INVESTIGATING STUDENTS' PRACTICES AND CHALLENGES IN EXTENSIVE LISTENING

DIFA AFINA PRAMESTIANI

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A THESIS

Submitted as Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education

By :

DIFA AFINA PRAMESTIANI
SN. 2518007

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN

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2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Difa Afina Pramestiani
NIM : 2518007
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **'Investigating Students' Practices and Challenges in Extensive Listening'** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

[illegible], 4 Juli 2025

Difa Afina Pramestiani

NIM. 2518007

NOTA PEMBIMBING

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi Tadris Bahasa Inggris
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Difa Afina Pramestiani
NIM : 2518007
Prodi : FTIK/Tadris Bahasa Inggris
Judul : Investigating Students' Practices and Challenges in Extensive Listening

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 4 Juli 2025
Pembimbing

Fachri Ali, M.Pd.
NIP. 19890101 2020 12 1 013

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UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.idemail: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

ama : **DIFA AFINA PRAMESTIANI**

IM : **2518007**

dul : **INVESTIGATING STUDENTS' PRACTICES AND CHALLENGES IN EXTENSIVE LISTENING**

Has been established through an examination held on **11th July 2025** and accepted in tial fulfillments of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in glish Education.

The Examiners,

Examiner I

Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005

Examiner II

Noorma Fitriana M. Zain, M.Pd.
NIP. 19870511 202321 2 043

Pekalongan, 15th July 2025
Assigned by
The Dean of FTIK UIN KH. Abdurrahman Wahid Pekalongan

Prof. Dr. H. [illegible], M.Ag.
NIP. 19760706 199803 1 001

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MOTTO

"Even though it's hard, you can pass it well"
(Difa Afina Pramestiani)

"Surely with hardship comes ease"
(QS. Al-Insyirah 5-6)

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplor apa saja yang dilakukan oleh mahasiswa ketika latihan mendengarkan secara ekstensif, apa saja tantangannya dan apa saja strategi dalam berlatih mendengarkan secara ekstensif. Penelitian ini menggunakan penelitian kualitatif dan secara spesifik menggunakan pendekatan studi kasus. Tiga partisipan berpartisipasi di dalam penelitian ini, mahasiswa semester dua. Pengumpulan data dilakukan dengan wawancara tidak terstruktur dan jurnal mendengarkan. Penelitian ini memaparkan beberapa latihan yang dilakukan mahasiswa saat berlatih mendengarkan secara ekstensif seperti, memilih materi, platform dan durasi, mendengarkan secara terfokus, mendengarkan secara berulang, hanya mendengarkan audio, mendengarkan secara aktif, mendengarkan dan menyimak, mendengarkan dan menonton, serta kombinasi teknik mendengarkan, menyimak dan menonton, lalu tantagan-tantangan yang dihadapi mahasiswa seperti, berbicara yang terlalu cepat, variabilitas ujaran, kosa kata yang asing dan aksen yang asing. Yang terakhir, strategi yang digunakan mahasiswa untuk mengatasi tantangan-tantangan tersebut yaitu strategi kognitif; mengulang, dan menggunakan sumber lain. Selama penelitian ini, mahasiswa mempunyai otonomi dalam memilih materi dan dapat berperan secara aktif mencari strategi yang cocok untuk mengatasi tantangan yang dihadapi. Penelitian ini dapat memberikan informasi kepada semua siswa dan mahasiswa bahwa mereka dapat menentukan sendiri apa yang akan mereka pelajari dengan santai, lalu penelitian dapat memberikan pandangan kepada guru dan dosen untuk mendukung siswa dan mahasiswa bagaimana berlatih mendengarkan secara ekstensif dan memberikan variasi sumber belajar mendengarkan yang mudah untuk diakses.

Kata kunci: Extensive Listening, Listening Practices, Listening Challenges, Listening Strategies

ABSTRACT

The purpose of this research is to explore how students practice extensive listening, what the challenges and the strategies in extensive listening practice. This research used qualitative research, specifically case study approach. Three participants participated for this research, the second semester undergraduate students. Data collection was done using semi-structured interview and listening logs. This research exposed several practices that students did in extensive listening such as, selecting materials, platform and duration, narrow listening, repeated listening, listening only, active listening, reading while listening, listening and viewing, and combined listening,while the challenges that students faced in extensive listening such as, speech is fast, speech is variable, vocabulary is unfamiliar and accent is difficult. The last, the strategies that students used to overcome those challenges such as cognitive strategies; repeating, taking notes, and using resources. During this study, students had autonomy in choosing the materials and could actively find suitable strategies to overcome the challenges they faced. This research can provide information to all students and college students that they can choose what they will learn with fun, then the research can provide insights to teachers and lecturers to support students and college students how to practice extensive listening and provide a variety of listening learning resources that are easy to access.

Keywords: Extensive Listening, Listening Practices, Listening Challenges, Listening Strategies

PREFACE

All praise to Allah SWT., for His praise and blessings I can complete this thesis successfully titled "INVESTIGATING STUDENTS' PRACTICES AND CHALLENGES IN EXTENSIVE LISTENING". This thesis submitted to fulfill one of the requirements for a Bachelor of Education degree in the English Language Education Department, Faculty of Education and Teacher Training, of UIN KH. Abdurrahman Wahid Pekalongan. On this occasion, I would like to express my heartfelt gratitude for many parties who support this thesis:

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Pekalongan, July 4th, 2025
The Researcher

Difa Afina Pramestiani
2518007

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CHAPTER I
INTRODUCTION

1.1 Background of The Study

Extensive listening is often mentioned as listening for fun. Students can choose the materials freely. It is more flexible and more comfortable for students to fit the materials based on what they like and they want to listen to. Extensive listening is mostly taught in university than in high school, including Indonesian universities. According to Ivone and Renandya (2019), extensive listening is listening activities that comprehensible and enjoyable listening input. Students frequently listen for enjoyment. It is listening without being forced by questions or tasks which have been made up (pre-arranged) or listening at or beneath their fluent listening skill. It is not necessary to listen for specific details, the precise words of a phrase or expression, or for specific information when engaging in extensive listening (Waring, 2010 as cited in Vo, 2013).

Extensive listening focuses on understanding the context or meaning and global comprehension. Here, students can choose listening sources that they want and can fit with their skills level. With an emphasis on meaning rather than form, extensive listening refers to students listening to a lot of linguistically suitable, motivating, and engaging contents over time at reasonable pace for general comprehension (Renandya & Jacobs, 2016). The language for listening must be comprehensive and the contents must be enjoyable, therefore students are willing to engage in continuous listening practice (Prastiyowati, 2018). From the explanation above, we can conclude that extensive listening is listening activities where listeners can focus on accomplishing a general understanding.

For extensive listening, it has various materials and sources that have enjoyable input inside our outside classroom, such as television, podcast, or video. Students are allowed to choose listening materials/sources that are appropriate for them and easy to

understand (Vo, 2013). Many web-based listening materials that are used by students in extensive listening and they can choose several platforms to listen for pleasure such as, TED, VOA Learning English, British Council, BBC Learning English, VoiceTube, YouTube and many more, it is mostly appropriate for lower level students (Renandya and Farrell, 2010). Hence, extensive listening enables students to choose any sources and listening materials they like for pleasure or language development (Barella and Linarsih, 2020). In one of universities in Pekalongan, mainly students from Teachers Training and English Education Department, they are using several online-based materials such as TED Talk, YouTube and several online podcasts. Several practices that they do in extensive listening is, choosing materials that they want to listen to with several topics provided by lectures, after they choose the material, they start to listen to and they make summary to check their comprehension, and the last, they will write 'reflection' to understand the problems appear during listening to that material. Extensive listening has so many benefits for the students during practicing in the class, it helps students to improve their listening skill.

These are the benefits of extensive listening. First, students who choose their own listening materials are more involved and motivated to learn. Additionally, in order to improve their listening abilities, teachers can manage extensive listening inside and outside the language classroom (Vo, 2013). Almalki and Algethami (2022) found the benefits in extensive listening from their research and it consists of benefits, such as most of the students know the importance of extensive listening in enhancing their pronunciation, it helped them to pronounce words appropriately and make them aware of the pronunciation.

Not only benefits, extensive listening also has challenges. Challenges in extensive listening have been found by several researchers. Su et.al (2023) found several challenges faced by students in extensive listening such as unfamiliar vocabulary, complex sentence structure, high speed rate and word recognition.

Another finding is also found by Nushi and Orouji (2020), the challenges faced by students are having three categories such as pronunciation-based, content-based and individual characteristic-based. Pronunciation-based challenges consist of native accent, native rate of speech, distinguishing between word boundaries. Content-based challenges, such as "indecipherability", the density of information in a brief period of time, new/unfamiliar or hard words, and comprehending the gist of a long or complex listening text. The last, individual characteristic-based challenges related to skills, practices and experiences. Issue above happens in one of universities in Pekalongan. Despite the fact that students can decide what they want to listen to, but they still meet the challenges. It comes from students of the Teachers Training and English Education Department. The researcher tried to highlight some of students' listening challenges faced by students in extensive listening. Several challenges had been found, mainly 'accent differences', 'lost concentration', 'too fast and can not listen to it clearly', therefore students felt difficult to comprehend the contents. Additionally, even students who have good grade at class also met challenges in extensive listening such as 'uncommon vocabulary' and 'accent difficulties'. It gave the researcher reinforcement to explore the challenges faced by students in the current academic years, especially the first year in university.

Based on elaborations above, a deeper investigation is needed to explore extensive listening practice by the university students. Therefore, the present study is aiming to investigate practices and challenges as well as the strategies of university students in extensive listening. Findings of the study are expected to give beneficial information for lectures, teachers and students about practices and challenges in extensive listening, so lectures, teachers either or students can find exact strategies to overcome all of it.

1.2 Formulation of the Problems

The following research questions are derived from the background research explained above:

1. How do the university students practice extensive listening?

2. What are the challenges faced by the university students in practicing extensive listening and potential strategies used to overcome the challenges?

1.3 Limitation of the Problems

This study focuses on how English Education Department what kind of practices they do in extensive listening, what the challenges they find the most and potential strategies to overcome it without analyzing deeply about the steps they practice in particular such as pre-listening, while listening or post-listening and external challenges. This study is limited to first year university students at one of universities in Pekalongan who already enrolled extensive listening course and familiar with the platform for extensive listening practice. However, there were only three participants in this study, thus the findings cannot be generalized to the students in other academic years or larger population.

1.4 Operational Definitions

To prevent any confusion regarding the terminology used in this study, the researcher provides several definitions related to the research:

1. Extensive Listening : any type of listening activity where there is a lot of comprehensible and enjoyable listening input to the learners (Renandya & Farrell, 2013).
2. Listening Practices : listening to spoken text involves paying attention, comprehending, appreciating, and interpreting in order to get information, content, or messages and to comprehend the main points of the speaker's speech or spoken language (Tarigan, 1994).
3. Listening Challenges : internal and external factors that may interfere with text understanding and actual processing issues that are directly related to cognitive processes that occur at different stages of listening comprehension (Goh, 2000).

1.5 Aims of the Study

The aims of the study related to this research are:

1. To explore the university students' practices in extensive listening.
2. To explore the challenges faced by university students in practicing extensive listening and potential strategies used to overcome the challenges.

1.6 Significance of the Study

There are several significances in this study:

1. Theoretical Use

   This research supports theories by Renandya (2011), Renandya and Farrell (2011), Ivone and Renandya (2019) related to extensive listening.

2. Empirical Use

   This research provides an empirical perspective about students' practicing, challenging experience and the strategy to face the challenges in extensive listening.

3. Practical Use

   This research informs students about various practices they can do in extensive listening. It also provides various materials for students to practice listening in a fun way and to improve students' listening skill.

CHAPTER V
CONCLUSION

5.1 Summary of the Findings

This study examined about how students practice, what the challenges and poential strategies to overcome it. Based on the findings of this study, it found that students choose the material based on their preference. Students feel comfortable when they can choose material by themselves. Aside selecting material, in this study, it also found that students can choose the activity such as, narrow listening, repeated listening, listening only, reading while listening, active listening, listening and viewing, and combined listening. They use several activities to practice extensive listening based on their convenience. It implies that EFL students have their autonomy to select the materials and activities that probably can increase their motivation in extensive listening practices. They also can choose which activities they can use to practice and all of it is based on their preference. It really encourages students to practice with fun.

This study also found several challenges faced by students in extensive listening practice such as speech is fast, speech variable, unfamiliar vocabularies and unfamiliar accent. Those challenges become the hardest challenges they find in extensive listening practice. It found several strategies to overcome such as, repeating used to overcome the speed, taking notes; taking notes is used to overcome unfamiliar vocabulary and using resources; using resources is used to overcome unfamiliar vocabulary and speech variable. It implies that EFL students develop themselves in identifying their own comprehension problems and proactively applying learned strategies.

5.2 Recommendation

Based on findings that already conducted by the researcher, the researcher would like to offer several suggestions related to this research for several parties in the future. For the students, students

can do extensive listening practices as much as they can in order to improve their English listening skills, they can also find or select the materials based on their preference so they can feel more comfortable and more enjoyable. Students also can try to find various strategies that are comfortable for them to overcome the challenges they get during listening.

For the teachers or lecturers, teachers or lecturers can be good co-listeners for students like giving them good assist, motivation or support and help them to encourage in extensive listening practice. The teachers can also give them various material sources beside YouTube, TED-Talk, TED-Ed, BBC News, TikTok and Facebook.

For future researchers who will do the same research, this research is still limited discussing about students practices and challenges as well as strategies that students can use, so for future researchers, it is recommended to discuss about extensive listening practices and challenges more specific and deeper, for example the steps that students do in extensive listening practice, linguistic & external challenges they face in extensive listening practice and deeper research about strategies in extensive listening in other categories such as meta-cognitive strategies and socio-affective strategies.

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