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### In partial fulfillment of the requirements Universitas Brawijaya

#### for degree of Sarjana Pendidikan

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- 1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Universities 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. Univerwriting, 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 Unive Extensive Listening class?, and (2) How is the students' perception about methods Unive 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 Unive participants. The research data were collected by using the questionnaire as the instrument of the research. The questionnaire contains the questions about the Universtudents' 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 Universities and Predict and the least favorite one is dictation.

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Universitas Bahasa Inggris adalah bahasa internasional dan sangat penting untuk belajar Univerbahasa inngris 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 tatabahasa, 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 Unive digunakan pada kelas Extensive Listening?, (2) Bagaiman pendapat siswa tentang Universitede yang digunakan pada kelas Extensive Listening? vijaya Universitas Brawijaya Universitas BPenelitian ini adalah sebuah penelitian survei pada suatu swaktu yang a 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. Boring berisikan pertanyaan tentang pendapat siswa perihal materi dan metode yang digunakan atau diap likasikan Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Hasil dari penelitian menujukkan bahwa siswa memberikan pendapat positif

Univerperihal materi dan metode yang digunakan pada kelas Extensive Listening, yang dapat a dilihat dari respon siswa atau responden pada borang. Hal ini juga menunjukan bahwa siswa juga masih mendapati kendala pada pembelajaran di kelas *listening*. Masalah yang sering ditemui adalah materi yang terlalu susah, ini menunjukan bahwa

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This chapter presents the introduction of the study that contains the

awijaya background of the study, problems of the study, objectives of the study, significance awijaya

of the study, scope and limitation of the study and definition of key terms.

#### 1.1 Background of the Study

awijaya English is an international language. It is used all over the world, it is awijaya awijaya very important because the people around the world communicate each other in English. English can be implemented in many factors such as bussiness, politics, awijaya science, technology, and included in education. Especially educations in Indonesia, awijaya there are many benefits in learning English as the foreign language such as improve awijaya the languages skill and it can be used as the way to deliver the knowledge to the other awijaya awijaya people. EFL learners find difficulties in learning the language. In Indonesia, English awijaya awijaya 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 Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 iversitas Brawijaya study. Some of the learners are learning by reading books, watching movies, listening Unive to songs or podcasts. Therefore, teaching English as foreign language (TEFL) need Universitas Brawijaya Universitas Brawijaya 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 awijaya awijaya 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 Universecond language they are learning, their lack of vocabulary, their grammatical Unive unawareness, and pragmatic differences between two languages. Universitas Brawijava To resolve the kind of the problem faced in the listening, there is a thing Universamed extensive listening that takes the important part and solves the students' problem in the listening skill. Extensive listening can improve the students' listening awijaya comprehension because the learners are able to process spoken language more Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya effectively, fluently and accurately. Based on Renandya (2011) extensive learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya can contribute some benefits language learning namely enhancing learners' ability to Universitas Brawijaya Universitas Brawijaya deal with normal speech rate, improving their word recognition skill, enhancing their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya bottom-up listening skill, and gaining a lot of opportunities to experience a high level of language comprehension. Brawijaya Universitas Brawijaya Universitas Brawijaya The role of materials in the teaching learning process is very important. It is Universitas Bra used to select the suitable and appropriate level for the students. The use of the Brawijaya Universitas Brawijava awijaya unsuitable materials makes the students' motivation to do extensive listening practice awiiava low. To prevent those problems, the teacher has to find comprehensible and enjoyable listening materials which are suitable for the language learner level. Another awijaya awijaya consideration to choose the suitable material is that it should be highly interesting and personally meaningful to the students. awijaya awijaya awijava 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 awijaya Renandya (2011) there are kinds of methods in extensive language learning such as1) awijaya dictation technique which is the teacher productively engage the students in listening awijaya 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 Universe 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 awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya University afterwards. These methods can be implemented in extensive listening. ersitas Brawijava awijaya 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 7<sup>th</sup> and 5<sup>th</sup> semester of the English Education students who took or joined the extensive listening class. Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya 1.2 Problems of the Study Based on the background of the study, the writer has two problems of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya study, those are: Universitas Brawijaya Universitas Brawijaya 1. What is the students' perception about the instructional materials used in the awijaya awijaya Extensive Listening class? awijaya 2. What is the students' perception about methods used in the Extensive Listening awijaya awijaya Universita class? awijaya awijaya AWI awijaya awijaya 1.3 Objectives of the Study Iniversitas Brawijava awijaya awijaya In line with the research problem, this research was conducted to find out awijaya iversitas Brawiiava awijaya students' perceptions related to instructional materials and methods used in the awijaya Extensive Listening class. awijaya awijaya awijaya awijaya 1.4 Significance of the Study awijaya awijaya Universitas This study is expected to give a significant contribution in the field of awijaya awijaya listening, especially to reflect on the materials and methods used in the extensive awijaya awijaya listening class. Specifically to know the suitable materials and methods used in awijaya awijaya 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 unive methods in the Extensive Listening class and hopefully this research can support the Unive data to conduct another similar research for further researchers. awijaya Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava awijaya awijaya Universitas Brawijaya This study is conducted in order to get the information about the students' Universitas Brawijaya awijaya view on materials and methods that are used in extensive listening class. The focuses awiiava awijaya of the study were 2018 or fifth semester students of English Education program in awijaya Universitas Brawijaya and the 2015 to 2017 students are also the potential awijaya participants. awijaya NIJA awijaya awijaya awijaya 1.6 Definition of Key Terms awijaya awijaya The key terms used in this study are defined as follows: awijaya awijaya 1. Extensive Listening awijaya Extensive listening is a way to practice the English listening skill. All types of awijaya awijaya activities that allow learners to receive a lot of comprehensible and enjoyable awijaya listening input. awijaya 2. Instructional Materials awijaya Materials are the learning resource material that is used for teaching in Extensive itas Brawijaya awijaya Listening. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 3. Methods awijaya A method is an application of an approach in the context of teaching in Extensive Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Listening class. Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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awijaya Universitas Brawijaya Universitas Brawijaya awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawichapter II as Brawijaya Universitas Brawijaya Universitas Brawijaya **REVIEW OF RELATED LITERATURE** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava Universitas B This chapter consist of literature review and previous study. Literature review Universitas Brawijaya Universitas awijaya describes the theoretical framework used in this study. Previous studies described awijaya Univerabout the study conducted earlier and the topic related to the present study. as Brawijaya awijaya wijaya ANIJA jaya awijaya awijaya awijaya awijaya 2.1 Theoretical Framework awijaya awijaya The theoretical framework consist of definition of the extensive listening, awijaya materials for extensive listening, methods in teaching listening, and previous studies awijaya awijaya related to materials and methods used in extensive listening. These theories are used by the researcher in this study. awijaya awijaya 2.1.1 Definition of the Extensive Listening Versitas Brawlaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universities Extensive listening is listening activity to help the students or the learner awijaya achieve the direct recognition of the target language by listening to vocabulary and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya grammar. The aim of the Extensive Listening is not only focusing on the how to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teach the students on listening but also give the student pattern on how to pronounce Universitas Brawijaya Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava 6

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the vocabulary by the text. By listening to the text students can find words and grammar (Matsuo, 2015). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 awijaya 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 Univ Unive 2.1.2 Materials for Extensive Listening The most important in teaching Extensive Listening is choosing the right Unive 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. Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya students receive large amounts of practice in listening comprehension. Based on the Renandya (cited from Nation & Newton, 2009 and Waring, 2008) these following awijaya awijaya questions can be used as a guide for teacher when choosing listening materials: awijaya 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? /ijaya Unive 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 awijaya is probably too hard or the material is not appealing, which means that the students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities will not enjoy the content and soon get bored. Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava 2.1.3 Teaching Method for Extensive Listening There are many ways to give the students listening practice inside of the Brawijava Universitas Brawijava 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, awijaya listen and predict and tell and check. In dictation the teacher can productively engage **Bawijava Universitas Brawijava** the students in listening to the same materials several times, thus giving them the awijaya needed word recognition or lexical segmentation practice. Second is teacher reading awijaya awijaya aloud or storytelling this method can be great source of listening activities in the awijaya classroom. Third is listen and draw activity. The listening materials should be such awijaya awijava 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 awijaya and predict activity. In this method the teacher will stop at interesting points in the awijaya Unive story and encourage the students to predict what will happen next. This technique awiiava Unive support learner thinking and helps learners to think ahead and predict the contents of Universe the next portion of the story and also it can be used to enhance the learners' awijaya Univercomprehension. Fifth, tell and check activity. The students are paired up and assigned a as either a teller or a checker. The teacher reads aloud a section of the story and asks awijaya the teller to retell that portion of the story to the checker. The checker checks if the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya teller has included all the relevant details. This technique keeps the students on task Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava awiiava 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 versitas Bray teaching. Audiobooks are the good way to practice the students listening skill because

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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 Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Universitas Brawijaya Universitas Powijaya Universitas Brawijaya Unive 2.2 Previous Study niversitas Brawijaya awijaya awijaya Universitas BThe previous study entitled "Improving Students' Listening Skill by Using the Modified Extensive Listening Approach" by Melania Rambu Day in 2018. The awijaya awijaya research was conducted to address two research questions, namely, (1) how is the awijaya awijaya modified Extensive Listening approach used to improve the students' listening skill? awijaya And (2) to what extent does the modified Extensive Listening approach improve the awijaya students' listening skill? The researcher used action research as a method that awijaya awijaya involving ten students of the eleventh grade. The participants are language class Unive students who were involved in four cycle of the research. They learned to improve awijaya 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 awijaya awijaya the modified Extensive Listening approach helped the students in improving their awiiava awijaya 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 Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 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 Universitas Brawijava Universitas Brawijay Universitas E 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 awijaya learning process. The last one is the vocabulary mastery and the other language awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya elements improve. The students' vocabulary mastery is increased through the awijaya implementation of the Extensive Listening. The researcher decides to use the Brawijaya Universitas Brawijaya awijaya previous study as the resource because it is related and discuss the same topic or awijaya Extensive Listening topic. The previous and current researcher used different awijaya awijaya research design in the research. The previous use action research as the research Univ awijaya awijaya design and chose test, questionnaire, and interview to collect the data. Meanwhile the awijaya current researcher decided to use an online questionnaire to collect the data.

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawer Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas RESEARCH METHOD awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava Universitas BThis chapter present show the research is conducted. This chapter consists of research design, data and sources of data, research procedure, research instrument, awijaya awiiava University data collection, data analysis and validity of the study. awijaya awijaya AN, awijaya awijaya Unive 3.1 Research Design Iniversitas Brawijava awijava awiiava This study aims to found out students' perception related to materials and awijaya awijava methods used in the extensive listening class. In order to reach the research objective, awijaya the researcher uses a cross-sectional survey research design. According to Ary (2010) awijaya niversitas Brawijaya awijaya awijaya 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 awijaya 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, awijaya awijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya and processing the data. tas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya 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. Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava 12



Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 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 as Brawijaya Universi awijava 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 awijaya awijaya 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 5<sup>th</sup> semester consist of 114 Universita students and 7th semester with 51 students of English Language Education Brawijaya Universitas Brawijaya Program (ELEP) who are accomplishing the Extensive Listening course. awijaya awijaya 3. Sampling. Because researchers generally cannot conduct the survey an entire Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava population, they select a sample from the population. It is very important to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya select a sample that provides results similar to those that would have been Universitas Brawijaya Universitas Brawijaya obtained if the entire population had been surveyed. The sample must be s Brawijava Universitas Brawijava Universi representative of the population. In this research, the researcher used

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 awijava via Google forms and they were willing to answer the questionnaire 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. awijaya awijaya 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. Conducting the survey. Once the data-gathering instrument is prepared, it must 5. 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 Universit gathered. The researcher adopted the questionnaire based on the Renandya (2012) questionnaire related to choosing the materials and questionnaire related awijaya to the methods used in the extensive listening class and researcher also add 6 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita questions on tables sitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya collects the data in the numerical form. After the data being collected, the final score of the data will be delivered in words form. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Data and Source of Data Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava Data in this research are perceptions about instructional materials and niversitas Brawijaya Universitas Brawijaya awijaya Universe methods used in the extensive listening class of ELEP in Universitas Brawijaya. The awijaya awijaya data were collected by the questionnaires distributed to students. The researcher awijaya chooses 165 from 2015 to 2018 students as the potential participants because they awijaya awijaya took and joined the extensive listening class before. The questionnaire was distributed awijaya to the listening group class. The students of the class have to fill the answer on the awijaya awijaya questionnaire adopted from Renandya (2012). The researcher used the questionnaire awijaya in online form to make it easier to collect the data. awijaya awijaya 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 awijaya 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. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya itas Brawijaya Universitas Brawijaya 🛛 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In this study the researcher used the questionnaire adopted from Renandya (2012) as the instrument. There are two dimensions of questions. The first dimension Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

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Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijay are focused on the same topic. The questionnaire consist of 14 questions in total. Univers 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). niversitas Brawijaya 3.4 Research Procedure The procedures of this research are first, the researcher made an online awijaya questionnaire in a Google form. Second, the researcher joined the class group to awijaya distribute link of the questionnaire to the students in the listening class group. After awijaya 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 Unive data.

### 3.5 Data Collection

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

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awijaya classified the data based on the level of the participants then concluded based on the data that have been collected. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The last step includes coding the data, statistical analysis, interpreting the awijaya result, and reporting the findings Ary (2010). In this study the researcher will analyze awijaya the data by categorizing the data into quantitative data and it willbe deliver into the numeric form or the percentage of the data. The analysis is started by coding the awijaya awijaya responses of the questionnaire, grouping the responses into quantitative data and awijaya quantitative data, identifying the quantitative data related to frequency of the intended awijaya information, identifying and synthesizing the qualitative data based on the intended awijaya information. awijaya 3.7 Validity of the Study Universitian BThis research adopted the questionnaire from Renandya (2010). The researcher decided to adopt the questionnaire, because the topic of the questions from awijaya the previous expert is related to the current research and it can be used as a question awijaya awijaya on the questionnaire to find out the answer of the students' view on material and awijaya methods for extensive listening class. A Universitas Brawlava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas BrawCHAPTER IVas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi FINDING AND DISCUSSION ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universit In this chapter, the researcher presents the research finding and discussion. This awijaya awijaya University chapter presents the answer of the problem statement that contained in the first awijaya awijaya Unive chapter. The problem study are (1) How is the students perception about the material awijaya Universed in Extensive Listening class (2) How is the students perception about the awijaya awijaya awijaya methods used in the Extensive Listening class. awijaya awijaya awijaya 4.1 Research Finding awijaya awijaya

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 Universitas awijaya

awijaya	researcher	presents the type of	instructional a	materials and	methods	used in Exter	nsive
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Unive Listening class. awijaya awijaya awijaya Universitas Brawijaya awijaya 4.1.1 Materials used in the Extensive Listening as Brawlaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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                     Universitas Entinguya Universitas Brawijaya Universitas Brawijaya
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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.
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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava 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 Universitas Brawijava Universitas Brawijava weeks or 21 days, the researcher got 104 participants out of 165 potential awijaya respondents. There are questions asked the students' years, the sex or gender of Universitas Brawijaya Universitas Brawijay the participants or students and the participants' age. Based on the data, the awijaya researcher got 79 participants from 2018 student, 22 from 2017 year, 1 participant Brawijaya Universitas Brawijava 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 awijaya awijaya range, the researcher found various ages of the students or participants there are 4 awijaya students in the age of 19 years old, 47 students in the age of 20 years old, 37 awijaya students in 21 years old, 7 students in 22, 4 students on their 23 year old, 3 awijaya 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 awijaya listening and put the data into the table 4.1 down below. Table 4.1 Materials in Extensive Listening awijaya Not awijaya Branolay No **Ouestions** awijaya really Absolutely Sometimes Material personally aw Jnive43itas Bra0/iiav rawii55a ive **6**ita meaningful Itas Brawijaya Material contain rawijaya iversita Brawijay 2 niversitas interesting information rawijaya versita (learners attention) Student comprehend 96ive21itas 'a3/ rawij**58**a nive24itas Brawijay 98 language materials Listen to video/audio ra4/ Iniver4itas rawij**49**a ve38 ta Bra3/ijay without replay or stop Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava **Universitas Brawi** Universitas Brawijava Student understand 90% Universitas Brawijaya Brawijay Brawijay Universitas E 31 Universitas E rawijaya 57 rawijaya iversitas 16 ive<sup>16</sup>tas aw 5 of the content (story/information) Materials contain language features that can 38 64 a ive Sita Brawijav 6 engage students' attention awijaya Here, the researcher will explain each questions and answer based on the questionnaire of materials in extensive listening. awijaya awijaya Material personally meaningful to the learners Universitas Br awijaya The used of the interesting material is really important. It can enhance the awijaya awijaya students' motivation by choosing the right material. Based on the survey, researcher found responses by the students' shows that 43 out of 105 students awijaya are stated that the materials are absolutely meaningful for the students. The awijaya other 55 students are answered sometimes on this question. Meanwhile, the awijaya 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 awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya meaningful to you?" the researcher explained it from the most answer to the awijaya Universities least. The materials that meaningful for students in students' view are the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bmaterials that easy to understand, interesting materials, materials that contain Universitas new and interesting materials. The students also mention types of the Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya materials there are movies, biography, and material about culture, news, daily Universitas Brawijaya Universitas Brawijaya **Universitas Brawii** activities, music, and good audio. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 2. Materials contain interesting information as Brawijaya awijaya awiiava awijaya Universitas Braw Beside the interesting material, the other important part of choosing the awijaya niversitas Brawijaya Universitas Brawijaya Universitas material for extensive listening class is to choose the materials with the awijaya awijaya Universities Binteresting information on it. The used of materials that contain the interesting awijaya awijaya information can take the students attention. Based on the survey, the awijaya awijaya researcher also found that 40 out of the 105 students are chose absolutely for awijaya awijaya the question, 58 students are chose sometimes and 6 students are chose not awijaya awijaya really as the answer. awijaya Based on the other question "What interesting information do you want to awijaya awijaya be covered in the materials?" the researcher found some responses. There are many answers for this question and the researcher summarized the answer and awijaya picks the most answer from the students. Based on that question, the answer is awijaya Universitas B the students choose any materials to be covered in the material, authentical awijaya Universitas Brawijava Universitas Universitian Braterials, interesting topic that can engaged students' attention. Student also awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Bmentioned about the types of the materials such as news, culture materials, a awijaya Universitas Braterial related to education, history, music, video, new information, games, Universitas Blife material, etc. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava 3. Students comprehend 96-98% of the language in the materials Universitas Braw 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 awijaya students are chose not really and one student is chose no as the answer of the question, one participant did not gave the answer. Universitas Braw Based on the question "What is your difficulty in comprehending the language in the materials?" the researcher also found the answer related to the awijaya awijaya previous table. There many variations of the answer there are accent, the audio quality/ unclear audio, speakers speak too fast, native speaker. rsitas Brawiiava 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 Universities B sometimes the teacher used the material that not suitable for the students, for a Universitas Brawijava Universitas Universities Bexample the material is the audio of the British speaker who is speak fast or awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitian B the speaker do not speak clearly. These kinds of thing can make the students a awiiava Universitian Bpay more attention and sometimes they needed to stop or replay the materials. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Based on the survey, the researcher found that the answer is 49 students said Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian B that sometimes they did replay/stop the audio to get the idea of the material, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B14 students are answered absolutely which means that they did it always, 38 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Equestion. Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Based on the other question "What makes you replay the audio or the awijaya video material?" the researcher found the variation of the answer. The answer is material is not clear enough, too fast, common speaker pronunciation; the student cannot get the information, difficult or unfamiliar words. The student also said that sometimes they replay the materials to awijaya double check the answer. awijaya Students understand 90% of the content (the story or the information) Based on the survey, the researcher found the answer from the students. awijaya 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 awijaya awijaya Universitas Brawijaya Universitas Brawijaya engage the students' attention awijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Braw Based on the survey on the question "What language features (words, Universitas Brawijava Universitas Brawijaya Brawijava phrases, and collocations) do you want to be covered in the materials. The Universitas Bray answer is that 28 students chose phrases, followed by 20 students chose words and 16 students chose collocation. Meanwhile the other 40 students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya answered the question with unrelated topic such as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava awijaya Universitas B1. Methods used in the class va Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawaay Dictation awijaya awijaya awijaya Based on the survey, the researcher found that the students mostly awijaya awijaya pick sometimes as the answer. There are 11 students answered as always, awijaya awijaya awijaya awijaya awijaya awijaya awijaya Table 4.1.2.a Dictation 60 awijaya 50 40 awijaya 30 awijaya 20 awijaya 10 awijaya awijaya 0

Always Sometimes Rarely Never Dictation

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48 students in sometimes, 37 for rarely and 8 students chose never. To

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make the explanation easier, the researcher made the chart from the data.

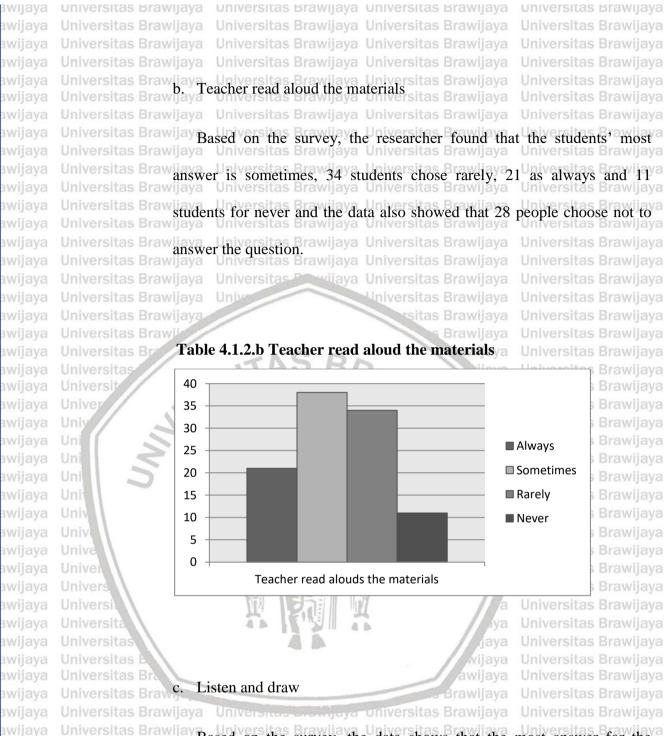
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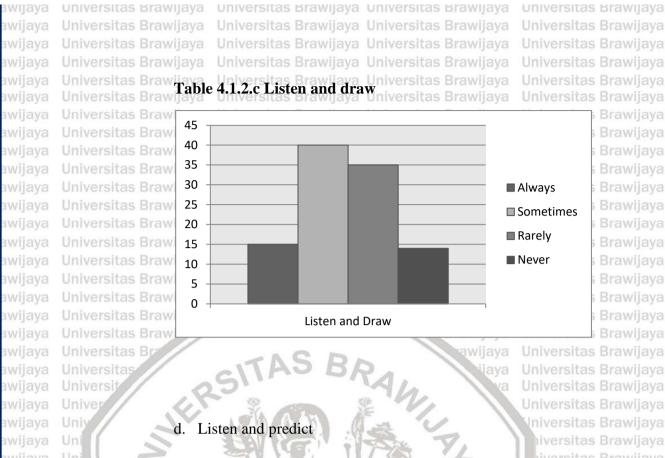


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Based on the survey, the data shows that the most answer for the awijaya question is sometimes from 40 participants, 15 students' pick always, 35 for rarely and 14 students for never. For the more information, the researcher decided to deliver the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



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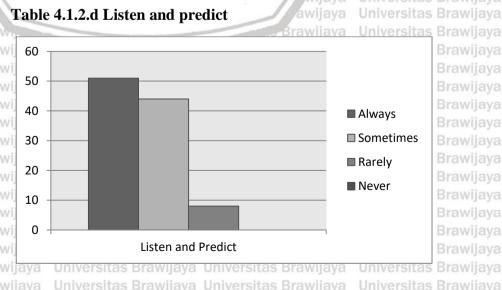
## Listen and predict

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.



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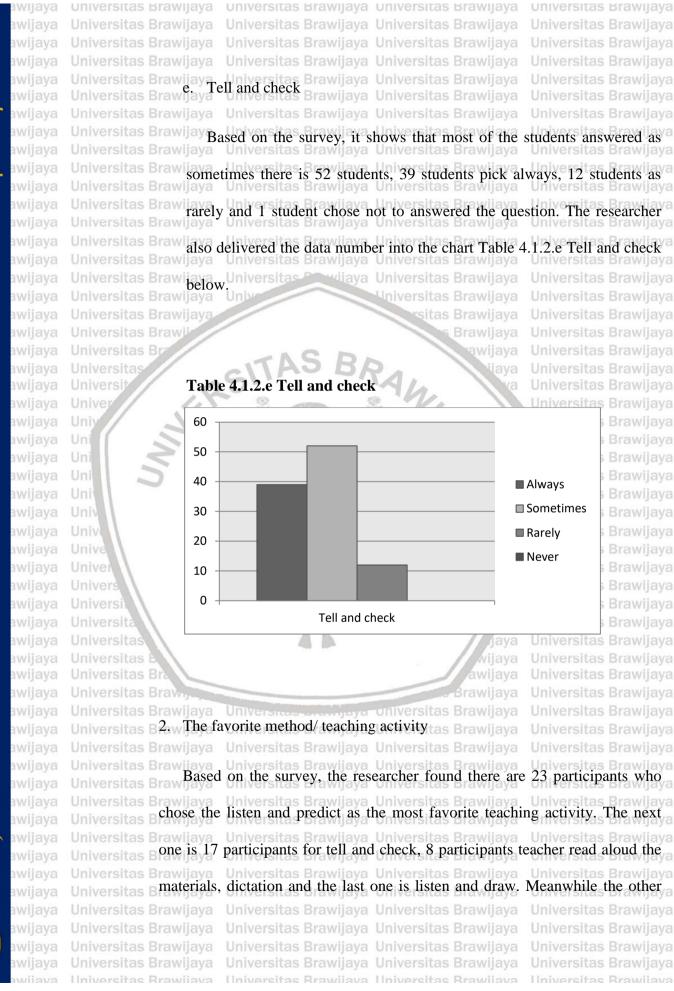
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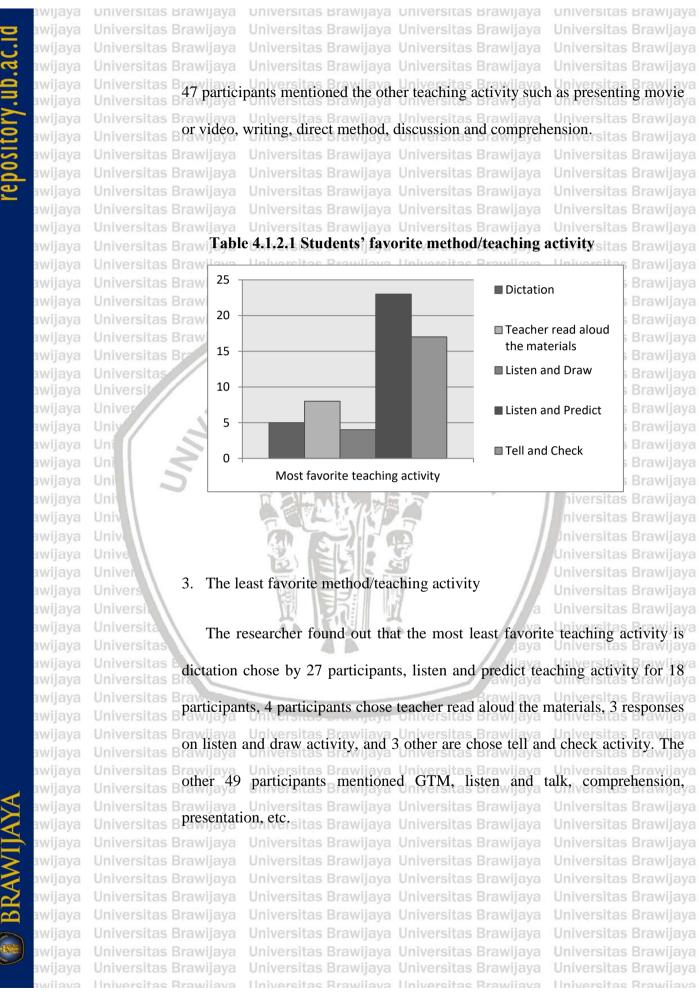
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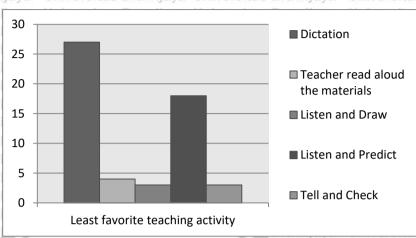


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Table 4.1.2.2 Students' least favorite method/teaching activity awijaya



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# 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

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awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 awijaya 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 niversitas Brawijaya Universitas Brawijaya awijaya to double check the materials. awijaya Universitas B The next question is related to the students point of view about the method awijaya awijaya used in the extensive listening class. Renandya (2010) state one way of providing awijaya awijaya large amounts of comprehensible input is through extensive listening, defined here to awijaya mean, "All types of listening activities that allows learners to receive a lot of awijaya comprehensible and enjoyable listening input". Based on the survey, the researcher awijaya found that the most used method in extensive listening class is listening and predict. awijaya 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) awijaya 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 awijaya awijaya the participants is listen and predict. Followed by tell and check, teacher read aloud, awijaya 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, Univerteacher read aloud, and the same number for the listen and draw and tell and check. Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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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' Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya view is listen and predict. The second one is the least favorite teaching activity used niversitas Brawijaya Universitas Brawijaya by the teacher is dictation. Brawijaya Universitas Brawijaya awijaya Unive 5.2 Suggestion awiiava Universitas BAt the end of the research, there are some suggestions for the teachers and a awijaya Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya awijaya Unive further researchers. Iniversitas Brawijaya awijaya Universite 1. For the Teachers awijaya In order to help the students to have good listening skill, the teacher awijaya awijaya should be able to provide the interesting materials in the teaching process. awijava Here, the researcher recommends the teacher to use the clear audio or podcast awijaya that can be found on YouTube or some other platform. From the survey, it awijaya shows that the most favorite method in extensive listening class is listen and awijaya 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 awijaya 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 awijaya Universitas Brawijaya materials for the students or even below the students' level. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universit 2. BFor Further Researcher Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya This research can be used as references for further researcher who Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bwants to conduct the similar topic as in this research. It would be better to a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bapply the extensive listening in the different subject and object. Is a Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ilniversitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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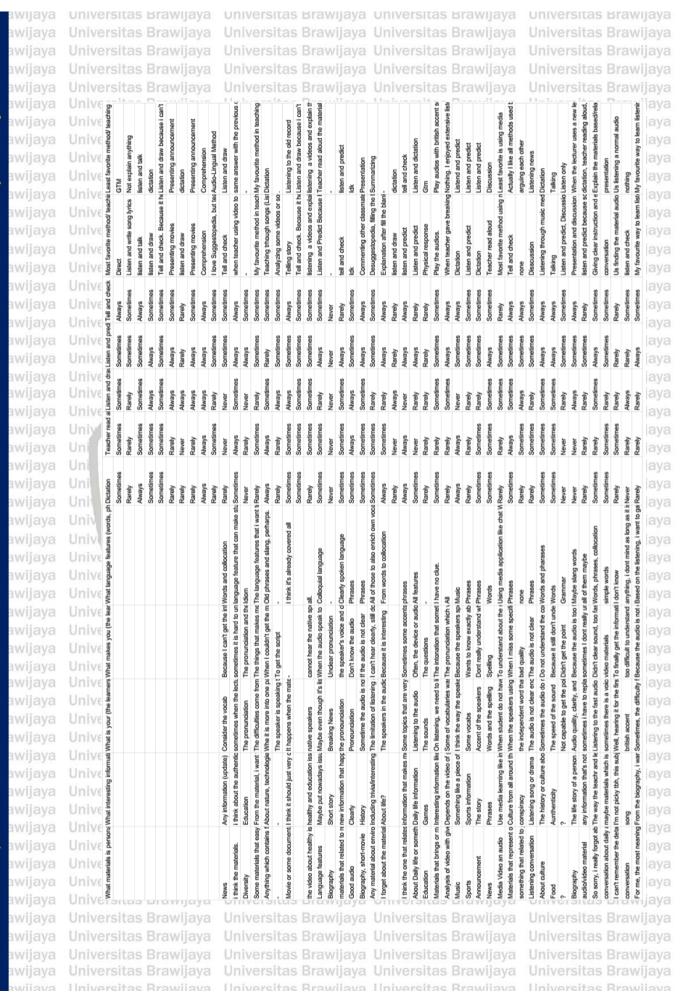
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awijaya	Univer		Absolutely	Sometimes	Not really	No
awijaya	Univer					
awijaya	Univer	Is the material				
awijaya	Univer	personally meaningful to the	۲	0	0	0
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awijaya	Univer	Does the material contain interesting				
awijaya	Univer	information that	0	0	0	0
awijaya	Univer	attracts the	0	0	0	0
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awijaya	Univer	95-98% of the	0	$\overline{\mathbf{O}}$	0	0
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awijaya	Univer	understand 90% or	-	0	-	-
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awijaya	Univer	or information)?				
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awijaya	Univer	contain language features (words,				
awijaya	Univer	phrases,		0	0	0
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vijaya	Univer	Music			
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vijaya	Univer	8. What inter	esting information do you (tr	ne learners) want to be covered	in the materials?
vijaya	Univer	Something like	e a piece of game		
vijaya	Univer				
vijaya	Univer				
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vijaya	Uni	Because the s	peakers speak fast so sometime	s i dont get it then need to replay	
vijaya	Uni				
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	L Los Tools				
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	1	Always	Sometimes	Rarely	Never
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Tell and chee	ck	۲	0	0	0
Dictation					
		ctivity used b	y your teacher (yo	ou) is your least	favorite? *
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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-kINGRNIpKoUIQsw\_l\_6FVHvcNOA/edit#response=ACYDBNguQXdJoST2MgBnwxw4qo awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 pharases https://docs.google.com/forms/d/12NxECoJZwm2eWiO-kINGRNIpKoUIQsw 1\_6FVHvcNOA/edit#response=ACYDBNguQXdJoST2MgBrwxw4qo... 4/5 awijaya Univer<del>šnas pravnjaya oniversnas pravnjaya oniversnas pravnjaya oniversnas pravnja</del>ya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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			tensive Listening	
Methods used in	Extensive Listening			
	wing method used in the			
	Always	Sometimes	Rarely	Never
Dictation	0	۲	0	0
Teacher read alou	bu	-	-	-
the materials	0	$\odot$	0	0
Listen og diden	0	6	0	0
Listen and draw	0		0	0
Listen and predict		0	0	0
cloten and predict		0	0	0
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