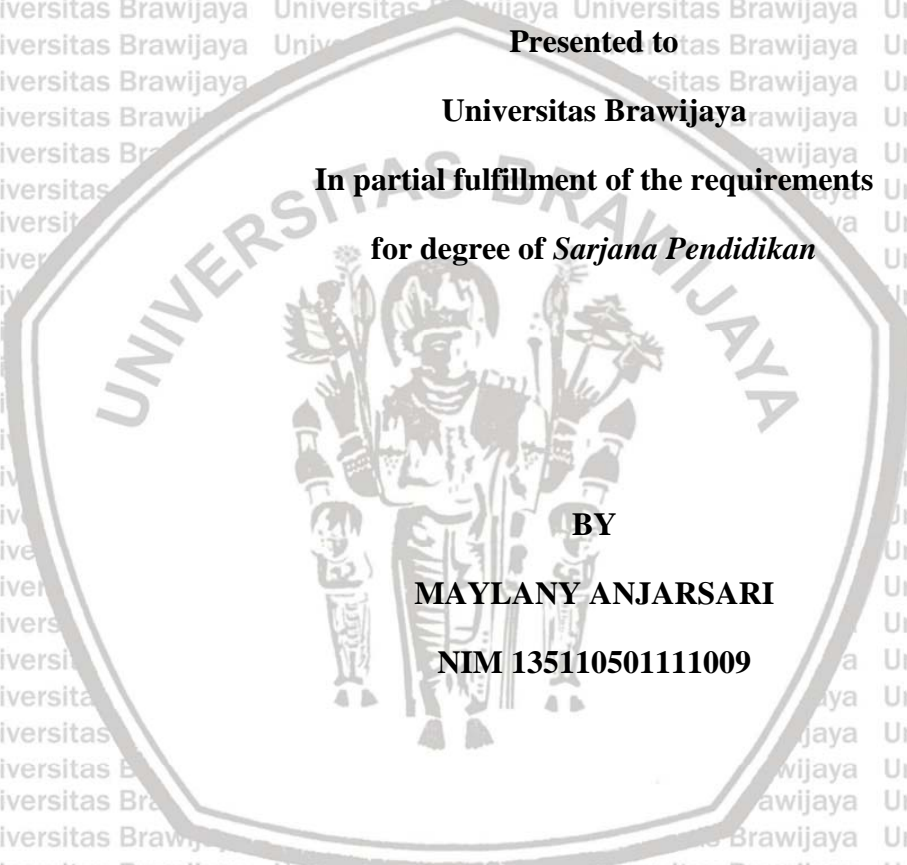
UNDERGRADUATE THESIS

Presented to

Universitas Brawijaya

In partial fulfillment of the requirements

for degree of *Sarjana Pendidikan*



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ABSTRACT

Anjarsari, Maylany. 2020. **Students' View on Instructional Materials and Methods for Extensive Listening: A Survey Study**. Study Program of English, Department of Language and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dian Novita Dewi

Keywords: *extensive listening, materials, methods*

English is an international language and it is important to learn the English as foreign language. There are four basic skills in learning language, there are listening, writing, speaking and reading. Sometimes the students found the problem in one of the basic skill. Especially in the listening skills, there are many difficulties that students' faced in the listening. Some of the problems are the students' lack of vocabulary, the lack of grammar, accents and speed of the materials and the materials' level above the students' proficiency level.

An extensive listening is believed to provide solutions of the problems. An extensive listening was introduced by Renandya (2010), it is a one of the main references of this study. The research was conducted in order to answer the research questions, namely, (1) How is the students' perception about the material used in the Extensive Listening class?, and (2) How is the students' perception about methods used in the Extensive Listening class?

The research was a cross sectional survey research involving the 165 students of the English Education Program in 2015 to 2018 students' year as potential participants. The research data were collected by using the questionnaire as the instrument of the research. The questionnaire contains the questions about the students' view on the materials and methods used in the Extensive Listening class.

The result of the data showed that the students gave positive view towards materials and methods used in the Extensive Listening class, it showed by the students' answer on the questionnaire. It also shows that the students still faced the problem in learning in the listening class. The most problem is the materials are too hard, it means that the materials' level are above the students' level in the listening. On the other responses about the method, it shows that the most favorite methods is Listen and Predict and the least favorite one is dictation.

ABSTRAK

Anjarsari, Maylany. 2020. **Students' View on Instructional Materials and Methods for Extensive Listening: A Survey Study**. Program Studi Pendidikan Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya.

Pembimbing: Dian Novita Dewi

Kata Kunci: *extensive listening, materials, methods*

Bahasa Inggris adalah bahasa internasional dan sangat penting untuk belajar bahasa Inggris sebagai bahasa asing. Terdapat empat keterampilan dasar pada pembelajaran bahasa, diantaranya *listening, writing, speaking* dan *reading*. Tidak jarang siswa mendapati masalah pada salah satu keterampilan dasar. Khususnya pembelajaran pada keterampilan mendengarkan, terdapat banyak kesulitan yang dialami oleh siswa pada keterampilan mendengarkan. Beberapa masalahnya adalah terbatasnya pengetahuan siswa mengenai kosakata, keterbatasan pada hal tata bahasa, logat dan tingkat kecepatan materi dan tingkat materi yang tidak sesuai dengan tingkatan pengetahuan siswa.

Extensive Listening diyakini untuk bisa memberikan solusi dari permasalahan tersebut. *Extensive Listening* diperkenalkan oleh Renandya (2010), dimana ini menjadi referensi utama pada penelitian ini. Penelitian ini diadakan untuk menjawab rumusan masalah yakni (1) Bagaimana pendapat siswa tentang materi yang digunakan pada kelas *Extensive Listening*?, (2) Bagaimana pendapat siswa tentang metode yang digunakan pada kelas *Extensive Listening*?

Penelitian ini adalah sebuah penelitian survei pada suatu waktu yang melibatkan 165 siswa dari jurusan Pendidikan Bahasa Inggris siswa tahun 2015 sampai 2018 yang berpotensi sebagai partisipan. Data penelitian dikumpulkan melalui penggunaan borang sebagai alat pada penelitian. Borang berisikan pertanyaan tentang pendapat siswa perihal materi dan metode yang digunakan atau diaplikasikan pada kelas *Extensive Listening*.

Hasil dari penelitian menunjukkan bahwa siswa memberikan pendapat positif perihal materi dan metode yang digunakan pada kelas *Extensive Listening*, yang dapat dilihat dari respon siswa atau responden pada borang. Hal ini juga menunjukkan bahwa siswa juga masih mendapati kendala pada pembelajaran di kelas *listening*. Masalah yang sering ditemui adalah materi yang terlalu susah, ini menunjukkan bahwa

tingkatan materi berada diatas tingkatan pengetahuan siswa pada *listening*. Pada jawaban lainnya terkait metode menunjukan bahwa metode yang paling digemari oleh siswa adalah *Listen and Predict* dan metode yang jarang disukai adalah *Dictation*.



TABLE OF CONTENTS

TITLE PAGE i

DECLARATION OF AUTHORSHIP ii

ACKNOWLEDGEMENTS iii

ABSTRACT v

ABSTRAK vi

TABLE OF CONTENTS viii

LIST OF TABLES x

LIST OF FIGURES xi

LIST OF APPENDICES xii

CHAPTER I INTRODUCTION

 1.1 Background of the Study 1

 1.2 Problem of the Study 4

 1.3 Objective of the Study 4

 1.4 Significance of the Study 4

 1.5 Scope and Limitation of the Study 5

 1.6 Definition of Key Terms 5

CHAPTER II REVIEW OF RELATED LITERATURE

 2.1 Theoretical Framework 6

 2.1.1 Definition of the Extensive Listening 6

 2.1.2 Materials for Extensive Listening 7

 2.1.3 Teaching Method for Extensive Listening 9

 2.2 Previous Study 10

CHAPTER III RESEARCH METHOD

 3.1 Research Design 12

 3.2 Data and Source of Data 15

 3.3 Research Instrument 15



3.4 Research Procedure	16
3.5 Data Collection	16
3.6 Data Analysis	17
3.7 Validity of the Study	17

CHAPTER IV FINDING AND DISCUSSION

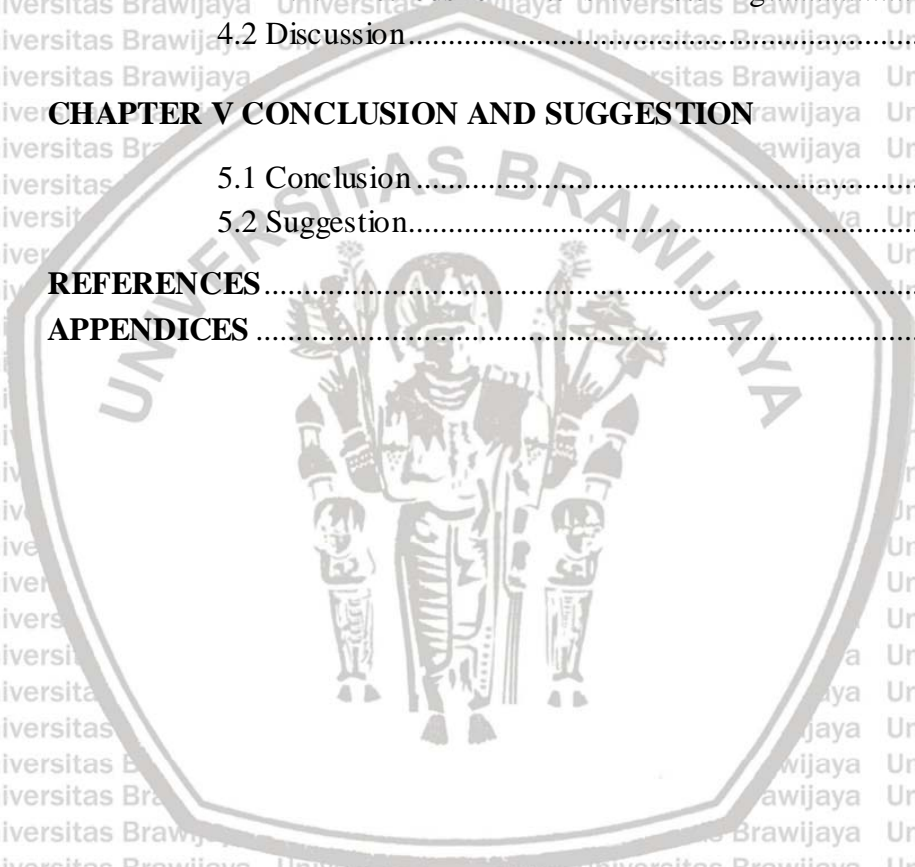
4.1 Research Finding	18
4.1.1 Materials used in the Extensive Listening	18
4.1.2 Methods for Extensive Listening	24
4.2 Discussion	29

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	31
5.2 Suggestion	32

REFERENCES	33
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APPENDICES	35
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LIST OF TABLES

Table	Page
4.1 Materials in Extensive Listening	19



LIST OF FIGURES

Figure	Page
4.1.2.a Dictation.....	24
4.1.2.b Teacher Read Aloud the Materials.....	25
4.1.2.c Listen and Draw.....	26
4.1.2.d Listen and Predict.....	26
4.1.2.e Tell and Check.....	27
4.1.2.1 Students' Favorite Method/Teaching Activity.....	28
4.1.2.2 Students' Least Favorite Method/Teaching Activity.....	29



LIST OF APPENDICES

Appendice	Page
1. Questionnaire Related to Choosing Listening Materials	35
2. Questionnaire Related to the Methods used in Extensive Listening Class	37
3. The Result of the Data	39
4. The Questionnaire Filled by the Participants	46





CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study that contains the background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Background of the Study

English is an international language. It is used all over the world, it is very important because the people around the world communicate each other in English. English can be implemented in many factors such as bussiness, politics, science, technology, and included in education. Especially educations in Indonesia, there are many benefits in learning English as the foreign language such as improve the languages skill and it can be used as the way to deliver the knowledge to the other people. EFL learners find difficulties in learning the language. In Indonesia, English plays as the mandatory subject. English language teaching in Indonesia is based on the Minister of Education and Culture decree No. 096 of 1967, declared that: “English becomes the first foreign language that should be taught formally to all Indonesian students, starting from Junior High School up to College or University

level. Practically, English is being taught starting from primary to advance level. As a result, English subject is taught with different styles to fulfill the learners' needs to study. Some of the learners are learning by reading books, watching movies, listening to songs or podcasts. Therefore, teaching English as foreign language (TEFL) need different application in accordance to the leraners.

In learning English, the learners should study the four basic skills namely listening, writing, speaking and reading. Those skills are related to each other and cannot be independent. The most basic skill among those skills is listening. According to Wolff et al (1983) listening is a unitary-receptive communication process of hearing and selecting, assimilating, and organizing, and retaining and covertly responding to aural and nonverbal stimuli. Listening is a difficult skill in foreign language learning. The difficulties are caused by many factors varying from the difference of sound between the second language learners' first language and the second language they are learning, their lack of vocabulary, their grammatical unawareness, and pragmatic differences between two languages.

To resolve the kind of the problem faced in the listening, there is a thing named extensive listening that takes the important part and solves the students' problem in the listening skill. Extensive listening can improve the students' listening comprehension because the learners are able to process spoken language more effectively, fluently and accurately. Based on Renandya (2011) extensive learning can contribute some benefits language learning namely enhancing learners' ability to deal with normal speech rate, improving their word recognition skill, enhancing their

bottom-up listening skill, and gaining a lot of opportunities to experience a high level of language comprehension.

The role of materials in the teaching learning process is very important. It is used to select the suitable and appropriate level for the students. The use of the unsuitable materials makes the students' motivation to do extensive listening practice low. To prevent those problems, the teacher has to find comprehensible and enjoyable listening materials which are suitable for the language learner level. Another consideration to choose the suitable material is that it should be highly interesting and personally meaningful to the students.

Next to the materials used in teaching learning process, there is another important thing called methods in the process of teaching learning process. Based on Renandya (2011) there are kinds of methods in extensive language learning such as 1) dictation technique which is the teacher productively engage the students in listening to the same materials several times, 2) reading-aloud or storytelling, 3) listen and draw activity which provides a lot of listening practice in the classroom, 4) listen and predict activity which supports thinking ahead and predicts the contents of the next portion of the story, and 5) tell and check activity which keeps the students on task when listening to the story as they have to do the telling and checking afterwards. These methods can be implemented in extensive listening.

Based on the previous explanation, the researcher chooses to take the research to find out the students' view on the materials and methods used in extensive listening class. The researcher decided to chose the 7th and 5th semester of the English Education students who took or joined the extensive listening class.

1.2 Problems of the Study

Based on the background of the study, the writer has two problems of the study, those are:

1. What is the students' perception about the instructional materials used in the Extensive Listening class?
2. What is the students' perception about methods used in the Extensive Listening class?

1.3 Objectives of the Study

In line with the research problem, this research was conducted to find out students' perceptions related to instructional materials and methods used in the Extensive Listening class.

1.4 Significance of the Study

This study is expected to give a significant contribution in the field of listening, especially to reflect on the materials and methods used in the extensive listening class. Specifically to know the suitable materials and methods used in Extensive Listening class. Furthermore, for the teachers and the students of the Listening class, the result of the study can be referenced in selecting the materials and methods in the Extensive Listening class and hopefully this research can support the data to conduct another similar research for further researchers.

1.5 Scope and Limitation of Study

This study is conducted in order to get the information about the students' view on materials and methods that are used in extensive listening class. The focuses of the study were 2018 or fifth semester students of English Education program in Universitas Brawijaya and the 2015 to 2017 students are also the potential participants.

1.6 Definition of Key Terms

The key terms used in this study are defined as follows:

1. Extensive Listening

Extensive listening is a way to practice the English listening skill. All types of activities that allow learners to receive a lot of comprehensible and enjoyable listening input.

2. Instructional Materials

Materials are the learning resource material that is used for teaching in Extensive Listening.

3. Methods

A method is an application of an approach in the context of teaching in Extensive Listening class.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of literature review and previous study. Literature review describes the theoretical framework used in this study. Previous studies described about the study conducted earlier and the topic related to the present study.

2.1 Theoretical Framework

The theoretical framework consist of definition of the extensive listening, materials for extensive listening, methods in teaching listening, and previous studies related to materials and methods used in extensive listening. These theories are used by the researcher in this study.

2.1.1 Definition of the Extensive Listening

Extensive listening is listening activity to help the students or the learner achieve the direct recognition of the target language by listening to vocabulary and grammar. The aim of the Extensive Listening is not only focusing on the how to teach the students on listening but also give the student pattern on how to pronounce

the vocabulary by the text. By listening to the text students can find words and grammar (Matsuo, 2015).

According to Renandya (2011, p.56) extensive listening is all types of listening activity that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be the teacher-directed dictations or read-aloud or self-directed listening for pleasure that can be done outside the classroom. The key consideration here is that learners get to do a lot of meaningful listening practice.

Renandya (2012) also states that the goal of Extensive Listening is to offer students much practice in apprehending the spoken English. It can be seen that Extensive Listening is strategy for the learners to gain the listening proficiency. It also makes the learners to practice listening from the beginning.

2.1.2 Materials for Extensive Listening

The most important in teaching Extensive Listening is choosing the right materials based on the students' language level in listening. Without the use of the right materials, the learners will not be motivated to do extensive listening practice.

The teachers need to pay attention to choose and use native listening materials. Some of the native listening materials are often above the learners' head. Another way in selection of extensive listening materials is that they should be highly interesting and personally meaningful to the students.

Renandya (2011) addressed the way to select appropriate materials namely; the materials should in appropriate level, the materials should be easy and easier, interesting and meaningful. The right level might be easy or easier because the learners have an experience listening to spoken language so it seems too easy for them to learn the basic materials. The use of easier materials is in order to build their confidence. After they have built up sufficient listening fluency, they can move on and work with the more challenging material. Moreover it will ensure that the students receive large amounts of practice in listening comprehension. Based on the Renandya (cited from Nation & Newton, 2009 and Waring, 2008) these following questions can be used as a guide for teacher when choosing listening materials:

- Is the material personally meaningful for the students?
- Does the material contain interesting information that attracts the learners' attention?
- Can the students comprehend over 90-98% of the language in the materials?
- Can the students understand 90% or more of the content (the story or information)?
- Can the students listen and view the materials without having to stop and replay the audio or video material?

They also explain that a positive answer to all these questions means that the students have picked the right material. Meanwhile, a negative answer means that the material is probably too hard or the material is not appealing, which means that the students will not enjoy the content and soon get bored.

2.1.3 Teaching Method for Extensive Listening

There are many ways to give the students listening practice inside of the classroom. Renandya (2011) offers some activities that can be implemented in listening class by the teachers such as dictation; teachers read aloud, listen and draw, listen and predict and tell and check. In dictation the teacher can productively engage the students in listening to the same materials several times, thus giving them the needed word recognition or lexical segmentation practice. Second is teacher reading aloud or storytelling this method can be great source of listening activities in the classroom. Third is listen and draw activity. The listening materials should be such that the chance of the students getting the drawing and it should be encouraged the students to listen attentively several times without them feeling bored. Fourth, listen and predict activity. In this method the teacher will stop at interesting points in the story and encourage the students to predict what will happen next. This technique support learner thinking and helps learners to think ahead and predict the contents of the next portion of the story and also it can be used to enhance the learners' comprehension. Fifth, tell and check activity. The students are paired up and assigned as either a teller or a checker. The teacher reads aloud a section of the story and asks the teller to retell that portion of the story to the checker. The checker checks if the teller has included all the relevant details. This technique keeps the students on task when listening to the story as they have to do the telling and checking afterward. The telling and checking can be done in either English or in the pupils' first language. For other way to teach the learners, the teacher can use audiobooks as a media for teaching. Audiobooks are the good way to practice the students listening skill because

they need to focus on overall meaning rather than individual words. The next one is watch authentic media these are watching movies, television, and other entertainment for example youtube.

2.2 Previous Study

The previous study entitled “Improving Students’ Listening Skill by Using the Modified Extensive Listening Approach” by Melania Rambu Day in 2018. The research was conducted to address two research questions, namely, (1) how is the modified Extensive Listening approach used to improve the students’ listening skill? And (2) to what extent does the modified Extensive Listening approach improve the students’ listening skill? The researcher used action research as a method that involving ten students of the eleventh grade. The participants are language class students who were involved in four cycle of the research. They learned to improve their listening skill through the teacher’s reading aloud, repeated listening, and narrow listening. The researcher data was collected by tests, questionnaire, and interview as the secondary instrument research. The result of the data revealed that the modified Extensive Listening approach helped the students in improving their listening skill. It could be seen from the students’ achievement test scores. The conclusions made by the researcher are the students’ significant improvement in listening skill achievement after being taught using Extensive Listening strategies.

The improvement can be seen from the increasing mean score from the pre-test to the

post test. Second is the active participant of the students in the learning processes increased. The researcher found it based on the questionnaire and interview that implementing Extensive Listening strategies in teaching listening and also the students are more active in sharing their idea to the class and felt the enjoyable learning process. The last one is the vocabulary mastery and the other language elements improve. The students' vocabulary mastery is increased through the implementation of the Extensive Listening. The researcher decides to use the previous study as the resource because it is related and discuss the same topic or Extensive Listening topic. The previous and current researcher used different research design in the research. The previous use action research as the research design and chose test, questionnaire, and interview to collect the data. Meanwhile the current researcher decided to use an online questionnaire to collect the data.



CHAPTER III

RESEARCH METHOD

This chapter present show the research is conducted. This chapter consists of research design, data and sources of data, research procedure, research instrument, data collection, data analysis and validity of the study.

3.1 Research Design

This study aims to found out students' perception related to materials and methods used in the extensive listening class. In order to reach the research objective, the researcher uses a cross-sectional survey research design. According to Ary (2010) cross sectional surveys study a cross section (sample) of a population at a single point in time. The researcher decided to use cross-sectional surveys because the researcher wants to gather the data at one point in time using a questionnaire. Ary, et al (2010, p. 378) stated that there are six basic steps involved in survey research namely planning, defining population, sampling, constructing the instrument, conducting the survey, and processing the data.

1. *Planning*. Surveys research begins with a question that the researcher believes can be answered most appropriately by means of the survey method. The research question in survey research typically concerns the beliefs, preferences, attitudes, or other self-reported behavior of the people (participant) in the study.

A literature review reveals what other researchers have learned about the question. In this study, the planning is done by establishing the research question, which is 'How is the student perception about materials and methods used in the Extensive Listening class?' This research question arises from the researcher's concerns that listening is naturally considered as the primary skill in the acquisition of the native (first) language (Cahyono&Widiati, 2009) and due to comprehension hypothesis that understanding what we hear and read is the cause of language development (Cho Krashen, 2019).

2. *Defining the population.* One of the first important steps is to define the population under the study. Defining the population is essential for identifying the appropriate subjects to select and for knowing to whom the results can be generalized. Once the population has been defined, the researcher must obtain or construct a complete list of all individuals in the population. This list, called the sampling frame, can be very difficult and time-consuming to construct if such a list is not already available. In this study, the researcher chose the specific population. The population is the students of the 5th semester consist of 114 students and 7th semester with 51 students of English Language Education Program (ELEP) who are accomplishing the Extensive Listening course.

3. *Sampling.* Because researchers generally cannot conduct the survey an entire population, they select a sample from the population. It is very important to select a sample that provides results similar to those that would have been obtained if the entire population had been surveyed. The sample must be representative of the population. In this research, the researcher used

convenience or opportunity sampling. According to Dornyei (2012), convenience sampling is a type of no probability sampling in which people are sampled simply because they are “convenient” sources of data for researchers. It means that the participants of this study were selected because they were easy to access via Google forms and they were willing to answer the questionnaire

4. *Constructing the instrument.* A major task in survey research is constructing the instrument that will be used to gather the data from the sample. The two basic types of the data-gathering instruments are interviews and questionnaires. In this study, the researcher tries to find out the suitable instrument to gather the data.

The most compatible instrument is an online questionnaire using Google form to collect the data easier and faster, because it is not possible to distribute printed questionnaires in the middle of a Covid-19 pandemic.

5. *Conducting the survey.* Once the data-gathering instrument is prepared, it must be field tested to determine if it will provide the desired data. Also included in these steps are training the users of the instruments, interviewing subjects or distributing questionnaires to them, and verifying the accuracy of the data gathered. The researcher adopted the questionnaire based on the Renandya (2012) questionnaire related to choosing the materials and questionnaire related to the methods used in the extensive listening class and researcher also add 6 questions on tables.

6. *Processing the data.* The last step includes coding the data, statistical analysis, interpreting the result, and reporting the findings. In this study, the researcher

collects the data in the numerical form. After the data being collected, the final score of the data will be delivered in words form.

3.2 Data and Source of Data

Data in this research are perceptions about instructional materials and methods used in the extensive listening class of ELEP in Universitas Brawijaya. The data were collected by the questionnaires distributed to students. The researcher chooses 165 from 2015 to 2018 students as the potential participants because they took and joined the extensive listening class before. The questionnaire was distributed to the listening group class. The students of the class have to fill the answer on the questionnaire adopted from Renandya (2012). The researcher used the questionnaire in online form to make it easier to collect the data.

To get the responses from the participants, the researcher decided to send the questionnaire to the target through the class group by Whatsapp and Telegram applications. There are 5 class groups. Each class has the different amount of the students. The total are 165 students and the students that participate on this research is 104 students.

3.3 Research Instrument

In this study the researcher used the questionnaire adopted from Renandya (2012) as the instrument. There are two dimensions of questions. The first dimension

is about the listening materials and the second is about listening methods. The researcher adopted the questionnaire because the previous study and the current study are focused on the same topic. The questionnaire consist of 14 questions in total. There are 11 question set about materials and 3 questions about the methods. The questionnaire related to choose listening materials (see appendix 1) and the questionnaire about the methods used in extensive listening class (see appendix 2).

3.4 Research Procedure

The procedures of this research are first, the researcher made an online questionnaire in a Google form. Second, the researcher joined the class group to distribute link of the questionnaire to the students in the listening class group. After the participant filled the questionnaire, the researcher collects all of the data from the questionnaire. The last steps are the researcher collected the data and concluded the data.

3.5 Data Collection

There are 165 potential participants on this research; the data will collected from the participants who filled the online questionnaire. Firstly, the online questionnaire was distributed in one day by the Whatsapp and Telegram group and kept reminding to fill it. The researcher kept counting the participants who filled to questionnaire to get the standard number done in survey study. After the questionnaires were collected automatically by google form, the researcher listed and

classified the data based on the level of the participants then concluded based on the data that have been collected.

3.6 Data Analysis

The last step includes coding the data, statistical analysis, interpreting the result, and reporting the findings Ary (2010). In this study the researcher will analyze the data by categorizing the data into quantitative data and it will be delivered into the numeric form or the percentage of the data. The analysis is started by coding the responses of the questionnaire, grouping the responses into quantitative data and quantitative data, identifying the quantitative data related to frequency of the intended information, identifying and synthesizing the qualitative data based on the intended information.

3.7 Validity of the Study

This research adopted the questionnaire from Renandya (2010). The researcher decided to adopt the questionnaire, because the topic of the questions from the previous expert is related to the current research and it can be used as a question on the questionnaire to find out the answer of the students' view on material and methods for extensive listening class.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. This chapter presents the answer of the problem statement that contained in the first chapter. The problem study are (1) How is the students perception about the material used in Extensive Listening class (2) How is the students perception about the methods used in the Extensive Listening class.

4.1 Research Finding

The research finding is answering of the problem statements that formulated. The data were collected from the participants and were analyzed. In this section, the researcher presents the type of instructional materials and methods used in Extensive Listening class.

4.1.1 Materials used in the Extensive Listening

Material is the sources used in the teaching learning process in the classroom to facilitate the students to receive and understand the topic of the study.

Materials used by teacher to teach or deliver the knowledge for her/his students.

In this research, the researcher focused on the students' perspective about the material used in Extensive Listening. To get the data, the researcher used the questionnaire as the instrument. Based on the survey that has been conducted in 3 weeks or 21 days, the researcher got 104 participants out of 165 potential respondents. There are questions asked the students' years, the sex or gender of the participants or students and the participants' age. Based on the data, the researcher got 79 participants from 2018 student, 22 from 2017 year, 1 participant from 2016 and 2 participants from 2015. The researcher also found the participants' gender or sex, 33.3% for male and 66.7% for female. For the age range, the researcher found various ages of the students or participants there are 4 students in the age of 19 years old, 47 students in the age of 20 years old, 37 students in 21 years old, 7 students in 22, 4 students on their 23 year old, 3 students in their 24 years old and a person on his 25 years old. Based on the questionnaire, the researcher got the answer for material used in extensive listening and put the data into the table 4.1 down below.

Table 4.1 Materials in Extensive Listening

No	Questions	Absolutely	Sometimes	Not really	No
1	Material personally meaningful	43	55	6	0
2	Material contain interesting information (learners attention)	40	58	6	0
3	Student comprehend 96-98 language materials	24	58	21	1
4	Listen to video/audio without replay or stop	14	49	38	3

5	Student understand 90% of the content (story/information)	31	57	16	0
6	Materials contain language features that can engage students' attention	38	64	0	0

Here, the researcher will explain each questions and answer based on the questionnaire of materials in extensive listening.

1. Material personally meaningful to the learners

The used of the interesting material is really important. It can enhance the students' motivation by choosing the right material. Based on the survey, researcher found responses by the students' shows that 43 out of 105 students are stated that the materials are absolutely meaningful for the students. The other 55 students are answered sometimes on this question. Meanwhile, the rest of the students consist of 6 people choose the answer as not really for this question. For further explanation the researcher made the table 4.1.1.1

Materials personally meaningful to the learners below.

The researcher also put another question related to the question on the table in the questionnaire. Based on the question "What material is personally meaningful to you?" the researcher explained it from the most answer to the least. The materials that meaningful for students in students' view are the materials that easy to understand, interesting materials, materials that contain new and interesting materials. The students also mention types of the

materials there are movies, biography, and material about culture, news, daily activities, music, and good audio.

2. Materials contain interesting information

Beside the interesting material, the other important part of choosing the material for extensive listening class is to choose the materials with the interesting information on it. The used of materials that contain the interesting information can take the students attention. Based on the survey, the researcher also found that 40 out of the 105 students are chose absolutely for the question, 58 students are chose sometimes and 6 students are chose not really as the answer.

Based on the other question “What interesting information do you want to be covered in the materials?” the researcher found some responses. There are many answers for this question and the researcher summarized the answer and picks the most answer from the students. Based on that question, the answer is the students choose any materials to be covered in the material, authentic materials, interesting topic that can engaged students’ attention. Student also mentioned about the types of the materials such as news, culture materials, material related to education, history, music, video, new information, games, life material, etc.

3. Students comprehend 96-98% of the language in the materials

It is important to choose the material that can make the students understand easily. Based on the survey, the researcher also found that 58 students are chose the answer sometimes, 24 students are chose absolutely, 21 students are chose not really and one student is chose no as the answer of the question, one participant did not gave the answer.

Based on the question “What is your difficulty in comprehending the language in the materials?” the researcher also found the answer related to the previous table. There many variations of the answer there are accent, the audio quality/ unclear audio, speakers speak too fast, native speaker, unfamiliar words, vocabulary, and pronunciation.

4. Students listen to the video/audio without replay/stop

It is really important to choose the material based on the students' language level on listening. The most common students' comment is that the students could not be able to follow the audio of the material. It is because sometimes the teacher used the material that not suitable for the students, for example the material is the audio of the British speaker who is speak fast or the speaker do not speak clearly. These kinds of thing can make the students pay more attention and sometimes they needed to stop or replay the materials.

Based on the survey, the researcher found that the answer is 49 students said that sometimes they did replay/stop the audio to get the idea of the material, 14 students are answered absolutely which means that they did it always, 38

students answered not really for the question and 3 students are replay/stop the video always. Its showed that 3 participants choose not to answered the question.

Based on the other question “What makes you replay the audio or the video material?” the researcher found the variation of the answer. The common answer is material is not clear enough, too fast, speaker pronunciation; the student cannot get the information, difficult or unfamiliar words. The student also said that sometimes they replay the materials to double check the answer.

5. Students understand 90% of the content (the story or the information)

Based on the survey, the researcher found the answer from the students. The answer is for 31 students they are chose absolutely, 57 students for sometimes and 16 students answered not really for the question.

6. Material contain language features (word, phrases, collocations) that can engage the students’ attention

Based on the survey on the question “What language features (words, phrases, and collocations) do you want to be covered in the materials. The answer is that 28 students chose phrases, followed by 20 students chose words and 16 students chose collocation. Meanwhile the other 40 students

answered the question with unrelated topic such as slang words, active listening, idioms, skimming and scanning, grammar, etc.

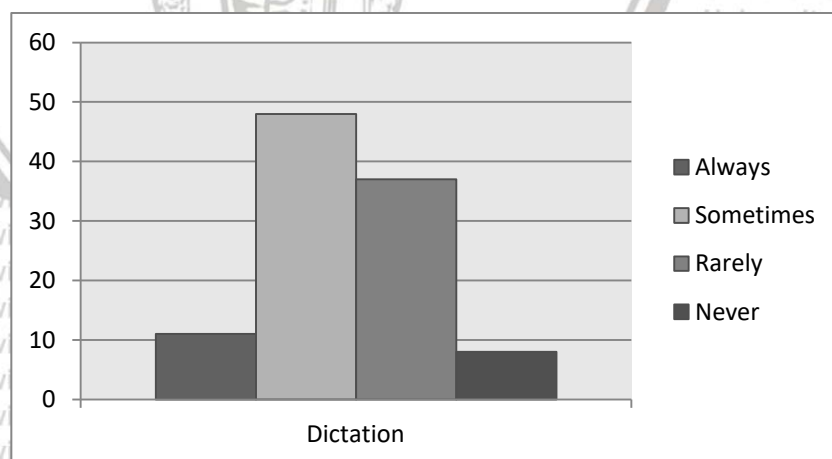
4.1.2 Methods for Extension Listening

1. Methods used in the class

a. Dictation

Based on the survey, the researcher found that the students mostly pick sometimes as the answer. There are 11 students answered as always, 48 students in sometimes, 37 for rarely and 8 students chose never. To make the explanation easier, the researcher made the chart from the data.

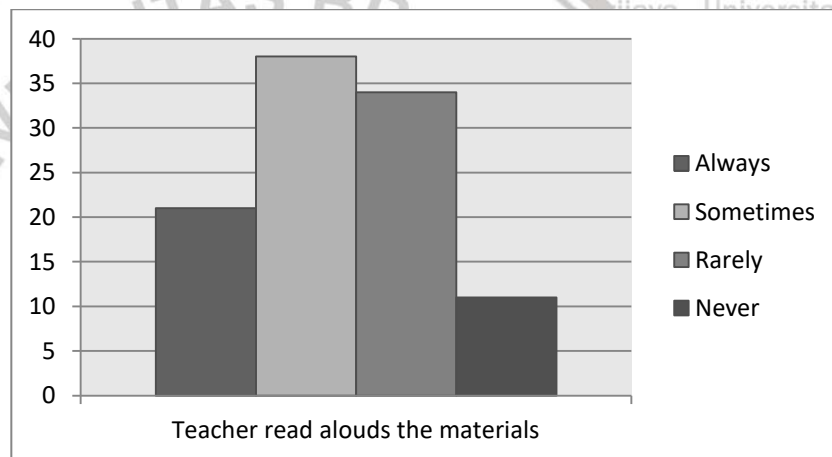
Table 4.1.2.a Dictation



b. Teacher read aloud the materials

Based on the survey, the researcher found that the students' most answer is sometimes, 34 students chose rarely, 21 as always and 11 students for never and the data also showed that 28 people choose not to answer the question.

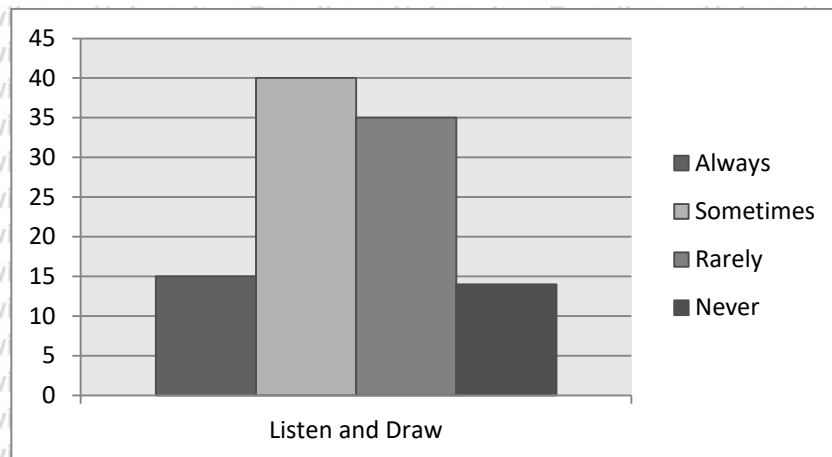
Table 4.1.2.b Teacher read aloud the materials



c. Listen and draw

Based on the survey, the data shows that the most answer for the question is sometimes from 40 participants, 15 students pick always, 35 for rarely and 14 students for never. For the more information, the researcher decided to deliver the number into the chart Table 4.1.2.c Listen and Draw.

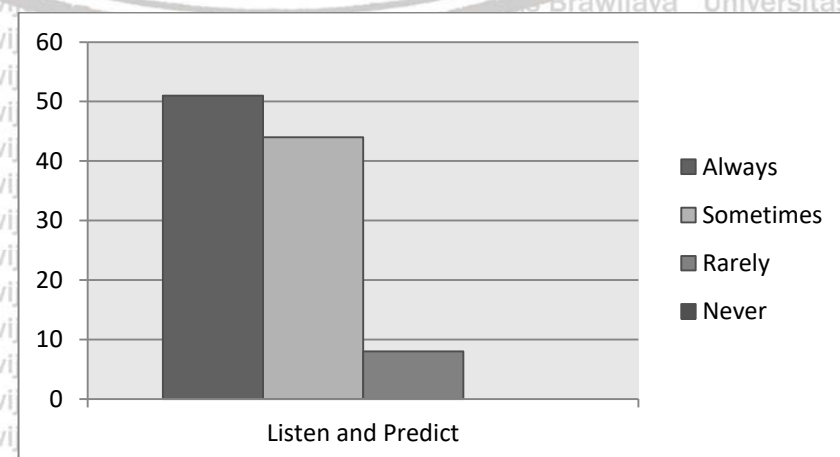
Table 4.1.2.c Listen and draw



d. Listen and predict

Based on the survey, the researcher found that the listen and predict is the most used methods. The data shows that 51 students chose always as the answer, 44 students for sometimes, 8 students' pick rarely and 1 student chose not to answer the question. The researcher put the data into chart Table 4.1.2.d Listen and predicts below to make it easier to explain.

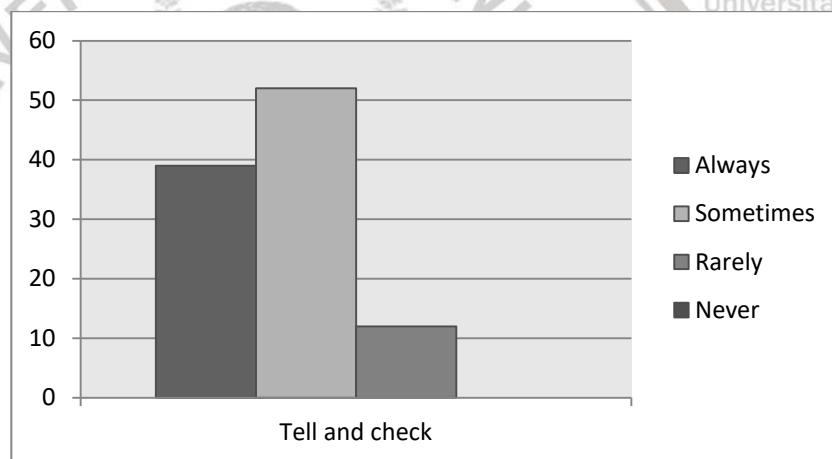
Table 4.1.2.d Listen and predict



e. Tell and check

Based on the survey, it shows that most of the students answered as sometimes there is 52 students, 39 students pick always, 12 students as rarely and 1 student chose not to answered the question. The researcher also delivered the data number into the chart Table 4.1.2.e Tell and check below.

Table 4.1.2.e Tell and check

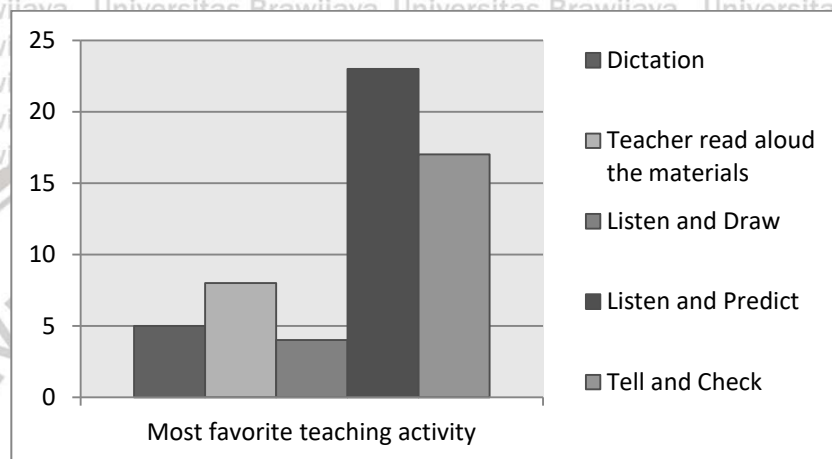


2. The favorite method/ teaching activity

Based on the survey, the researcher found there are 23 participants who chose the listen and predict as the most favorite teaching activity. The next one is 17 participants for tell and check, 8 participants teacher read aloud the materials, dictation and the last one is listen and draw. Meanwhile the other

47 participants mentioned the other teaching activity such as presenting movie or video, writing, direct method, discussion and comprehension.

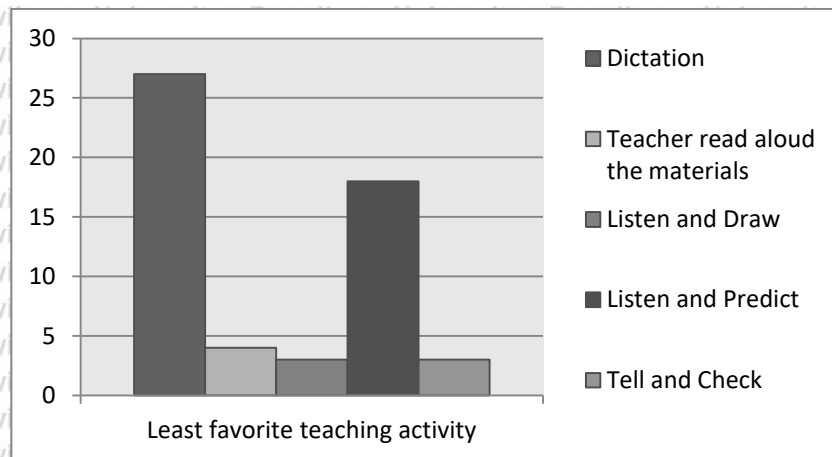
Table 4.1.2.1 Students' favorite method/teaching activity



3. The least favorite method/teaching activity

The researcher found out that the most least favorite teaching activity is dictation chose by 27 participants, listen and predict teaching activity for 18 participants, 4 participants chose teacher read aloud the materials, 3 responses on listen and draw activity, and 3 other are chose tell and check activity. The other 49 participants mentioned GTM, listen and talk, comprehension, presentation, etc.

Table 4.1.2.2 Students' least favorite method/teaching activity



4.2 Discussion

Based on the research findings were conveyed by the researcher, the researcher found some points to answer the research problems (1) how is the students' perception about the materials used in the Extensive Listening class? (2) How is the students' perception about the methods used in the Extensive Listening class? Based on the questionnaire adopted from Renandya (cited from Nation & Newton, 2009 and Waring, 2008).

The most answer from the participants is "sometimes" which mean that for the participants the listening materials are in the middle. The researcher also asked the participants to mention about the specific material that they found in the Extensive Listening. Based on the Renandya (2010) a positive answer to all these questions means that the students have picked the right material, a negative answer means that the materials is probably too hard, thus resulting in low or poor comprehension. The

researcher found that the students' common difficulties on the materials are the qualities of the materials it mean that sometimes the material is not clear enough. The next one is accent, the participants explain that the used of the material using the various speaker' accent makes them hard to understand about the point of the materials. The next problem is the speed of the speaker. These comments are related to the replay the audio point, the participants said that they needed to replay the audio to double check the materials.

The next question is related to the students point of view about the method used in the extensive listening class. Renandya (2010) state one way of providing large amounts of comprehensible input is through extensive listening, defined here to mean, "All types of listening activities that allows learners to receive a lot of comprehensible and enjoyable listening input". Based on the survey, the researcher found that the most used method in extensive listening class is listening and predict. Followed by tell and check, teacher read aloud the material, listen and draw and dictation. The participants also respond to the open ended questions which are (1) What method/ teaching activity used by your teacher is your most favourite? (2) What method/ teaching activity used by your teacher is your least favourite? From the first question, researcher found that the most favourite method/ teaching activity for the participants is listen and predict. Followed by tell and check, teacher read aloud, dictation and the last one is listen and draw. For the next question, the least students' favourite methods/ teaching activity is dictation. Followed by listen and predict, teacher read aloud, and the same number for the listen and draw and tell and check.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of overall view of what has been discussed in the previous chapters and some suggestion that hopefully be useful and give additional input in the teaching and learning English, especially listening.

5.1 Conclusion

This research was conducted to answer the research problem; (1) how is the students' perception about the materials used in the Extensive Listening class? (2) How is the students' perception about the methods used in the Extensive Listening class? To answer the questions, the researcher used the questions adopted from Renandya (2010). Based on the survey, researcher got students' positive responses. In this case the students gave the comment that the materials used in the listening class is good. Besides that, the participants also mentioned that they still faced the difficulties such as the material is not clear enough, too fast and the most common answer is the speaker accent on the materials. For the second research problem is the methods used in the extensive listening. The data showed that the most favorite method or teaching activity used by the teacher in listening class on the students'

view is listen and predict. The second one is the least favorite teaching activity used by the teacher is dictation.

5.2 Suggestion

At the end of the research, there are some suggestions for the teachers and further researchers.

1. For the Teachers

In order to help the students to have good listening skill, the teacher should be able to provide the interesting materials in the teaching process.

Here, the researcher recommends the teacher to use the clear audio or podcast that can be found on YouTube or some other platform. From the survey, it shows that the most favorite method in extensive listening class is listen and predict, the teacher could consider using that method on the listening class.

The result of the research also showed that the most difficulties that the students faced are that the listening materials are too difficult for the students' level. Therefore, the researcher suggests the teachers to use the right level materials for the students or even below the students' level.

2. For Further Researcher

This research can be used as references for further researcher who wants to conduct the similar topic as in this research. It would be better to apply the extensive listening in the different subject and object.

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APPENDICES

**Appendix 1: Questionnaire related to choosing listening materials adapted from
(Renandya, 2012)**

No	Question	Response		
		Absolutely	Sometimes	Not really
1	Is the material personally meaningful to the learners?			
2	Does the material contain interesting information that attracts the learners' attention?			
3	Can the students comprehend over 95-98% of the language in the material?			
4	Can the students listen and/or view the material without having to stop and replay the audio or video material?			
5	Can the students understand 90% or more of the content (the			

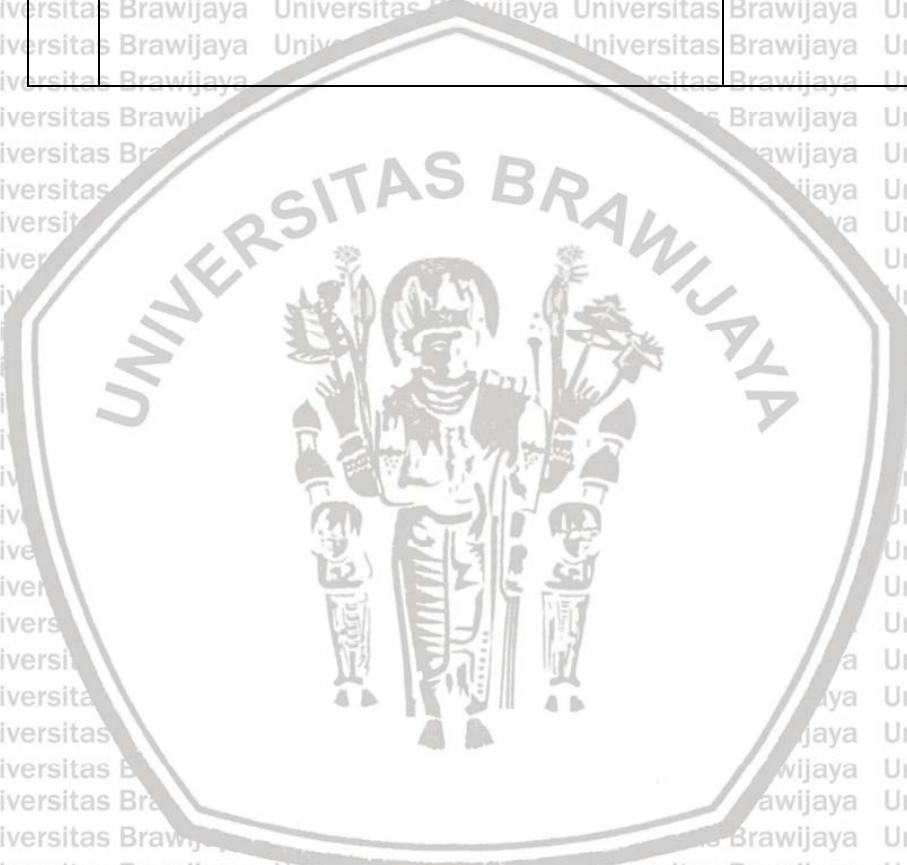
	story or information)?				
6.	Does the material contain language features (words, phrases, collocations) that can engage the students' attention?				
7.	What material is personally meaningful to you (the learners)?				
8.	What interesting information do you (the learners) want to be covered in the material?				
9.	What is your (the learners) difficulty in comprehending the language in the material?				
10.	What makes you (the learner) replay the audio or video material?				
11.	What language features (words, phrases, collocations) do you (the learners) want to be covered				

in the material?

Appendix 2: Questionnaire related to the methods used in extensive listening class for students adapted from Renandya (2012)

No	Question	Response			
1.	How often is the following method used in the class?	Always	Sometimes	Rarely	Never
	a. Dictation				
	b. Teacher read aloud the materials				
	c. Listen and draw				
	d. Listen and predict				
	e. Tell and check				
2.	What method/ teaching activity used by your teacher (you) is your most favorite?				
	Reason				

	What method/ teaching activity used by your teacher (you) is your least favorite?	
3.	Reason	



Appendix 3: The Result of the Data

Name NIM	Sex	Age	Material personally m	Material contain interest	The students comprehe	The students listen and	The students understand	The material contain lang
Gembx 185110500111	Male	20	Sometimes	Absolutely	Sometimes	Sometimes	Sometimes	Sometimes
Silvia P 185110500111	Female	20	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Rusyal 185110501111	Female	21	Absolutely	Absolutely	Sometimes	Absolutely	Absolutely	Absolutely
Alif Ind 185110501111	Male	19	Absolutely	Sometimes	Not really	Absolutely	Sometimes	Sometimes
Tasya 185110507111	Female	20	Sometimes	Sometimes	Sometimes	Sometimes	Absolutely	Sometimes
Vika F 185110500111	Female	21	Sometimes	Sometimes	Sometimes	Absolutely	Sometimes	Absolutely
Shafira 185110507111	Female	20	Absolutely	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Vika F 185110500111	Female	21	Absolutely	Sometimes	Sometimes	Absolutely	Absolutely	Absolutely
Mira A 185110501111	Female	20	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Lili Kar 185110501111	Female	20	Sometimes	Absolutely	Not really	Sometimes	Sometimes	Absolutely
Octavi 185110507111	Female	21	Absolutely	Sometimes	Not really	Not really	Not really	Absolutely
Anggui 185110501111	Female	20	Absolutely	Absolutely	Sometimes	Sometimes	Sometimes	Absolutely
Kristiak 185110500111	Male	20	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Fajar F 185110519111	Male	20	Sometimes	Sometimes	Not really	Sometimes	Sometimes	Sometimes
Anand 185110500111	Female	20	Absolutely	Absolutely	Absolutely	Absolutely	Absolutely	Absolutely
.	Female	20	Absolutely	Not really	Not really	Sometimes	Sometimes	Sometimes
185110507111	Female	20	Absolutely	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Eka N 185110501111	Female	20	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Tasya 185110507111	Female	20	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
rasti se 185110507111	Female	21	Absolutely	Sometimes	Not really	Sometimes	Sometimes	Sometimes
Tiara S 185110507111	Female	19	Absolutely	Not really	Sometimes	Sometimes	Sometimes	Absolutely
Dimas 185110501111	Male	21	Sometimes	Absolutely	Sometimes	Sometimes	Sometimes	Absolutely
Desian 185110501111	Female	20	Sometimes	Sometimes	Not really	Not really	Not really	Sometimes
Radia 185110507111	Female	21	Absolutely	Absolutely	Sometimes	Absolutely	Absolutely	Absolutely
Farah 175110500111	Female	21	Absolutely	Sometimes	Absolutely	Absolutely	Sometimes	Sometimes
Rama 185110500111	Male	21	Sometimes	Sometimes	Sometimes	Not really	Sometimes	Sometimes
Wini S 185110500111	Female	21	Sometimes	Absolutely	Not really	Not really	Not really	Not really
Shafira 185110507111	Female	20	Absolutely	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Alya S 185110507111	Female	20	Absolutely	Sometimes	Absolutely	Absolutely	Absolutely	Absolutely
Rakhr 175110500111	Male	24	Sometimes	Sometimes	Not really	Not really	Not really	Not really
Dhima 185110507111	Male	20	Sometimes	Absolutely	Not really	Not really	Not really	Sometimes
Bahia 185110501111	Male	20	Absolutely	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Yuni A 185110507111	Female	22	Absolutely	Sometimes	Sometimes	Not really	Sometimes	Absolutely

What materials is interesting informal?	What makes you (the learners) learn? What language features (words, phrasal verbs, idioms, etc.) are interesting to you?	Teacher read it?	Listen and draw?	Listen and predict?	Tell and check?	Most favorite method/ teach/ least favorite method/ teaching
News	Any information (update) Consider the vocab	Sometimes	Sometimes	Sometimes	Always	Direct
Diversity	I think about the authentic materials when the lects	Rarely	Rarely	Sometimes	Always	Listen and write song lyrics
Education	The pronunciation	Always	Sometimes	Sometimes	Always	Not explain anything
Some materials that easy	The difficulties come from the things that makes me	Sometimes	Always	Sometimes	Always	listen and talk
Anything which contains f	About nature, technology What it is more into one pt	Rarely	Sometimes	Sometimes	Sometimes	listen and draw
Movie or some document	I think it should just very c it happens when the mate	Rarely	Always	Always	Rarely	Tell and check. Because it is Listen and draw because I can't
the video about healthy is healthy and education is native speakers	cannot hear the native sp. all.	Rarely	Always	Always	Always	Presenting announcement
language features	Maybe put nowadays lisa. Maybe even though it's li	Always	Always	Always	Always	Presenting announcement
Biography	Short story	Sometimes	Sometimes	Sometimes	Sometimes	Presenting announcement
Materials that related to r	new information that happ: the pronunciation	Rarely	Always	Always	Always	Presenting announcement
Good audio	Clearly	Sometimes	Sometimes	Sometimes	Sometimes	Comprehension
Biography, short-movie	History	Sometimes	Sometimes	Sometimes	Sometimes	Comprehension
Any material about enviro including trika	Interesting	Sometimes	Sometimes	Sometimes	Sometimes	Comprehension
I forgot about the material	About life?	Never	Never	Never	Never	I love Suggestopedia, but ter Audio-Lingual Method
think the one that relates information that makes m	Some topics that are very	Sometimes	Sometimes	Sometimes	Sometimes	Tell and check
About Daily life or someth	Daily life information	Always	Always	Always	Always	when teacher using video to same answer with the previous c
Games	Listening to the audio	Sometimes	Sometimes	Sometimes	Sometimes	My favourite method in teach My favourite method in teaching
Materials that brings or m	Interesting information lik	Sometimes	Sometimes	Sometimes	Sometimes	Teaching through songs (Lsi) Dictation
Analysis of video with giv	Depends on the video of (Some of vocabularies wa	Sometimes	Sometimes	Sometimes	Sometimes	Telling story
Music	Something like a piece of I think the way the speak	Always	Always	Always	Always	Listening to the old record
Sports	Sports information	Always	Always	Always	Always	Tell and check. Because it is Listen and draw because I can't
Announcement	The story	Always	Always	Always	Always	Listen and Predict Because I Teacher read about the material
Media Video an audio	Use media learning like in	Always	Always	Always	Always	tell and check
something that related to conspiracy	the independent word the bad quality	Rarely	Never	Always	Always	listen and predict
Listening conversation	Authenticity	Sometimes	Sometimes	Sometimes	Sometimes	Idk
About culture	The history or culture abo	Sometimes	Sometimes	Sometimes	Sometimes	Commenting other classmates Presentation
?	Not capable to get the poi	Always	Always	Always	Always	Desuggestopedia, filling the t Summarizing
Biography	The life story of a person	Sometimes	Sometimes	Sometimes	Sometimes	Explanation after fill the blank
audio/video material	any information that's not sometimes I have to repla	Always	Always	Always	Always	listen and draw
So sorry, I really forgot ab	The way the teacher and k	Sometimes	Sometimes	Sometimes	Sometimes	listen and predict
conversation about daily / maybe materials which is	sometimes there is a	Always	Always	Always	Always	Physical response
I can't remember the deta I'm not picky thb, this sub	Well, hearing it for the first To finally get the inform	Sometimes	Sometimes	Sometimes	Sometimes	Play audios with british accent s
For me, the most meaning	From the biography, I war	Always	Always	Always	Always	When teacher gave breaking nothing. I enjoyed extensive list
		Sometimes	Sometimes	Sometimes	Sometimes	Listen and predict
		Always	Always	Always	Always	Listen and predict
		Sometimes	Sometimes	Sometimes	Sometimes	Discussion
		Always	Always	Always	Always	Discussing each other
		Sometimes	Sometimes	Sometimes	Sometimes	Listening news
		Always	Always	Always	Always	Talking
		Sometimes	Sometimes	Sometimes	Sometimes	Listening through music med Dictation
		Always	Always	Always	Always	Listen and predict. Discussio Listen only
		Sometimes	Sometimes	Sometimes	Sometimes	Presentation and discussion. When the lecturer uses a new le
		Always	Always	Always	Always	listen and predict because sc dication, teacher reading aloud,
		Sometimes	Sometimes	Sometimes	Sometimes	Giving clear instruction and e Explain the materials based/rela
		Always	Always	Always	Always	conversation
		Sometimes	Sometimes	Sometimes	Sometimes	Us finding the material audio Us listening a normal audio
		Always	Always	Always	Always	nothing
		Sometimes	Sometimes	Sometimes	Sometimes	My favourite way to learn list My favourite way to learn listen

Biography, environment	Global warming	The words used are too u	The sound and speaker's Phrases	Rarely	Sometimes	Rarely	Always	Always	Listen and predict	Teacher read about material
Vocabulary to help listen	The main idea of the topic	The accuracy of the answer	When I still don't understand the summary of the cases and voc	Sometimes	Sometimes	Sometimes	Always	Always	Multiple choice because we	Repetition and true/false questi
Story based material	(Fol On how the materials give	Material that have heavy	To understand more on w	Always	Always	Rarely	Sometimes	Rarely	I personally like listen and dr	Dictation, Because I sometimes
Reading	Speaking	Listening	Interested video	Sometimes	Always	Rarely	Sometimes	Sometimes	Giving clear explanation	Don't giving clear explanation or
Materials that related to r	about culture or art, mayb	the passive vocabulary	because I can't hear the s	Sometimes	Sometimes	Sometimes	Always	Always	listen and predict	dictation
Movies	How we can get the point	When the speakers talk	Collacation	Rarely	Always	Always	Always	Always	Filling information from what	Dictation
	Learn more	Words		Sometimes	Always	Always	Always	Always	Tell and check	Dictation
about movie and short m	a lot of moral value relat	Sometimes, It's difficult to	when it's not clear or I	Rarely	Always	Always	Always	Always	High tech approach to learn	Direct instruction
Anything that relates to	of anything that is informati	New words/phrases	Unclear pronunciation	Rarely	Always	Always	Always	Always	when we were asked by lect	when we were taught but just re
About music or history	The history of something	Sometimes the speaker's	The information is not cle	Sometimes	Always	Always	Always	Always	Direct method	So far, I don't really have leas
daily activities	about nowadays (the curr	less vocabulary	when they don't hear clea	Always	Always	Always	Always	Always	Listen and predict	Dictation
Curriculum 2013	All of the information	because it is online	I find it is interesting.	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Teacher read about the mate	Listen and predict
the material contain in	World	The dialect	Hence not too clear / new	Always	Rarely	Never	Always	Always	Explain with attractive and ga	Game
Daily activity	The dialect or new daily v	Main idea	The speaker speak fast at	Rarely	Never	Never	Always	Always	Teacher read about the mate	Listen and predict
All of the materials	Fengshul	Sometimes the audio is n	Sometimes the audio is n	Always	Always	Always	Always	Always	Teacher read about the mate	Listen and predict
All of the materials	Fengshul	Sometimes the audio is n	Sometimes the audio is n	Always	Always	Always	Always	Always	Teacher read about the mate	Listen and predict
Informative style video	Anything really, most of tr	Mostly due to technical re	Dialect can be cause i	Rarely	Always	Always	Always	Always	Teacher read about the mate	Listen and predict
If im not mistaken it is	abc Its about the structure	of r	To find the video about ar	Rarely	Always	Always	Always	Always	By making a group discussi	Students should individually pre
Movies	Dialects from different reg	The quality of the audio	For fun	Rarely	Never	Never	Sometimes	Sometimes	Tell and check	Dictation
Biography	More information about bl	I still replay the audio	ids The voice/sound is not	Rarely	Always	Always	Always	Always	Listen and predict	Dictation
Video	Anything	The minin of vocabulary	To listen carefully	Rarely	Sometimes	Sometimes	Sometimes	Sometimes	Inductively	Deductively
Handout?	Something that is familiar	Difficult to understand the	To know the point of the r	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Student-centered, or when w	Anything, but it shouldn't be the
Feature	Unique facts	Accent	Speaker speaks fastly	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Listen and predict	Dictation
Short movie	write some summary abou	when we meet unknown v	because the video and th	Always	Always	Always	Always	Always	group learning because we	teacher centered
Finding new vocabulary	About the language featu	Pronunciation	Collacation	Sometimes	Rarely	Sometimes	Sometimes	Sometimes	Audio lingual method	Direct method
About the story	Information that we don't	When the pronunciation is	When the pronunciation is	Rarely	Always	Always	Always	Always	Tell and check	Listen and predict
It is very, depends on the	information that we don't	When the pronunciation is	When the pronunciation is	Rarely	Always	Always	Always	Always	Listen and predict	Dictation
About a things connected	to daily life knowledge	listening to the audio	sometimes audio can't be	Always	Always	Always	Always	Always	group learning because we	teacher centered
An interesting one	Some playful information	The speech of the speak	The spelling a little vagu	Always	Always	Always	Always	Always	Audio lingual method	Direct method
Descriptive	Culture	too fast pronunciation	Words	Sometimes	Always	Always	Always	Always	Tell and check	Listen and predict
about culture	Culture	too fast pronunciation	Words	Sometimes	Always	Always	Always	Always	Dictation	Tell and check
Grammar and the way of	Anything new to me	Strange words	For clearer pronunciation	Never	Always	Always	Always	Always	Listen and predict, it makes	Dictation
If it's a material for	Extens something that is	more up	Maybe the speed of the s	Never	Always	Always	Always	Always	I like it when we need to	focus because I do like listen
Educational video (Tom	S Educational, ranging	from Unifamiliar accent	used to If the information	Rarely	Always	Always	Always	Always	Using games, because stud	Watching short movie, becaus
Listen music and Watch	v Play Games with audio	or When the difficult the	stut To remind again the	Sometimes	Always	Always	Always	Always	Listen and predict, it makes	Dictation
about culture	When the materials is	talk The accent	When they talking too	Rarely	Always	Always	Always	Always	Listen and predict, it makes	Dictation
about culture	When the materials is	talk The accent	When they talking too	Rarely	Always	Always	Always	Always	Using games, because stud	Watching short movie, becaus
The materials that contain	New information that I	don't	The audio is too fast som	Always	Always	Always	Always	Always	Listen and predict, it makes	Dictation
about culture and acad	em and r	Maybe the speaker talks	t The speaker talks too	Always	Always	Always	Always	Always	The lecture just plays the	aur The lecture just plays the
Grammar	Listening section	Sometimes difficult on	the Can't hear clearly	Sometimes	Always	Always	Always	Always	Tell and check	Dictation
Culture	How languages are	differe	The vocabularies are too	Rarely	Sometimes	Sometimes	Sometimes	Sometimes	Teacher center	Student center
Interview	Announcement	Nothing	I don't replay, the operat	Rarely	Always	Always	Always	Always	Listen and predict	Dictation
Education related materi	Educational system arou	the speaker	Low quality audio and	Rarely	Always	Always	Always	Always	Tell and check	Read aloud
If im not mistaken, is	sho Culture		Accent	Rarely	Always	Always	Always	Always	Listen and predict	Dictation
Culture	Info about culture around	When the speaker in	listen All of them	Rarely	Always	Always	Always	Always	Teacher center	Student center
Monolog text	The significant details	The new words that I	don't The sound doesn't	Rarely	Always	Always	Always	Always	Listen and predict	Dictation
writing	about information that	im; the pronunciation	of audic pronunciation	Sometimes	Always	Always	Always	Always	Tell & check	Listen and predict
writing	about information that	im; the pronunciation	of audic pronunciation	Sometimes	Always	Always	Always	Always	Predict	Dictation
Asking for opinion	interesting topic that can	I Understanding about	the The speaking speed	Sometimes	Always	Always	Always	Always	Read aloud	Dictation

Appendix 4: The Questionnaires Filled by the Participants

12/14/2020 Materials and Methods for Extensive Listening

Materials and Methods for Extensive Listening

Dear respondents,
 I am Maylany Anjarsari from English Education 2013 Universitas Brawijaya.
 I am conducting the research entitled Materials and Methods for Extensive Listening.
 In this time I want your participation in this research as the respondent to fill the questions on the next page.
 Attention please. If you complete this survey on your phone then please rotate your phone horizontally to see all of the answer.

Name *
 Gibraltar Mustafa Pasha

NIM *
 155110501111042

Sex

Male
 Female

Age
 24

https://docs.google.com/forms/d/12NxEC0JZwm2eWIO-kINGRNlpKoUIQsw_1_6FVHvcNOA/edit#response=ACYDBNgAxEclueTJc9MtMsUdXogv... 1/5

12/14/2020

Materials and Methods for Extensive Listening

Choosing materials in Extensive Listening *

	Absolutely	Sometimes	Not really	No
Is the material personally meaningful to the learners?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the material contain interesting information that attracts the learners' attention?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can the students comprehend over 95-98% of the language in the material	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can the students listen and/or view the material without having to stop and replay the audio or video material?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can the students understand 90% or more of the content (the story or information)?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the material contain language features (words, phrases, collocations) that can engage the students' attention?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

https://docs.google.com/forms/d/12NxEC0JZwm2eWfO-kINGRNlpK0UIQsw_I_6FVHvcNOA/edit#response=ACYDBNgAxEclueTJc9MtMsUdXogv... 3/5



12/14/2020

Materials and Methods for Extensive Listening

7. What materials is personally meaningful to you (the learners)? *

Music

8. What interesting information do you (the learners) want to be covered in the materials? *

Something like a piece of game

9. What is your (the learners) difficulty in comprehending the language in the materials? *

I think the way the speakers speaks

10. What makes you (the learners) replay the audio or video materials? *

Because the speakers speak fast so sometimes i dont get it then need to replay

11. What language features (words, phrases, collocation) do you (the learners) want to be covered in the materials? *

Music

https://docs.google.com/forms/d/12NxEC0JZwm2eWIO-kINGRnlpKoUIQsw_1_6FVhvcNOA/edit#response=ACYDBNgAxEclueTJc9MIMsUdXogv... 4/5

12/14/2020

Materials and Methods for Extensive Listening

Methods used in Extensive Listening *

How often is the following method used in the class?

	Always	Sometimes	Rarely	Never
Dictation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher read aloud the materials	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and draw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Listen and predict	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell and check	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What method/ teaching activity used by your teacher (you) is your most favorite? *

Reason

Dictation

What method/ teaching activity used by your teacher (you) is your least favorite? *

Listend and predict

Thank you for your participation.

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Google Forms

https://docs.google.com/forms/d/12NxEC0JZwm2eWIO-kINGRNipK0UIQsw_1_6FVHvcNOA/edit#response=ACYDBNgAxEclueTJc9MIMsUdXogv... 5/5



12/13/2020

Materials and Methods for Extensive Listening

Materials and Methods for Extensive Listening

Dear respondents,

I am Maylany Anjarsari from English Education 2013 Universitas Brawijaya.

I am conducting the research entitled Materials and Methods for Extensive Listening.

In this time I want your participation in this research as the respondent to fill the questions on the next page.

Attention please. If you complete this survey on your phone then please rotate your phone horizontally to see all of the answer.

Name *

Alvina Indana Zulfa

NIM *

185110501111030

Sex

Male

Female

Age

20

https://docs.google.com/forms/d/12NxECoJZwm2eWIO-kINGRNlpKoUIQsw_I_6FVHvcNOA/edit#response=ACYDBNguQXdJoST2MgBnwxw4qo... 1/5

12/13/2020

Materials and Methods for Extensive Listening

Choosing materials in Extensive Listening *

	Absolutely	Sometimes	Not really	No
Is the material personally meaningful to the learners?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the material contain interesting information that attracts the learners' attention?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can the students comprehend over 95-98% of the language in the material	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can the students listen and/or view the material without having to stop and replay the audio or video material?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Can the students understand 90% or more of the content (the story or information)?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the material contain language features (words, phrases, collocations) that can engage the students' attention?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

https://docs.google.com/forms/d/12NxECuJ2wm2eWIO-kINGRNlpKoUIQsw_I_6FVhvcNOA/edit#response=ACYDBNguQXdJoST2MgBrww4p... 3/5

12/13/2020

Materials and Methods for Extensive Listening

7. What materials is personally meaningful to you (the learners)? *

About culture

8. What interesting information do you (the learners) want to be covered in the materials? *

The history or culture about something

9. What is your (the learners) difficulty in comprehending the language in the materials? *

Sometimes the audio do not heard clearly

10. What makes you (the learners) replay the audio or video materials? *

Do not understand the context of the material and can not hear the audio clearly

11. What language features (words, phrases, collocation) do you (the learners) want to be covered in the materials? *

Words and phrases

https://docs.google.com/forms/d/12NxECoJzwm2eWIO-kIiGRNipKoUIQsw_1_6FVhvcNOA/edit#response=ACYDBNguQXdJoST2MgBnww4qo... 4/5

12/13/2020

Materials and Methods for Extensive Listening

Methods used in Extensive Listening *

How often is the following method used in the class?

	Always	Sometimes	Rarely	Never
Dictation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher read aloud the materials	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and draw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and predict	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell and check	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What method/ teaching activity used by your teacher (you) is your most favorite? *

Reason

Listening through music media

What method/ teaching activity used by your teacher (you) is your least favorite? *

Dictation

Thank you for your participation.

This content is neither created nor endorsed by Google.

Google Forms

https://docs.google.com/forms/d/12NxEC0JZwm2eWiO-kINGRNipKoUIQsw_1_6FVhvcNOA/edit#response=ACYDBNguQXdJoST2MgBrwxw4qo... 5/5

Appendix 5



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

Jalan Veteran Malang 65145
Telp. (0341) 575875 Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id Website: fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Maylany Anjarsari
 2. NIMs : 135110501111009
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Topik Skripsi : Students' View: A Survey Study
 5. Judul Skripsi :
- STUDENTS' VIEW ON INSTRUCTIONAL MATERIAL AND METHODS FOR
EXTENSIVE LISTENING: A SURVEY STUDY**
6. Tanggal Mengajukan : 26 April 2020
 7. Tanggal Selesai Revisi : 18 Desember 2020
 8. Nama Pembimbing : Dian Novita Dewi, S.Pd., M.Li
 9. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1.	26 April 2020	Pengajuan Judul	Pembimbing	
2.	4 Mei 2020	Bab I, II, III	Pembimbing	
3.	26 Juni 2020	Seminar Proposal	Pembimbing	
4.	27 November 2020	Revisi Bab I, II, III	Pembimbing	
5.	4 Desember 2020	Bab IV, V	Pembimbing	
6.	15 Desember 2020	Seminar Hasil	Pembimbing	
7.	16 Desember 2020	Revisi	Pembimbing	
8.	18 Desember 2020	Ujian Skripsi	Pembimbing	

Telah dievaluasi dan diuji dengan nilai: **B+**

Malang, 18 Desember 2020

Dosen Pembimbing

Dian Novita Dewi, S.Pd., M.Li

NIP 20161285020420001

