

**WEEKLY LISTENING TO FACILITATE LEARNING
OF ENGLISH LISTENING IN SEC (SMANEXIX
ENGLISH COMMUNITY) AT SMAN 19 SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By

Arrum Zamrud Machrita

NIM D75215032

ENGLISH LANGUAGE DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UIN SUNAN AMPEL
SURABAYA

2019

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Arrum Zamrud Machrita
NIM : D75215032
Semester : VIII (Delapan)
Jurusan/Prodi : Pendidikan Bahasa/ Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

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Surabaya, 24 Juni 2019

Pembuat Pernyataan,



Arrum Zamrud Machrita
NIM. D75215032

ADVISOR APPROVAL SHEET

This thesis by Arrum Zamrud Machrita entitled "*Weekly Listening to Facilitate Learning of English Listening in SEC (Smanexix English Community) at SMAN 19 Surabaya*" has been approved by the thesis advisors for further approval by the Boards of examiners.

Surabaya, June 21st 2019

Advisor I,



Dra Hj. Arba'iyah YS. MA
NIP. 196405031991032002

Advisor II,




Siti Asmiyah, M. TESOL
NIP. 197704142006042003

EXAMINER APPROVAL SHEET

This thesis by Arrum Zamrud Machrita entitled "*Weekly Listening to Facilitate Learning of English Listening in SEC (Smanexix English Community) at SMAN 19 Surabaya*" has been examined on July 11th 2019 and approved by the Boards of examiners.

Dean,




Prof. Dr. H. Ali Mas'ud, M.Ag., M.Pd.I
NIP. 196301231993031002

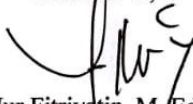
The Board of examiners

Examiner I,



Drs. Muhtarom, M. Ed. Grad. Dip.TESOL
NIP. 196512201992031005

Examiner II,



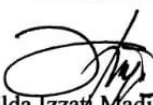
Nur Fitriyatin, M. Ed
NIP. 196701121997032001

Examiner III,



Dra. Hj. Arba'iyah YS, MA
NIP. 196405031991032002

Examiner IV,



Hilda Izzati Madjid, M. A
NIP. 198602102011012012



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : ARRUM ZAMRUD MACHRITA
NIM : D75215032
Fakultas/Jurusan : TARBIYAH DAN KEGURUAN/PENDIDIKAN BAHASA INGGRIS
E-mail address : arrumzamrud.m@gmail.com

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(ARRUM ZAMRUD M)

ABSTRACT

Zamrud, Arrum M (2019). *Weekly Listening to Facilitate Learning of English Listening in SEC (Smanexix English Community) at SMAN 19 Surabaya*. A thesis. English Language Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya.

Advisor: Dra. Hj. Arba'iyah YS, MA and Siti Asmiyah, M. TESOL

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Listening is one of language skills that have to be mastered by Indonesian students. Based on Ministry of National Education, listening is part of English subject tested in National Exam in Senior High School all over Indonesia since 2003. In doing listening practice, English learning mainly relies on English teaching not only in regular classes but also in informal activities. Moreover, extracurricular program can serve as a mode to provide listening practice outside regular activities in the class. Therefore, it is essential for students to develop listening skill outside the regular class. This research aim to investigate weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) at SMAN 19 Surabaya to facilitate learning of English listening in three variables which are listening activity, material and media, and strategy. Qualitative descriptive design is used in this study. In particular the weekly listening activity, material and media, and strategy of both a facilitator and twenty one students of SEC were analyzed by doing observation and interview. Based on the findings and discussion, listening activity which are ten of thirteen pre-listening activities, nine of eighteen while-listening activities, and ten of thirteen post-listening activities applied in weekly listening activity on Saturday. Listening material meet ten criteria of good listening material and media used in SEC is literature, book, CD, internet, video, and song. Listening strategy majority used is metacognitive strategy rather than cognitive and socio-affective strategy. Those three variables of weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) can facilitate learning of English listening.

ABSTRAK

Zamrud, Arrum M (2019). *Weekly Listening to Facilitate Learning of English Listening in SEC (Smanexix English Community) at SMAN 19 Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

Pembimbing: Dra. Hj. Arba'iyah YS, MA and Siti Asmiyah, M. TESOL

Kata Kunci : Mendengarkan, Pembelajaran Bahasa Inggris, Program Ekstrakurikular

Mendengarkan adalah salah satu keterampilan bahasa yang harus dikuasai oleh siswa Indonesia. Berdasarkan Departemen Pendidikan Nasional, mendengarkan adalah bagian dari mata pelajaran bahasa Inggris yang diuji dalam Ujian Nasional di Sekolah Menengah Atas di Seluruh Indonesia sejak tahun 2003. Dalam melakukan latihan mendengarkan, pembelajaran bahasa Inggris terutama bergantung pada pengajaran bahasa Inggris tidak hanya didalam kelas reguler tetapi juga dalam kegiatan informal. Selain itu, program ekstrakurikuler dapat berfungsi sebagai mode untuk memberikan latihan mendengarkan diluar kegiatan reguler di dalam kelas. Oleh karena itu, penting bagi siswa untuk mengembangkan keterampilan mendengarkan diluar kelas reguler. Penelitian ini bertujuan untuk menyelidiki kegiatan mendengarkan mingguan yang dilakukan dalam kegiatan ekstrakurikular di Smanexix english community (SEC) di SMAN 19 Surabaya untuk memfasilitasi pembelajaran bahasa Inggris khususnya keterampilan mendengarkan dimana terbagi dalam tiga variabel yaitu aktivitas mendengarkan, materi dan media, dan strategi. Desain deskriptif kualitatif digunakan dalam penelitian ini. Khususnya kegiatan mendengarkan mingguan, materi dan media, dan strategi dari seorang guru dan 21 siswa SEC yang telah dianalisis dengan observasi dan interview. Berdasarkan hasil penelitian, terdapat 10 dari 13 kegiatan pramendengarkan, 9 dari 18 kegiatan mendengarkan, dan 10 dari 13 kegiatan pasca mendengarkan yang diterapkan dalam kegiatan mendengarkan setiap hari Sabtu. Materi mendengarkan memenuhi 10 kriteria mendengarkan yang baik dan media yang digunakan adalah literatur, buku, CD, internet, video, dan lagu. Strategi mendengarkan yang mayoritas digunakan adalah strategi metacognitif dari pada strategi kognitif dan socio-afektif. Ketiga variabel mendengarkan mingguan yang dilakukan dalam kegiatan ekstrakurikular di Smanexix English Community (SEC) dapat memfasilitasi pembelajaran bahasa Inggris.

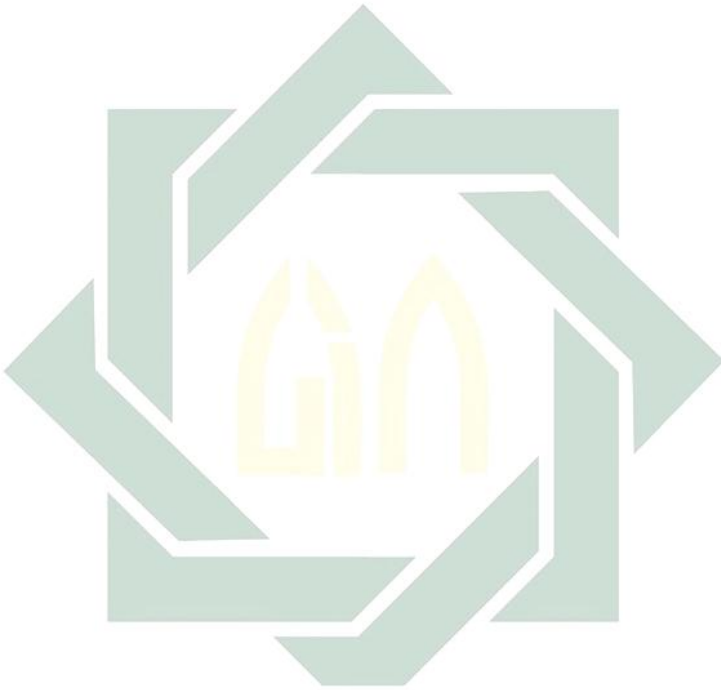
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CHAPTER I INTRODUCTION

This chapter presents the general issues related to the present research. These include the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

Listening is one of language skills that have to be mastered by Indonesian students. This is because listening is part of English subject tested in National Exam in Senior High School all over Indonesia since 2003.¹ Generally, listening is the most difficult skill to learn. Raihan found that the limit of vocabulary and paralinguistic issues are generally faced by the students.² The unfamiliar words which make them miss the next part of speech. In the same way, paralinguistic features such as accent, noise, pronunciation, and intonation cause students' difficulties while doing listening practice. Thereby, they assume listening is more difficult than the other skill. However, listening is actually a fundamental skill as it functions to enable students to have language input. Hence, listening has important role in learning for English skill development.

English learning mainly relies on English teaching not only in regular classes but also in informal activities. Generally, teaching and learning English in formal classes do not have extra time to support students' English learning development. Wahdah found that students only got listening practice in the class once or twice in a semester.³ It means to master listening skill, students have to practice their listening skill outside the class.

¹Kementrian Pendidikan Nasional, "*Prosedur Operasional Standar (POS) Penyelenggaraan Ujian Nasional*" (Badan Standar Nasional Pendidikan, 2018), 2.

²Raihan Maulida, "*An Analysis of Students' Difficulties in Learning Listening (A Study at SMAN 11 Banda Aceh)*," 2018, 36.

³Wahdah Mahfudhoh, "*The Effect of Cooperative Listening on The Tenth Graders' Achievement in Comprehending News Item Text – Based English Broadcast at SMA Wachid Hasjim, Parengan*" (Sunan Ampel State Islamic University Surabaya, 2014), 3.

Extracurricular program can serve as a mode to provide listening practice outside regular activities in the class. According to Government Regulation no 26/77 on National Education Standard, every school may give opportunity to develop students' development by applying an extracurricular program.⁴ It means that extracurricular program, which is not part of formal classes can support teaching and learning especially in English. Establishing English extracurricular activities can provide students with additional time to learn English particularly listening.

Recently, there has been a wide interest in investigating English extracurricular program. These previous studies have been conducted in different countries of different continents such in United States⁵ of America, Russia⁶ of Eastern Europe, and Canada⁷ of North America. Study in United States conducted by Andrew examined three types of extracurricular activities in which sport, arts, and clubs. Besides, studies in Russia and Canada focused on extracurricular activities related on foreign language learning. It shows that extracurricular activities have been an initial issue in English Foreign Language in different countries across the globe. Findings from studies in Canada showed that extracurricular activities gave positive impact on building confidence and developing communication skills⁸, and beneficial to all students especially ELL students as it helps them gain confidence and respect⁹. Moreover, study by Elena Gavrilova indicates that extracurricular activities in foreign

⁴Kementrian Pendidikan Nasional, "Pengembangan Pendidikan Budaya dan Karakter Bangsa", (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), 10-11.

⁵Andrew Martinez et al., "Involvement in Extracurricular Activities: Identifying Differences in Perceptions of School Climate,"*The Educational and Developmental Psychologist* 33, no. 01 (July 2016): 70–84.

⁶Veronika Makarova and Anna Reva, "Perceived Impact of Extra-Curricular Activities on Foreign Language Learning in Canadian and Russian University Contexts,"*Apples – Journal of Applied Language Studies* 11, no. 1 (2017): 43–65.

⁷Daniel Park, "The Range of Benefits of Extra-Curricular Activities towards English Language Learners" (2015): 64.

⁸Makarova and Reva, "Perceived Impact of Extra-Curricular Activities on Foreign Language Learning in Canadian and Russian University Contexts," 43–65.

⁹Daniel Park, "The Range of.....64.

language highly value for students' professional competencies development and future employability.¹⁰ Although most schools in Indonesia also have extracurricular activities, the benefits of that activity for the students may be different from those countries. Therefore, research on extracurricular activity in Indonesia is worth to be done in order to achieve Indonesia of Asian context.

What has been found in North America taking Canadian context may be different from Indonesian context. Although both countries learn English, the first language acquisition of Canadian students' is different from Indonesian students' which English as foreign language acquisition. In Canada, English is a mother tongue called official language, so, students use English to communicate. Listening and speaking skill are practiced continually as basic communication. Indonesian EFL is different context in which students start to learn English in school both formal and informal activities. Hence, the level of students' in listening skill may be different. Therefore, better understanding on listening in extracurricular activities in both EFL and ESL context can be achieved through research on English extracurricular activities in Indonesia EFL context.

Also, most studies have been content to investigate extracurricular activities of ELF/ESL learners in higher education (see Marie Correa-Fernandes¹¹ and Veronika Makarova¹²) and lower education (see Arita Marini¹³), as opposed to those level in a specific skill. It can be assumed that

¹⁰Elena Gavrilova and Kira Trostina, "Students' Perceptions of Extra-Curricular Activities in Foreign Languages as Value for Their Professional Competencies Development and Future Employability," *CBU International Conference Proceedings 5* (September 23, 2017): 603–610.

¹¹Marie Correa et al., "Extracurricular Activities..... 6.

¹²Makarova and Reva, "Perceived Impact of.....43-65.

¹³Arita Marini, "Building Students' Characters Through Extracurricular Activities," in Proceedings of the 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017) (presented at the 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017), Yogyakarta, Indonesia: Atlantis Press, 2017), 266–268, accessed April 30, 2019, <http://www.atlantis-press.com/php/paper-details.php?id=25880119>.

extracurricular program may well start when students begin to learn a foreign language which neglected listening skill. Hence, research on English extracurricular program of students' listening skill in junior or senior high school is deemed important. Also, as higher education students may already have longer span of learning English, they may have better competence on four skills in English. Hence, their type and level of mastering language especially listening skill may be different from that of junior or senior high school students. Therefore, research on senior high school student in learning English is worth to be conducted to bring more empirical data on listening to facilitate English Learning in EFL across different age and different level of education.

This paper focuses on another determinant which discuss English extracurricular activities specifically in listening skill while previous studies research have taken up the issues of extracurricular activities in general not in specific language skill. This research will be conducted at English Extracurricular of Smanexix English Community (SEC) in Senior High School of 19 Surabaya firstly, because this school has already applied English Extracurricular since 2008. Secondly, in formal class, teacher only give listening practice maximally twice a year. It means that only once in a semester which very limited to improve students' listening ability. Lastly, listening is difficult to do until nowadays. Hasan stated that incompetence of word recognition, limiting background information about the topic, noises around, lack of listening quality equipment and not enjoying the listening are students' obstruction in listening.¹⁴ In addition, Maulida found that unable to recognize meaning of the word and unfamiliar with accent, noise, rate of delivery, pronunciation, and intonation of foreign language are generally faced by the students while listening practice.¹⁵ Regarding with this case, this research is highly motivated to come up this problems in English listening.

¹⁴Ahkam Hasan Assaf, *"The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin"* (2015): 11.

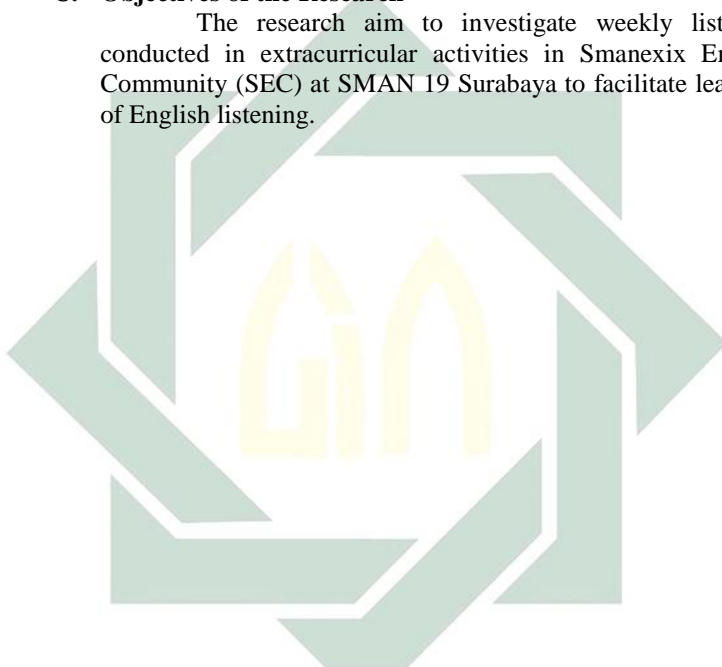
¹⁵Maulida, *"An Analysis of* 36-37.

B. Research Question

In relation to the background of the research outlined above, the research question is formulated as following: how is weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) at SMAN 19 Surabaya to facilitate learning of English listening?

C. Objectives of the Research

The research aim to investigate weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) at SMAN 19 Surabaya to facilitate learning of English listening.



D. Significance of the Research

The result of this research is expected to give some significance as follow:

1. Theoretical Significance
 - a. Considering that listening is basic communication of language skill and tested in National examination in Indonesia as well, so the result of this research can give the input to improve the ability of member of SEC (Smanexix English Community) at SMAN 19 Surabaya in listening practice, mainly to facilitate learning of English listening.
 - b. The result of this research can be used as the reference to the other researchers who will conduct a research about the same topic.
2. Practical Significance
 - a. The result of this research will give the information to the teacher of SMAN 19 Surabaya about the knowledge and ability of the students of SEC (Smanexix English Community) in listening to facilitate learning of English listening especially weekly listening activities.
 - b. The result of this study will provide an overview and idea what teachers of SMAN 19 Surabaya should do and prepare to make their students competent in listening, particularly in weekly listening activities to facilitate learning of English listening at SEC (Smanexix English Community).

E. Scope and Limitation

This research has focuses on one scope that is how the process of weekly listening to facilitate English learning of English listening in Smanexix English Community (SEC) at SMAN 19 Surabaya. It means the activity, material and media, and strategy of listening to support English learning in that organization. This research only focus on English listening skill which a teacher who supervised English extracurricular and members of Smanexix English Community (SEC) as the participants.

F. Definition of Key Terms

This research uses several terms in this research in order to make clear and misinterpretation. Thus, those terms will be explained details.

1. Weekly Listening

Listening is the process of having auditory discrimination, aural grammar, choosing necessary information, remembering it and connecting it to the process between sound and form of meaning.¹⁶ This research defined weekly listening as student English extracurricular Smanexix English Community (SEC) activity conducted once in every week involving the processing of English sound to distinguish the auditory input, grammar, select, memorize and connect important information in order to form meaning.

2. Learning of English Listening

Learning is an action of constructing perception, spiritual, competence, significance, and social impact.¹⁷ In this research, it can be said that the process of building cognitive, emotional, skills, values, and environmental influences in English extracurricular Smanexix English Community (SEC) instead of informal activities to support formal classes to develop students' English listening skill.

3. English Community

English community is voluntary organization that fall outside normal school curricula.¹⁸ In this research, it means English extracurricular Smanexix English Community (SEC) in SMAN 19 Surabaya.

¹⁶ Pourhosein Gilakjani, A., & Sabouri, N. B, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review".English Language Teaching, 9(6) (2016): 123-133.

¹⁷Denise E. Murray, "What English Language Teachers Need to Know Volume II: Facilitating Learning", 1st ed. (Routledge, 2010), 140, accessed April 16, 2019, <https://www.taylorfrancis.com/books/9780203846292>.

¹⁸Makarova and Reva, "Perceived.....44

CHAPTER II

REVIEW OF RELATED LITERATURE

This literature in this chapter presents a review of related literature and related theories to the problems of this research in order to give relevant knowledge in the field. This review consists of several subheadings. The first is talking about listening which involve the definition of listening, types of listening, listening skills, listening material in extracurricular program, listening stages, listening strategies. The second is English community which consists of the definition and benefits of English community to language development. The last is about previous studies.

A. Theoretical Review

1. Listening

a. Definition of Listening

Listening is a receptive skill.¹⁹ People accept language rather than produce it. As same as listening, the process of interpreting messages what others' people say. These elements which individual sounds, syllables, and words are supported languages that other people can understand. Those element may linked together for instance phrases, clauses, sentences, intonation, changed, sentence stress also add meaning.

According to Morey as cited in Pourhosein Gilakjani and Sabouri, listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to process between sound and form of meaning.²⁰ Rost stated that listening is an active mental ability. It helps people to understand the world around and is one of necessary parts in making successful communication. In addition, Pourhosein Gilakjani and Ahmadi (2011) said that listening includes listening for thoughts,

¹⁹Tri Subekti, "A Study of Using Language Laboratory in Teaching Listening to The Second Grade Students of MTSN Kedunggalar Ngawi," 2009.

²⁰Seyedeh Masoumeh Ahmadi, "The Importance of Listening Comprehension in Language Learning," International Journal of Research in English Education 1, no. 1 (2016): 7.

feeling, intentions, needs active involvement, effort, and practice.²¹

b. Types of Listening

There are many types of listening but the most significant ones are extensive and intensive listening. In order to improve listening skill, Harmer stated that the learners can take a combination of extensive and intensive listening materials and procedures because it offers learners with ideal opportunity to be exposed to such voices rather than teachers' voice.²²

Extensive listening can be defined as listening for pleasure. Farrel and Renandya noted that extensive listening includes all types of listening activities that allow learners to receive a large amount of comprehensible and enjoyable input.²³ The key in extensive listening is that the listening materials or the sources must be meaningful in order for learners to benefit from it. It can be understood that extensive listening can be done both in and especially out of the class. The most important is the material must be comprehensible, meaningful, enjoyable, and appropriate to the learners' level.

Ucan told that in extensive listening, learners are exposed too much kind of materials which make them enjoy listening.²⁴ However, learners' proficiency level will determine the type of the listening material thereby learners should feel relaxed during the listening activities. Field argued that extensive listening involves listening to a tape recording. For example to gain general idea about the topic and the

²¹Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Language Teaching* 9, no. 6 (May 5, 2016): 123–133.

²²Dijhad Senani, "Developing EFL Learners' Listening Comprehension through Mobile Assisted Language Learning" (Mohamed Kheider University of Biskra, 2015), 23.

²³Renandya, W.A., "Extensive listening in the second language classroom. In Widodo, H.P., & Cirocki, A. (Eds.), "Innovation and Creativity in ELT Methodology". New York: Nova Science Publishers. (2011): 28.

²⁴José Luis Borges Ucan, "Benefits of Using Extensive Listening in ELT" (2010): 37.

speakers, teacher can ask general questions such as ‘*what is the topic they are speaking about...*’. It helps the learners improve listening level because of its wide-spread and the motivational power when the listener chooses what a person wants to listen to.²⁵

Waring noted that extensive listening includes anything that involves large amounts of the text and materials that learners can understand easily and smoothly, high level of comprehension, listening with no tasks or questions. Extensive listening is the strategy where a teacher motivates students to choose materials that suitable and enjoyable during the class. The materials of listening can be obtained from many sources such as cassettes, CD, etc. Therefore, the learners can provide the different sources of listening individually or in group.²⁶

Intensive listening is the second types of listening. Gilakjani and Ahmadi stated that intensive listening includes students to understand the global meaning of every piece of discourse.²⁷ It means that intensive listening asks learners to look for specific details and information in a listening text and focus on grammatical patterns, vocabulary, and sound recognition.

Harmer claimed that the teachers use taped materials and material on disk in order to let the students practice intensive listening. Fields added that teachers ask more focused and detailed questions after students have been listening to an audio. In other words, listening to an audio tape many times can be useful to learners by offering to an opportunity to get accustomed to the intonation patterns, rhythms of the foreign language.

²⁵Djihad Senani, “*Developing EFL*37.

²⁶Ilmu Farid, “*A Case Study of Students’ Interest in Learning Listening at MAN Surabaya*” (State Institute for Islamic Studies Sunan Ampel Surabaya, 2012), 24.

²⁷Emrah Bozan, “*The Effects of Extensive Listening for Pleasure on the Proficiency Level of Foreign Language Learners in an Input-Based Setting*” (University of Kansas, 2015), 9.

c. Listening Skills

Harmer stated that there are three sub-skills of listening in which listening for gist, listening for specific information, and listening in detail.²⁸ Firstly is listening for gist. It means that when students listen to something to get a general idea of what it is about such as when students are listening to a story or interacting in a social conversation. Secondly is listening for specific information. It means that when students listen to something because they want to discover a particular piece of information in which can distinguish necessary information such as times, platform number, weather report, etc. Lastly is listening in detail. It means that when students listen closely, paying attention to all the word, and trying to understand as much information as possible. For example words towel, waves, cap, sunny, and board in a listening passage will help listener to understand that the context of listening is the context of a beach trip.

d. Listening Stages

Underwood stated that there are three stages of listening process which pre-listening, while-listening, and post-listening and each of three stages has its own specific purpose.²⁹ It explains in detail below:

1. Pre-Listening

The aim of first stage is ensuring students know what they need to know before they listen. It gives clues about the activity expectations before go to next stage. Listeners need to know something such as the speaker's way of talking, the listener's role, topic's information, vocabulary's area, and the relationship between listeners and speaker.³⁰ It means that this stage

²⁸Jeremy Harmer, *How to Teach English*, New ed., 6. impr., How to ... series (Harlow: Pearson Longman, 2010), 136.

²⁹Mary Underwood, *Teaching Listening*, Longman Handboks for Language Teachers (Addison-Wesley Longman Ltd (October 1, 1989), n.d.).

³⁰Magnus Wilson, "Discovery Listening: Improving Perceptual Processing," *ELT Journal* 57, no. 4 (October 1, 2003): 335–343.

helps student to predict what they will hear. Activities to activate learners are brainstorming, visuals, realia, text, and words, situations, opinions, ideas and facts.

2. While-Listening

The main stage of listening is directly related to the listening text. Underwood explained the purpose of while-listening tasks is to help the learners understand the message of the listening text.³¹ Helping students to understand the listening text is to give clues about how to respond, to provide a focus, to indicate the essential parts while listening, and to permit the text's structure.³²

3. Post-Listening

In the last stage of listening, students work in detail applying both top-down and bottom-up strategies to build up the classroom activities and real lives.³³ Post-listening directly related to the pre- and while-listening tasks because the students need to thinking, discussing, reflecting, and writing processes. Checking and summarizing is one activity type can be performed in post-listening task.³⁴

Lyman Steil, Larry Barker, and Kittie Watson identified four interconnected activities that show the process of listening³⁵:

- a) Sensing is the first step of listening process that actual reception of verbal and nonverbal messages.
- b) Interpreting is the second step of listening process that practice of understanding the message.

³¹ Underwood, M, "Teaching.....34.

³²M. Wilson, "Discovery Listening..... 65.

³³M. Wilson, "Discovery Listening.....65.

³⁴Ibid.

³⁵Lyman Steil, Larry Barker, and Kittie Watson, "Effective Listening: Key to Your Success", Reading: Addison-Wesley: 9.

- c) Evaluating is the third step of listening that the process of sorting facts, information can be verified.
- d) Responding is the last step of listening that the process of reacting with verbal and nonverbal to sign to the message.

e. Listening Material in Extracurricular Program

Teaching materials of listening consists of some form of input and task or a sequence of tasks. Wilson stated listening tasks elaborated that include task-as-workplan (external goal which listening to comprehend) or task-as-process (targeted psycholinguistic processes which listening to learn).³⁶ Selecting and adapting or designing materials of listening, curriculum planners and teacher groups commonly develop educational criteria. Michael Rost generate criteria of evaluation of listening materials which are objectives (are they clearly stated, aligned with current theory?), general appearance (is it modern and up to date with current trends?), design and illustration (are they attractive?), topic content (is the content thorough and ordered sensibly?), listening content (is it natural recorded? Is it sufficient? Are there variety of speakers?), multimedia content (is it varied, state of the art, engaging?), language content (is it complete? Does it convey appropriate culture values?), social and cultural context (is it varied? Does it convey appropriate cultural values?), language skills (are skills balanced? Is there appropriate focus on all four skills?), teachability (is it easy for teachers to know what to do?), flexibility (is it easy to supplement?), practice (does it have ample practice?), and testing (does it have abundant testing? Are the tests fair?).³⁷

³⁶M. Wilson, "Discovery Listening".....78.

³⁷Michael Rost, "Teaching and Researching Listening", 2. ed., Applied linguistics in action (Harlow, England: Pearson Longman, 2011), 297.

f. Listening Strategies

Based on Flowerdew, J. and Miller, L. listening strategy is choosing the best methods to use in listening.³⁸ According to Rosh, Michael listening strategy is a way to make the input more accessible and learning from the interaction more durable.³⁹ In addition, the listeners will make the interaction to the speakers in order to clarify the information throughout the methods that have been chosen before. O'Malley and Chamot's expressed that there are three types of strategies in listening comprehension; they are cognitive strategy, metacognitive, and socio-affective.⁴⁰

First, cognitive strategy is strategy that used to manipulate information such as rehearsal, organization, summarization, and elaboration. The characteristics of cognitive strategy are repeating, formulas and patterns, practicing naturalistically, scanning, translating, taking notes, and summarizing.

Second, metacognitive strategy is strategy that involves planning, monitoring, and evaluating comprehension to the materials. There are three characteristics of metacognitive strategy in which realize the process of study, create plan, and monitoring and reflection. Realize the process of study consists of determine the goal, source, motivation, and challenge of study. Create plan consists of predict time to finish, schedule, organize the material, and various strategy. Monitoring and reflection consists of monitoring the process, self-testing, maintains concentration and motivation of study.

³⁸John Flowerdew and Lindsay Miller, *Second Language Listening: Theory and Practice*, Cambridge language education (Cambridge; New York: Cambridge University Press, 2005).

³⁹Rost, *Teaching and Researching Listening*.

⁴⁰J. M. O'Malley et al., *The Role of Learning Strategies in Second Language Acquisition: Strategy Use by Students of English*: (Fort Belvoir, VA: Defense Technical Information Center, January 1, 1987), accessed April 14, 2019, <http://www.dtic.mil/docs/citations/ADA192006>.

Third, socio-affective strategy is strategy that two ways and meaning can be negotiated between speaker and listener in conversation. For example, questioning for clarification, managing emotions in learning situation, and cooperative learning. The characteristics of socio-affective are grouping, think pair share, jigsaw, cooperative learning, manage emoticon in learning, questioning for clarification.

2. English Community

a. Definition of English Community

A Bame and Therese stated that English community involves in non-formal education which organized outside the formal system.⁴¹ In foreign language teaching, Kuimova stated that English extracurricular work to develop language skills, study of history, culture and literature of the target language countries.⁴² According to Makarova, English community is organization that fall outside of normal school curricula which voluntary.⁴³ In addition, English community is a club members who meet regularly to practice speaking, listening, reading, and writing in English.⁴⁴ Based on explanation above, English community is group of people who participate in non-formal activity for a common purpose in order to improve language skill.

b. Benefits of English Community to Language Development

There are many benefits of community activities from some experts. According to Simoncini and Catabiano, the students who spend more time in

⁴¹A Bame Nsamenang and Therese M S Tchombe, "*Handbook of African Educational Theories and Practices*" (n.d.): 23.

⁴²M. V. Kuimova and S. A. Ukhov, "*Some Benefits of Extracurricular Reading in Foreign Language Teaching*," *PONTE International Scientific Researchs Journal* 72, no. 4 (2016): 276, accessed April 3, 2019, <http://www.pontejournal.net/mainpanel/abstract.php?TOKEN=gRkgF5411G&PID=PJ-WMGYN>.

⁴³Makarova and Reva, "*Perceived*.....44

⁴⁴Kathleen F. Malu, and Bryce Smedley, "*The English Club Handbook: For English Club Leaders*," American English State Government (2018): 3.

community activities at a younger age shows better emotional in the junior and high schools grades.⁴⁵ Daniel Park stated that many community activities provide opportunity to work with people in a group which beneficial for developing students' emotional, skills, social, and academically.⁴⁶ In addition, Cheung Leung stated that extracurricular such as English community also enable students to try new things and explore their interest.⁴⁷ Moreover, Yildiz stated that extracurricular activities helps students to have good command of English both instrumentally and integratively in which support the characteristics of approaches language teachers apply in language teaching process.⁴⁸ Therefore, English community have benefits in several aspects that influence students' emotional, social, and academically.

B. Previous Studies

There are some studies that have related topics with this research were conducted by other researchers. Therefore, the researcher mentions the previous studies below in order to give gap and differentiation among upcoming research.

Firstly, Marie Correa-Fernandes untitled *Extracurricular Activities and Academic Achievement: A Literature Review*.⁴⁹ The aim of this research explored the literature on the relationship between extracurricular activities and academic achievement of college students. Method category of this research is field research was

⁴⁵Schumacher Dimech and Seiler, "Extracurricular Sport Participation: A Potential Buffer Against Social Anxiety Symptoms in Primary School Children". *Psychology of Sport & Exercise*: 347-354.

⁴⁶Daniel Park, "The Range of.....20.

⁴⁷Cheung Leung, C, "Extracurricular Music Activities in Hong Kong Secondary Schools". *Music Education Research*, 5: 2.

⁴⁸Yunus Yildiz, "Impact of Language-Oriented Extracurricular Activities on Academic Achievement in Language Preparation Schools," *Journal of Education in Black Sea Region* 1, no. 2 (May 25, 2016): 164, accessed April 22, 2019, <https://jebs.ibsu.edu.ge/jms/index.php/jebs/article/view/27>.

⁴⁹Correa et al., "Extracurricular Activities and Academic Achievement: A Literature Review," 165-169.

designed by qualitative design which literature review. Marie explained the current topic based on academic books and journals. The result of this research was academic that encouraged engaging students in different activities out of the classroom but not all extracurricular activities have equal benefits.

The differences among this research are the method, focus, and subject. The research above was used literature review as the research design. The focus is about relationship between general extracurricular activities and academic achievement. The subject was college student who joined extracurricular activity in university. While in the upcoming research, researcher was used qualitative descriptive research. The focus is about English extracurricular activity especially in listening skill. The education level is Senior High School.

Secondly, Elena Gavrilova and Kira Trostina, *Students' Perceptions of Extracurricular Activities in Foreign Languages as Value for Their Professional Competencies Development and Future Employability*.⁵⁰ This research conducted to examine the correlation between participation in free-of-charge and fee-paying extracurricular activities in foreign languages and greater opportunities for better employment. Method that used was theoretical literature and empirical studies on the topic of extracurricular and employability. By doing interview and panel discussion with 28 foreign language teachers, researcher used that as a data. Result showed that the participation rates prove that students perceive extracurricular activities in foreign language highly value for their professional competencies development and future employability.

The focus and subject point of view were the differences between research above and the upcoming research. The researcher focused on weekly listening

⁵⁰Elena Gavrilova and Kira Trostina, "*Students' Perceptions of Extra-Curricular Activities in Foreign Languages as Value for Their Professional Competencies Development and Future Employability*," *CBU International Conference Proceedings 5* (September 23, 2017): 603–610.

activity on extracurricular to facilitate English learning. The subject point of view in the upcoming research was both student and teacher who involved in English extracurricular.

Thirdly, *Involvement in Extracurricular Activities Identifying Differences in Perceptions of School Climate* by Andrew Martinez.⁵¹ The research was to examine the relationship between participation in three types of extracurricular activities (sport, clubs, and arts) and multiple perceptions of school climate while controlling students and school level characteristics. Quantitative approach was chosen as the method which participate 15.004 high school students from 28 schools across 11 states in the United to fulfill the questionnaire. Result showed that joining extracurricular activities highly impact students' competence to become involved in school life and promote school belonging. On the other hand, the future research focused on English extracurricular activities which generally discuss about neglected skill, listening. Then, the object was a teacher who supervised English extracurricular and members of that organization.

Fourthly, Veronika Makarova and Anna Reva untitled *Perceived Impact of Extracurricular Activities on Foreign Language Learning in Canadian and Russian University Contexts*.⁵² This research identified the perceived effect of participation in extracurricular activities on language learning by university students in both countries. Method category of this research is field research was designed by quantitative approach which used a questionnaire-based survey of 52 Canadian and 68 Russian students in four different universities. Practiced language in extracurricular activities in universities is an excellent tool to motivate language learners. Not only motivate but also help by providing environment for language practice. Therefore, the result of this research was positive impact of

⁵¹Martinez et al., "*Involvement*.....70-84.

⁵²Veronika Makarova and Anna Reva, "*Perceived*.....43-65.

extracurricular activity on building confidence and developing speaking and communication skills.

The upcoming research, researcher took focus in both English Teacher who supervised English Extracurricular and students' perspective in same determination which is strategy of listening and used qualitative method. Different data conducted in this research.

Fifthly, *Building Students' Characters through Extracurricular Activities* by Arita Marini.⁵³ This research was to investigate the ways to build the students' characters through extracurricular activities at elementary schools in Jakarta, Indonesia. Building students character was related to praying together, punctuality, discipline, active behavior, fun situation, teamwork, competition, rewards, characters values, facilities, independences, and religious values. Method was used quantitative research in which interviewing and observing as data collection techniques. The survey of this study was conducted for 63 principals at 63 elementary schools in Jakarta using instrument. The result showed that effective to build students' character through extracurricular activities because get score higher than average score reached 88.9% and less than average score reached 11.1%.

On the other hand, the future research focused on English extracurricular activities which generally discuss about listening. Qualitative study was used in the upcoming research. Then, the object is senior high school in which a teacher who supervises English extracurricular and members of that organization.

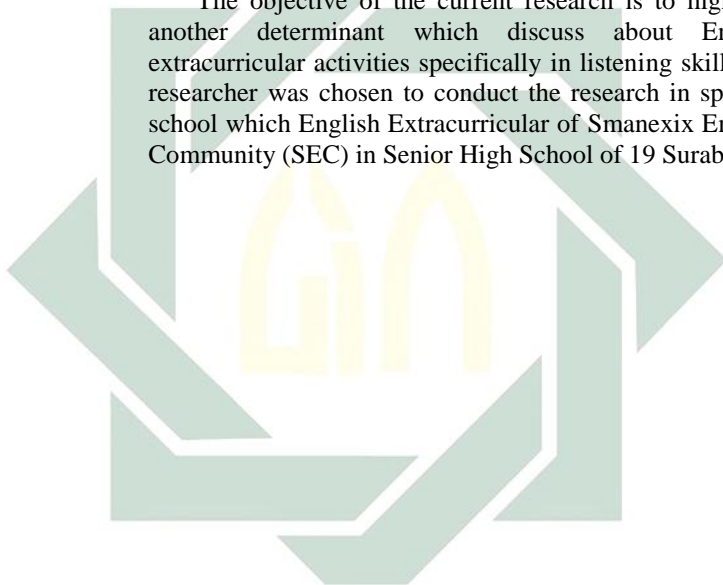
Lastly, *the Range of Benefits of Extracurricular Activities towards English Language* by Daniel Park.⁵⁴ This research is conducted to identify advantageous of extracurricular to support English Language Learner (ELL) in Canadian. Method was used qualitative study which analyzed through the phenomenological approach and some grounded theory. The research did research at two

⁵³Marini, "*Building Students'...*"..... 266–268.

⁵⁴Daniel Park, "*The Range...*".....64.

different schools in Canadian and the subject of the study is three teachers who supervised extracurricular activities. Instrument of data collection of this research is interview primed teachers which allowed beginning reflectively thinking, observing, and comparing the ELL student's behavior and their overall improvement in class. Result showed that extracurricular activities are very beneficial to all students, especially ELL students as it helps them gain confidence and respect.

The objective of the current research is to highlight another determinant which discuss about English extracurricular activities specifically in listening skill. The researcher was chosen to conduct the research in specific school which English Extracurricular of Smanexix English Community (SEC) in Senior High School of 19 Surabaya.



CHAPTER III RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers research design and approach, research subject and setting of the research, data and source of data, data collection technique, research instrument, data analysis technique, checking validity finding, and research stages.

A. Research Design and Approach

This research used qualitative design. Qualitative research is a study that investigates the quality of relationships, activities, situations, or materials.⁵⁵ John W. Creswell stated that the data collection of qualitative researchers through examining documents, observing behavior, or interviewing participants.⁵⁶ The purpose of this research is to investigate extracurricular activities, material and media, and strategies of listening in English community by collecting data through observation and interview of qualitative design fits with such a purpose. This research used observation and interview as the data collection in order to investigate weekly listening activities conduct in extracurricular program. The observation directly in the laboratory of SEC (Smanexix English Community) and do interview both teacher and member of English extracurricular.

B. Research Subject and Setting

The subject of this research was members of English Extracurricular and a teacher who supervised that organization in SMAN 19 Surabaya. Participants are someone who have valid information, able to share their information or experiences, involved in phenomenon directly, and available to interviews, and not under pressure.⁵⁷

⁵⁵Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed. (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 426.

⁵⁶John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks: SAGE Publications, 2014), 234.

⁵⁷Dr. J. R. Raco, "Metode Penelitian Kualitatif Jenis, Karakteristik, dan Keunggulannya," PT Gramedia Widiasarana Indonesia, Jakarta (2010): 109.

1. Place

This research had taken place at English Extracurricular Smanexix English Community (SEC) SMAN 19 in which located in St. Nambangan No.1, Tanah Kali Kedinding, Kenjeran, Surabaya. This school was chosen as the research location because this school applies listening activity in English extracurricular weekly.

2. Time

This research has been conducted on May while the school starts preparing new semester. Commonly, the member of English extracurricular practice listening and prepare the agenda to welcome the new member. So, in this research were observed and interviewed on that date.

C. Data and Source of Data

The data of this research was activities of weekly listening of English extracurricular that were able to facilitate learning of English listening. This data on listening were collected from a teacher who supervised SEC (Smanexix English Community) and members of SEC as the source of data. Qualitative research data can be obtained through out observation, interview, and documentation.⁵⁸ Data on facilitation were collected from a teacher or facilitator and students as source of data. Data on facilitation include data about activities, material, media, and strategy of listening. The data were collected when they conducted extracurricular activities.

D. Data Collection Technique

Data collection technique in qualitative research deals with observation, interview, documentation, and triangulation.⁵⁹ To answer research question, this research was used observation and interview. The data were collected from English Extracurricular Smanexix English Community (SEC)'s members and facilitator. Therefore, in this research mentions data collection techniques of this research in detail as following below;

1. Observation

⁵⁸Dr. J. R. Raco, *Metode*.....111.

⁵⁹Suryana, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif Dan Kualitatif* (Universitas Pendidikan Indonesia, 2010).

Observation in qualitative research is involved in the field which the selection of a setting, where and when the interesting processes and subject can be observed directly.⁶⁰ Illustrating the real situation and condition of the research was the aim of observation. English extracurricular activities at laboratory were observed by researcher. The researcher sits at the back row of the laboratory and do field note and checklist to know how the process, sequence, and activity of weekly listening in English extracurricular activities there.

2. Interview

Knowing information deeply that is not obtained by observation is the aim of interview.⁶¹ Based on Uwe Flick, interview divided into three types which are unstructured, semi-structured, and structured questions. According to statement above, this research will used semi-structures question which left open in order to know the activities, material, media, and strategy of weekly listening' information deeply. In addition, supervisor and students can give additional ideas or solution dealing with listening activities in English extracurricular at SEC's laboratory.

3. Documentation

Documentation of qualitative procedures is a protocol for documenting the problem in detail.⁶² Based on Suharsimi Arikunto, documentation is a data collection technique which about note, transcript, book, meeting note, newspaper, agenda, etc. Here, uses video and picture as documentation.

⁶⁰ Uwe Flick, *An Introduction*..... 223.
⁶¹Dr. J. R. Raco, *Metode*..... 112.
⁶² John W. Creswell, *Research Design*..... 254.

The design of this research is presented in table 1.

Table 3.1. Research Design

Research Question	Variable	Literature	Source of Data	Data Collection Technique	Instrument
How is weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) at SMAN 19 Surabaya to facilitate learning of English listening?	Activity	Mary Underwood 'Teaching Listening'	A teacher and members of SEC	1. Observation 2. Documentation	1. Observation Sheet 2. Listening Material and picture
	Material and Media	Michael Rost 'Teaching and Researching Listening'	A teacher	Interview	Interview Guideline and Audio Recording
	Strategy	John Flewerdew 'Second Language Listening'	Members of SEC	Interview	Interview Guideline and Audio Recording

E. Research Instrument

Gaining the data also an important step in doing a research, thereby a tool which called as instrument was needed. The instrument of this research is researcher itself. Sugiyono stated that research instrument is consisted based on research focus. There are some instruments that used in this research;

1. Observation Guide

Observation checklist was used to observe the real situation on the field. Data was taken during listening activities process. The observation checklist showed by a table contains of six columns which are number, listening sequences, listening activities, yes, no, and notes. In listening sequences column, there are three variables pre-, while-, and post-listening which every sequence has specific activity. In total, there are forty four specific

activities in listening sequences in which thirteen specific example activities in pre-listening, eighteen specific example activities in while-listening, and thirteen specific example activities in post-listening proposed Mary Underwood. The instrument will be noted in appendix 1.

2. Interview Guideline

This research was used interview guideline to gain research question in detail of material and media which obtained by Michael Rost interviewed a teacher and students' strategy of listening which obtained by John Flewerdew. A supervisor and members of English extracurricular were interviewed by semi-structural or open ended question. In this type of interview, this research was investigated specific and deep information. This research also used field note in this section to write important information from supervisor and members of English extracurricular (informant). The instrument was noted in appendix 4 (listening material and media) and 8 (listening strategy).

F. Data Analysis Technique

Data analysis technique played an important role in conducting a research, since analysis can help to get valuable meaning to solve the problem in the field. Creswell stated that there are 6 steps that can be done for data analysis techniques.⁶³ Firstly, preparing and organizing the data for analysis. In this step, the data were collected which involves the result of observation to answer the listening activity and interview to answer listening material, media, and strategies used student. The data was arranged into different types depend on the source of information and the purpose of collecting the data. After that, collecting the result of observation which contains of listening activity both first until last observation. Here, checking observation checklist's result which contains checklist and notes about listening activity (pre-, while-, and post-listening) in SEC's laboratory. For interview data, first step is collected audio recording of interview's result. Then,

⁶³ John W. Creswell, *Research Design*..... 247.

transcribing the answer of participant both a facilitator and members of SEC is part of preparing data for analysis.

Secondly, reading all the data. After all the data prepared, reading all the data to gain information as much as possible on both observation sheet in which contains of point on each activity (pre-, while-, and post-listening) and interview guideline that has been transcript. While reading the data, taking notes in the data both observation and interview's result will be done by the researcher.

Thirdly, is coding all of the data. In this step, starting to code the data means analyses the data or information. Not only coding the data but also identifying data through distinguish every point in which contains yes or no in observation result. While distinguish the key word of participant's answer through highlight the point for interview result that needs to use in this research or to reduce.

Fourthly, is coding to description into themes for analysis. To configure the result of observation and interview, classifying some themes related into every participant answer to make the data relate with the object of the research. For observation result, sum total of each point that contains of yes and no answer will calculate separately. For interview result, highlight answer of participant will code to relate one and another to show topic and theme. Then, connect the result with the theory while descriptions are the information following it.

Fifthly, is advancing the description and themes. After making some themes based on the result of observation and interview, developing the description and themes in detail and clear is the next step of analyzing the data. After sum up the result of observation, the total answer of yes and no will be known. When the number of ticks 'yes' is more than 'no', it means that sequences of listening activity is done based on theory. Vice versa, when the number of ticks 'no' is more than 'yes', it means that sequences of listening activity is not done based on theory. Beside, for interview result, the often highlight word appears that will conclude answer of all participants.

Lastly, is interpreting the findings. The analyzed data above explore and explain in the finding and discussion. The

findings related to the theory. Finally, the last step of analyzing the data is to conclude the whole research.

G. Checking Validity Finding

Before conduct the research, checking the validity is important. In qualitative method used ‘Authenticity’ rather than ‘Validity’ because giving fair and honest description, explanation, and information. There are three methods to checking validity finding which are member checking, auditing, and triangulation.⁶⁴ This research used persistence of researcher and triangulation method which describe as follow;

1. Persistence of Researcher⁶⁵

The researcher found the interpretation consistently with several ways that related to the analysis process. It can be done by;

- a. Did observation clearly and detail for particular factors
- b. Examined observation in detail
- c. Analyzed observation in detail how to find out tentatively

2. Triangulation

This method is validity checking technique that uses other source in order to check or compare data. According to Creswell, triangulation is checking the validity of the research with different data sources by examining evidence from the sources.⁶⁶ Bachtiar stated that triangulation have many kinds which are time, source, theory, researcher, and method.⁶⁷ In this research, time and source of triangulation were used. This technique used to data validity that related with the time, which are different time to observe the listening activity. So, this research will observe three times the process of listening activity in Smanexix English Community (SEC)’s laboratory in different week. In addition, not only time of triangulation but also source of

⁶⁴ John W. Creswell, *Research Design*.....262.

⁶⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*. (Bandung: Remaja Posdakarya, 1991), 3.

⁶⁶ John W. Creswell, *Research Design*..... 191.

⁶⁷ Bachtiar S Bachri, *Meyakinkan Validitas Data Melalui Triangulasipada Penelitian Kualitatif*, no. 1 (2010): 17.

triangulation was used in this research. This research was observed and interviewed both a facilitator and members of SEC in which different perspective of listening activities. Therefore, two types of checking techniques were provided the validity of the data in this research.

H. Research Stages

The process of conducting the research explained in these following stages; first stage is the researcher did preliminary research. Second stage is designed the research. Prepare an outline of whole work in which included of introduction, literature review, and methodology. After those accepted by the lecturer, the researcher designed proposal and it will be tested.

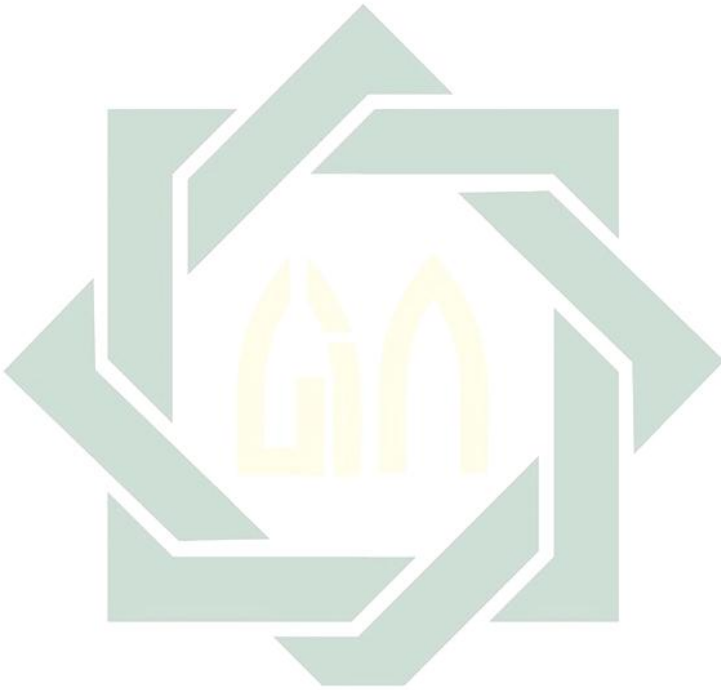
Third stage is preparation. Proposal examination passed, and then instrument preparation and validation is the stage that uses to be done by the researcher. Also, preparing the good instrument to take the data that can be answered research question. Validating the instrument was done by the lecture as expert of conducting the research.

Fourth stage is asked permission to the school, which is SMAN 19 Surabaya. Even though this research was not conduct in regular class which means was not disturb teaching and learning process in the class, the researcher have to get the permission by sending a letter from university to that school.

Fifth stage is data collection. The researcher was done observation during weekly listening activity in English extracurricular at Saturday to know how weekly listening process. The observation will be done two meetings in order to make data valid and seen naturally. Observation guideline and interview guideline were needed in this stage. Recording and documentation were supported in this stage.

Sixth stage is data analysis. In this stage, distinguished the data that appropriate with this research or not is one of the processes of this stage. The data analyzed by related theories to process the data that have been collected. Data were processed based on the activities data analyzing technique that has explained above. Recording and documentation were needed to compare and synchronize among the result of observation and interview.

Last stage is writing thesis. Rechecking first until third chapter after got feedback from proposal examiner included in this process. In addition, analyzing the fourth and finishing the fifth chapter in order to complete the thesis. Reviewing the whole research, performing the editing and proofreading were needed in order to make sure that the research is perfect.



CHAPTER IV FINDINGS AND DISCUSSION

In this chapter present and examine the data which have been collected during the research by indicating the findings and discussions. The data was concerning on weekly listening conducted in extracurricular activity to facilitate learning of English listening which included data about activity, material and media, and strategy of listening. The data obtained throughout observation and interview.

A. Findings

This research was conducted on May 6, 2019 until May 25, 2019. There were 21 members and a facilitator of Smanexix English Community (SEC) who was doing English weekly listening on Saturday. There is a question dealing with this research in which how is weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) at SMAN 19 Surabaya to facilitate learning of English listening?. To answer the research question, this research used observation and interview. Observation used to answer listening sequences activities and interview used to answer material and media and students strategies in listening. This research has presented the findings as follow

1. Weekly Listening Activities in Smanexix English Community (SEC)

To answer weekly listening sequences activities in extracurricular, this research used observation checklist (*see appendix 1*). These following descriptions will describe about the result of observation checklist. The observation checklist covers sequences of listening activity which are pre-listening, while-listening, and post-listening. There are examples activities includes in each sequence of listening. The result of analysis will be presented in table and chart that will make the results are easier to be understood.

a. Pre-Listening

In this sequence of listening, there are thirteen examples of options activities that can be chosen by Smanexix English Community (SEC) in creating great activity they are; teacher giving

background information, Student reading something relevant, student looking at picture or video or else, student looking at a list of items, student labeling a picture, student completing part of chart, student predicting or speculating, informal teacher talk and discussion of the topic, teacher giving preview of the language which will be heard in listening text, teacher question and answer session, teacher giving instruction for the while-listening activity, student following the instruction of the while-listening activity, and teacher considering how the while-listening will be done. So, the general finding of three times observation pre-listening is presented below:

Table 4.1 Analysis of Pre-Listening Activity

No	Pre-Listening Activities	Observation		
		1st	2nd	3rd
1	Teacher giving background information	v	v	v
2	Student reading something relevant	v	v	v
3	Student looking at pictures/video/else	v	v	v
4	Student looking at a list of items	-	-	-
5	Student labeling a picture	-	-	-
6	Student completing part of a chart	-	-	-
7	Student predicting or speculating	v	v	v
8	Informal teacher talk and discussion of the topic	v	v	v
9	Teacher giving preview of the language which will be heard in listening text	v	v	v

10	Teacher question and answer session	v	v	v
11	Teacher giving instruction for the while-listening activity	v	v	v
12	Student following the instruction for the while-listening activity	v	v	v
13	Teacher considering how the while-listening will be done	v	v	v

The data finding shows from pre-listening activity which are teacher giving background information, student reading something relevant, student looking at picture or video or else, student predicting or speculating, informal teacher talk and discussion of the topic, teacher giving preview of the language which will be heard in listening text, teacher question and answer session, teacher giving instruction for the while-listening activity, student following the instruction of the while-listening activity, and teacher considering how the while-listening will be done, three times observation applied those activities in pre-listening. In contrast, three of thirteen pre-listening activity which are student looking at a list of items, student labeling a picture, and student completing part of chart did not applied these activities in listening based on observation checklist. In conclusion, from thirteen activities in pre-listening there are ten specific activities that applied in Saturday activity of SEC.

b. While-Listening

In the middle sequence of listening, there are eighteen examples of options activities that can be chosen by Smanexix English Community (SEC) in creating great listening activity they are; student making or checking items in pictures or else, student doing storyline picture sets, student putting pictures or else in order, student completing pictures or else, student completing picture drawing, student carrying out actions, student making models or arranging items in patterns, student following a route, student

completing grids, student completing form or chart completion, student labeling, student completing the task of using lists, student completing the task of true or false, student completing the task of multiple-choice questions, student completing the task of text completion (gap-filling), student spotting mistakes, student predicting, and student seeking specific items of information. The result will be shown in the following table in order to make easier to be understood.

Table 4.2 Analysis of While-Listening Activity

No	While-Listening Activities	Observation		
		1st	2nd	3rd
1	Student making or checking items in pictures/else	v	v	v
2	Student doing storyline picture sets	-	-	-
3	Student putting pictures/else in order	-	-	-
4	Student completing pictures/else	v	v	v
5	Student completing picture drawing	-	-	-
6	Student carrying out actions	v	v	v
7	Student making models or arranging items in patterns	-	-	-
8	Student following a route	v	v	v
9	Student completing grids	-	-	-
10	Student completing form or chart completion	-	v	-
11	Student labeling	-	v	-
12	Student completing the task of using lists	-	-	-
13	Student completing the task of true or false	v	v	v
14	Student completing the task of multiple-choice questions	v	v	v
15	Student completing the task of text completion (gap-filling)	-	-	-
16	Student spotting mistakes	v	v	v
17	Student predicting	v	v	v
18	Student seeking specific items of information	v	v	v

The data finding shows that from while-listening activity which are student making or checking items in pictures or else, student completing pictures or else, student carrying out actions, student following a route, student completing the task of true or false, student completing the task of multiple-choice questions, student spotting mistakes, student predicting, and student seeking specific items of information applied in weekly listening activity on Saturday. In first and last observation, there are two activities which are student completing form or chart completion and student labeling did not applied in weekly listening. However, in second observation those two activities are applied. For example, students asked to complete form based on slide show and answer the question according to the table. In addition, nine of eighteen while-listening's activities are applied both first and last observation. Differing from that, eleven of eighteen while-listening's activities are applied in second observation.

c. Post-Listening

In the last sequence of listening, there are thirteen examples of options activities that can be chosen by Smanexix English Community (SEC) in creating great listening activity they are; student finishing form or chart completion, student finishing extend lists, student finishing sequencing or grading, student matching with a reading text, student extending notes into written responses, student summarizing, student finishing using information from the listening text for problem-solving and decision making activities, student jigsaw listening, student identifying relationships between speakers, student establishing the mood or attitude or behavior of the speaker, student role-play or simulation, student dictation, and teacher checking students' answer. Here, the activities which used in weekly listening SEC are analyzed and the following table will show the result of post-listening analysis.

Table 4.3 Analysis of Post-Listening Activity

No	Post-Listening Activities	Observation		
		1st	2nd	3rd
1	Student finishing form or chart completion	-	v	-
2	Student finishing extend lists	-	-	-
3	Student finishing sequencing or grading	-	-	-
4	Student matching with a reading text	v	v	v
5	Student extending notes into written responses	v	v	v
6	Student summarizing	v	v	v
7	Student finishing using information from the listening text for problem-solving and decision making activities	v	v	v
8	Student jigsaw listening	v	v	v
9	Student identifying relationships between speakers	v	v	v
10	Student establishing the mood or attitude or behavior of the speaker	v	v	v
11	Student role-play or simulation	v	v	v
12	Student dictation	v	v	v
13	Teacher checking students' answer	v	v	v

The data finding shows that from post-listening activity which is student finishing extend lists and sequencing or grading did not apply at all in weekly listening SEC. Dealing with activity number one, in first and last observation there is no activity that student finishing form or chart completion. On the other hand, there are ten activities which are Student matching with a reading text, student extending notes into written responses, student summarizing, student finishing using information from the listening text for problem-solving and decision making activities, student jigsaw listening, student identifying relationships between speakers, student establishing the mood or attitude or behavior of the speaker, student role-play or simulation, student dictation, and teacher checking students' answer applied in weekly

listening activity on Saturday. In addition, student finishing form or chart completion activity applied in the second observation. Therefore, ten of thirteen activities of post-listening applied in weekly listening SEC.

The data finding from observation shows that ten of thirteen pre-listening activities, nine of eighteen while-listening activities, and ten of thirteen post-listening activities applied in weekly listening activity on Saturday. Through those sequences of listening activities, students can receive the main and specific information. It can be shown from observation result in the first meeting mostly students got seven true answer of ten questions, second meeting mostly students got six true answer of ten questions, and last meeting mostly students got eight true answer of ten questions. In conclusion, those stages of listening activities in SEC (Smanexix English Community) every Saturday can facilitate the students to develop listening sub skills.

2. Weekly Listening Material and Media in Smanexix English Community (SEC)

In order to answer weekly listening material and media in extracurricular, this research accomplished interview guideline (*see appendix 4*) of a SEC facilitator during free time based on Michael Rost theory about listening material and media. There are seven open-ended questions in interview guideline. According to Michael Rost, there are thirteen criteria of listening material which are objectives, general appearance, design and illustration, topic content, listening content, multimedia content, language content, social and cultural context, language skills, teachability, flexibility, practice, and testing. Here, are the details of explanation of each criterion:

a. Objectives

Objectives mean how the purpose clearly state, align with the current theory. SEC developing many listening's aspects in order to reach the purpose for instance, through listening material, listening activity, and listening media. Based on interview, the

facilitator can clearly state the purpose of extracurricular. The facilitator stated that the goal of SEC in SMAN 19 Surabaya is for accelerating, creating, giving the students chance to deal with specific skill. In addition, the facilitator stated that there are two main goal of SEC's member as a specific goal of SEC's members. For instance here is interview result with facilitator of SEC dealing with objectives.

Q: What do you think about SEC's goal in SMAN 19 Surabaya?

A: The goal for building the SEC here is for accelerating, creating, giving students chance to deal with their specific skill that is English caused SEC should be able to answer to answer the students' question deal with English problem. So that, SEC should have a specific and also general goals. There are two main goals of the members of SEC. Number one, building their character based on their problem. Number two, progressing their prestige in English.

The facilitator stated that SEC has two kind of goal which is general and specific goals. The first one is the common goal of SEC. The second one is the goal for SEC's members.

b. General Appearance

General appearance means the listening material is modern and up to date with current trends or not. Weekly listening material of SEC did not modern and up to date with current trends because the facilitator adapt and adopt the material with the students' skill and ability. Based on interview, the students cannot be forced by the up to date material. The facilitator stated that it is much better than try to force the students but they got nothing. Following is the interview result that had been done with the SEC's facilitator.

Q: Is it the material up to date with the current issues?

A: We talk about update or not, we should know about the subject I mean the students, if we try to push them with the update let me say phenomena or data, I as the facilitator should know about the skill even though we are not using the update material but we have really good impact for them develop and progress that skill. I think it is much better than we try to push them to the update material.

The facilitator stated that by using old-fashioned listening material, it will make students easier to understand English so; it will increase students' skill in listening.

c. Design and Illustration

Design and illustration means the listening material can make students attractive or not. Weekly listening material of SEC can attract students' interest because the material is related with the students' life. Based on observation result, the listening material that played such as fall in love, it is time, and marry you. Not only deal with students' life but also another aspect of material itself which is facilitator strategy. According to interview result, facilitator stated that another possibilities ways to attract students' interest is teacher's strategy to combine and adapt the material in order to suit the material with the students. Here is example of interview with SEC's facilitator dealing with design and illustration.

Q: How the listening material that you describe it before can attract the students?

A: There are many possibilities ways to attract students' by listening material, dear. For example, if the facilitator can combine, adapt, can try to combine i mean i am pretty sure that student get something good or new from the listening material every Saturday even more, if we have listening material that closes to students' life, so they will enjoy the listening process.

From the finding, it can be conclude that the facilitator choose the listening material which nearby students' environment.

d. Topic Content

Topic content means the content of listening material is thorough and ordered sensibly or not. Material of weekly listening of SEC is suitable and careful for the students because the facilitator considered some aspects before start to teach the students in the laboratory. Based on interview result, the facilitator stated that as a teacher by having more material, knowing what kind of material that students' need right now in the class and the material that focusing deal with students' skill are helped a lot to choose which one is suitable for the students. Following is the result of interview dealing with topic content.

Q: Please, tell me more about listening material mostly used in listening practice at SEC?

A: As facilitator, as a teacher, as a speaker by having more and more material so we can try to choose which one is suitable or not suitable for the members or student. Second, we should know about what the material that they needed right now or next in the class. And the last is we should have the material that very focusing deal with their skill. So, as the facilitator or as a teacher or as a supervisor the main point is we have to know it first about the member, skill, and condition. From that case, we can try to give the material that really appropriate and suitable for them.

The facilitator stated that knowing the students' ability, skills, and condition helped the facilitator to consider the best listening material for the students.

e. Listening Content

Listening content means the listening material is naturally and sufficiently recorded, there are many varieties of speakers on it. There are two ways implied in material of weekly listening in SEC which are passive and conversation ways. Based on interview result, the facilitator stated that through passive way the students are listen the sound from consistent and acceptable recorded sources. Another way is having direct conversation between the students in order to practice both listening and speaking. So, both ways are used in weekly Saturday activity in SEC. Here is example of interview with SEC's facilitator dealing with listening content.

Q: How about the material, is it recorded naturally or not?

A: Listening can be implied by two ways. Number one, passive ways so the students will listen the listening sound or sources which naturally recorded and many types of speakers on it. Number two, the students can imply by having the conversation I mean direct conversation can also be the way how to practice listening. So, both of them are use in our daily Saturday activity.

From that finding, it can be concluded that listening material consists of varieties' speaker and naturally recorded which covers listening content throughout passive ways.

f. Multimedia Content

Multimedia content means listening material is varied, state-of-the-art, and engaging students. In SEC, listening material is varied but the not update one therefore cannot engage students' knowledge about multimedia. It is supported by the result of interview; the facilitator stated that listening material of SEC focused to accomplish what students' need in English especially in listening thereby developing vocabulary will help the students to catch what the sound said rather than multimedia's aspect. Following

is the result of interview dealing with multimedia content.

Q: What do you think about listening material in listening practice on Saturday activity?

A: We should be able to accomplished the students' need of English skill to make them to be progress or better their listening skill caused mostly students are having a big problem about listening, the reason why they have so limit vocabularies so here in SEC not only giving listening material but also developing the vocabularies of the students. By those ways, the students finally can get to impact for their listening skill and also for building their vocabularies. Because of different concern, that is the reason why I am not focusing on multimedia for the student.

The facilitator stated that the focus of listening material in SEC is progressing students' vocabulary thereby; multimedia content is not concern of SEC listening material.

g. Language Content

Language content means how the listening material conveys culture values. Weekly listening material of SEC developed character awareness in order to create good habit of the students. Not only can learn English but also can develop students character. Based on interview result, the facilitator clearly stated that the material of listening is supporting the students to be good in English with brilliant character. For example, before students speak they have to greet first in good manner which can be seen through their body language. So, both learn English and develop students local character is including in Saturday activity. Here is example of interview with SEC's facilitator dealing with language content.

Q: How the material can conveys culture values?

A: In SEC, we are focusing on developing the character so all of the material here is supporting them to have very good English with the brilliant character. It means that, for example, before they are speaking they have to use very good manner like they can use their body language, greeting first before they would like to say something. Means that all the material in Saturday activity give them the local character.

From that finding, it can be concluded that weekly listening material of SEC develop students local character in learning English.

h. Social and Cultural Context

Social and cultural context means the listening material provide appropriate cultural values. Material of weekly listening of SEC is chosen by a facilitator who knows well about students' need. Commonly, the listening material refers to the subject in regular class which related each other in order to boost students' social and cultural context. According to the result of interview, the facilitator stated that the material has already distinguished well from bad civil and artistic in the night before taught it in the next day at laboratory. In addition, the facilitator stated that the students can get the general idea of what listening about. Beside, but they rarely miss the detail information of listening. Following is the result of interview dealing with social and cultural context.

Q: How the material and media that you describe it before can facilitate the learning process of English listening practice at SEC?

A: I am as the facilitator; every two weeks often join the workshop outside in order to developing myself or let me say progressing myself. Then, from outside agenda or the other practical outside, I would like to imply in my member. So, sometimes they also become my trial for my new project, and

finally if the trial of the experiment can be success and I can take them to be the one of material here. Even though, the students cannot catch all of the information well but i have to appreciate it. Secondly, like the material from outside and from itself here and which one is suitable and appropriate social and cultural attitude and I will choose at night, in the morning it will be shared to them.

The facilitator stated that social and cultural values of listening material in SEC has already determined well before deliver in the next day to the students.

i. Language Skills

Language skills mean listening material balance to focus on all four skills. Weekly listening material of SEC is balance each other deal with four skills. Every Saturday held activity, weekly listening always supported by other skill which are speaking, reading, and writing. For example, according to observation result first is listening session, second is writing session in order to write down the answer of listening. After that is reading session to check students' answer in slide show power point. The last is speaking session which retell in to other students about what the listening sound said before. Based on interview result, the facilitator stated that all of four skills are learned in SEC even though main focused is listening but other skill are still provide well to carry other skill. So, the students get impact on those skills in English. Here is example of interview with SEC's facilitator dealing with language skills.

Q: How do you know that listening material consists of four skills which balance each other?

A: Every Saturday, we held listening session which focuses to increase students' vocabulary Even though, we focused on

listening but other skills taught well after listening session. For example, after listening session is over, the next activity is writing, reading, and speaking what students' think about speaking what speaker's said on last activity. So, it will support each other.

From that finding, it can be concluded that four skills in English are fair balanced on weekly listening material in SEC's activity.

j. Teachability

Teachability means the listening material support the teacher to do an action easily. Weekly listening material of SEC is prepared by a facilitator who also teaches in regular class. As a single facilitator who experienced in teaching and learning process, mastering the material is not a big problem. Based on interview result, the facilitator stated that almost every two weeks join workshop outside the school in order to progressing his teaching ability. Commonly, the facilitator applying new material to SEC as subject experiment so he know well what should he do deal with the material. Following is the result of interview dealing with teachability.

Q: How the material and media that you describe it before can help you to teach properly?

A: I am as the facilitator; every two weeks often join the workshop outside in order to developing myself or let me say progressing myself. Not only join outside program but also inside the school. Regularly, I teach English in regular class so I have already capable to manage and deliver the listening material.

The facilitator stated that because of facilitator's capability and quality of listening material in SEC is easy to adjust in teaching and learning process.

k. Flexibility

Flexibility means listening material is easy to supplement. Material of weekly listening in SEC is combining with another material that appropriate for the students. Generally, adding and reducing the material is happen to separate which one is good for the students which one is not. This statement supported by the result of interview which the facilitator stated that mostly accustoming and blinding the listening material with other sources are the best way to serve the suitable material for the students. Here is example of interview with SEC's facilitator dealing with flexibility.

Q: How the material of listening can be adaptable?

A: I as the facilitator usually combine, adapt, can try to combine i am pretty sure that student get something good or new from the material. Combining one and another material is the common one.

From that finding, it can be concluded that by adding, reducing, and combining the material of weekly listening material is covers flexibility aspect of listening material.

1. Practice

Practice means listening material has ample practice in teaching and learning process. Generally, weekly listening material of SEC correlate with regular class material which the theme of listening in regular class as similar as the theme of listening in SEC. Based on interview result, the facilitator stated that the main point is understanding what students' need right now in the class then give the students material that they really need. So, sufficiency of listening material is good, both regular class and irregular class practice it. Following is the result of interview dealing with practice.

Q: How do you know that listening material has enough time to practice in teaching and learning process?

A: All the material refers to their subject in regular class caused I have to know their regular test material first before i would like to give listening material in our daily Saturday activity. So, between the regular class and Saturday activity there should be correlation.

The facilitator stated that students have enough time to practice because there is relation the theme of material between regular class and Saturday activity in SEC.

m. Testing

Testing means listening material has abundant and fair testing. Material of weekly listening in SEC did not focusing on the value of test. As stated by the facilitator in interview result, SEC students perhaps will face big problem how to get a good score in listening test because here did not paying attention on it. SEC only giving the best things such as the students known how to practice, study, understands, and answer listening question in English. The facilitator mentioned that students can get necessary information deal with the question easily. In addition, the facilitator claimed if the students known about it, by the time they will get the good score. Here is example of interview with SEC's facilitator dealing with testing.

Q: How do you know the test is fair or not?

A: So far, i am no focusing on the value or successful. So far, I try to give the best thing for them especially on listening and I am pretty sure that for the first perhaps they will big problem how to get a good score by listening test, the secondly and the third one and finally at least at least they have known how to practice English, how to study English, how to understand English, and how to answer English listening question. If they have known about it, I am pretty sure that for

the moment they will get the good core that we hope.

The facilitator stated that the focus of listening material in SEC is progressing students' vocabulary without determining the fair of the test thereby; testing is not concern of SEC listening material.

In sum up, listening material did not paying attention on three out of thirteen which are general appearance, multimedia content, and testing as criteria of listening material. However, ten out of thirteen of listening material criteria which are objectives, design and illustration, topic content, listening content, language content, social and cultural context, language skills, teachability, flexibility, and practice accomplished by weekly listening material of SEC.

The data finding from interview result of listening material and media stated that already mentioned above (point social and cultural context) students can get the general idea of listening and (point testing) get necessary information based on the listening question. It means that listening material of SEC covers two subskills of listening which are listening for gist and listening for specific information.

The data findings that have been got from interview result shows media that commonly used in weekly listening at Saturday activity is such kind of a literature, book, CD, internet, video, and song. Beside those media, the students can use their smartphone to access internet and practice English as much as they can. In addition, the facilities that commonly used in weekly listening at Saturday activity is laptop, speaker, and projector. The other facility is whiteboard. Moreover, the facilitator often used it to deliver information while explaining and to write down new vocabulary or difficult words deal with the material. Following is the result of interview dealing with listening media in SEC.

Q: In listening section in Saturday activity what are the media that usually use in weekly listening?

A: For listening lesson, we usually have the media such kind a literature, book, CD, or using the internet and also using the direct song that they can get from maybe from the cellphone, TV, or any others media such as laptop, speaker, projector, and whiteboard to support vocabulary of students' development.

From interview result of teacher's interview of listening material and media, it can be conclude that listening material of SEC have already applied ten out of thirteen criteria of listening material and used literature, book, CD, internet, video, and song as listening media based on Michael Rost can facilitate learning of English listening.

3. Weekly Listening Strategies in Smanexix English Community (SEC)

The objective of this research is to investigate weekly listening conducted in extracurricular activities in Smanexix English Community (SEC) which identify students' strategies in weekly listening is one of the sub objectives. Data collection from twenty one respondents of interviewees highlights the following findings.

Responses from interviewees indicate that students of SEC in majority used metacognitive strategies. Nine students or 48% of respondents stated that they generally realize the process, create the plan, and monitor the process of their study. The used of metacognitive strategy is further confirmed by data from interview in that five students state that they commonly used this listening strategy in daily life. In addition, two of respondents stated that easy to motivate their self when the purpose of the study is clear. Students D for example said that usually by realizing the goal of the study make easier to practice listening, not only make it easier but also know what student D should do next. Following is one of the interview results that have been done with student D.

Q: How do you know that these (pointing several technic that already answered by student D) technic of listening strategy is the most suitable for you?

D: I like to estimate how long I will study to finish my assignment. Starting by realize the purpose of my study. Second is making a plan of my study. Last is practice the listening a lot. By doing those activities, it will make me easier to know what should I do next.

The student D said that by determining the goal, preparing the stuff and creating plan of the study it will make her easier to do the action orderly. This is agreed by the student E who mentioned feeling comfortable and understandable when organize the plan of the study. Following is one of the interview results that have been done with student E.

Q: How do you know that these (pointing several technic that already answered by student E) technic of listening strategy is the most suitable for you?

E: By selecting the purpose, choosing the right sources, predicting the challenge, making plan, managing schedule of my study is comfortable for me as a student. Because of those activities, I can organize my study well.

The student E said that by distinguishing the sources, realizing the process, and controlling timetable of her study are the best way to organize and motivate herself.

Another listening strategies reflected by students is cognitive strategy. This strategy is agreed by eight students or 38% of respondents stated that repeating, scanning, translating, taking notes, and summarizing is the technic that usually did. The used of cognitive strategy is further confirmed by data from interview in that five students stated that used repeating technic help them well in understanding unfamiliar words. For instance, students A stated that repeating in listening is beneficial in order to get exactly difficult word. Following is one of the interview results that have been done with student A.

Q: What kinds of benefit do you get from repeating in listening session?

A: Sometimes I like to miss some difficult word that I never heard before. The benefit from repeating is I can

focus on specific word that I miss last time. So, I can guess it then.

The student A said that through repeating in while-listening stage, it makes her easier to reply the particular word fail to hit in the first session of listening. This is agreed by student F who mentioned that repeating is a best chance to get information that left behind in listening section. Following is one of the interview results that have been done with student F.

Q: What kinds of benefit do you get from repeating in listening session?

F: Several times I always lag to catch what speaker's said in listening. But, from repeating activity I can get the unclear information that I fail to notice before.

The student F said that through repeating activity in while-listening stage, it makes her perceive the intended meaning of words comfortably. In addition, three of respondents stated that taking notes is the best way to improve vocabulary. Students C for example stated that find out unfamiliar word in English when practice listening at home then write it down in a book is good way to develop less vocabulary. Following is one of the interview results that have been done with student C.

Q: What do you think about listening strategy that you choose can increase your vocabulary?

C: Usually I write the unknown word while doing listening practice. But, not in actually word stand for, what I hear is what I usually write on my book. After I looking for the proper alphabet of that word, I can remember what the meaning and how to write it down. So, I can improve my vocabulary frequently.

The student C said that taking notes is the best way for her to recall many vocabularies while doing listening practice in SEC in order to enhance her vocabulary.

Last listening strategy reflected by students is socio-affective. Responses from interviewees indicate that students of SEC in minority used socio-affective strategy. Only four of twenty one students or 19% of respondents stated that they grouping, sharing, and questioning for

clarification of listening information comfortably than other technic. The used of socio-affective strategy is further confirmed by data from interview in that three students state that they are happy when there is a specific time to discuss with their friends. For example student U stated that sharing is good opportunity to change and complete each other information about listening. Following is one of the interview results that have been done with student U.

Q: What do you think about positive sides of sharing or discussing of listening session?

U: I love to talk with my friends whenever I go especially, when we studied together. After listening practice in SEC, I enjoy discussion session because here I can change my mind with my friends deal with what speaker's said. I can complete the information that I fail to catch before. So, I am not confused.

The student U stated that by arguing with other people particularly her friends, it can help her to accomplish the detail information of listening. This is agreed by student T who mentioned that listening through grouping and discussing is pleasurable, everyone come up with their ideas that give new information for others. Following is one of the interview results that have been done with student T.

Q: What do you think about positive sides of sharing or discussing of listening session?

T: In discussion activity, usually we change our idea among friends. Here, I can calm down and think what exactly said by the speaker is. This situation is enjoyable for me.

The student T said that in peaceful situation, she can think and deliver her ideas with other classmate in order to find the new fact of listening message.

Finding from interview result of students strategies of listening, there are fifteen students or 71% of respondents stated that listening strategies that students used aid them to catch the main and specific information excessively. Student A for instance stated that it is easily to earn what

speaker's said because student A usually hears those vocabularies in daily life. Following is one of the interview results that have been done with student A.

Q: Are you easily to receive the point of listening in order to ease your English listening?

A: Yes, I am. I can get the point and detail information of what speaker's said. I can simply answer most questions. You know what; the vocabulary in listening is usually used every single day. My mom taught me as well as my brother. So, I lovely come and join in Saturday activity.

The student A stated that knowing as much vocabulary as she can in listening practice at SEC, it assist to expand her learning English effortlessly. This agreed by the student F who mentioned that using listening strategy can guide her to receive the information that she needs. Following is one of the interview results that have been done with student F.

Q: Can you get the point of listening in order to ease your English listening easily?

F: Yes, absolutely I can. I like to repeat the listening; mostly I ask to repeat three times in Saturday activity. But, by doing that I am able to answer the listening questions correctly which I succeed to earn the listening's information. Here, i feel like my listening ability is improving well. So, in regular class I am not confused of difficulties in listening activity.

The student F stated that throughout specific strategy that chosen by her in weekly listening activity, can facilitate her to have proper information both in SEC and regular class. It can be conclude that from all of the types of listening strategies, metacognitive strategy that represent significant strategy is the mostly used among students in SEC (Smanexix English Community) which can facilitate learning of English listening.

B. Discussion

In case of having the same interpretation the findings, this session discusses those findings by reflecting on some theories related to this following research question. The theories are already stated in the chapter 2 of this research. Thus, the research question is how is a weekly listening conducted in extracurricular activity in SEC (Smanexix English Community) at SMAN 19 Surabaya to facilitate learning of English listening?

1. Weekly Listening Activities in Smanexix English Community (SEC) based on the Listening Stages

Based on finding of the research, there are ten activities of pre-listening appears in weekly listening which are teacher giving background information, student reading something relevant, student looking at picture or video or else, student predicting or speculating, informal teacher talk and discussion of the topic, teacher giving preview of the language which will be heard in listening text, teacher question and answer session, teacher giving instruction for the while-listening activity, student following the instruction of the while-listening activity, and teacher considering how the while-listening will be done, three times observation applied those activities in pre-listening from total thirteen activities. All of those varieties of pre-listening activity in line with the theory of Mary Underwood who stated that before listening, students should be tuned in first, so they can catch what to assume.⁶⁸ From the data finding of interview shows that giving variation activity of pre-listening can engage students' background knowledge about what listening material's about, as there are fifteen of twenty one students of SEC who mentioned it. This finding affirms the theory of Mary Underwood that fair to push the students practice listening directly in which starting with pre-listening activities.⁶⁹ Also, Lyman Steil, Larry Barker, and Kittie Watson stated that sensing knowledge is the first step of

⁶⁸Underwood, *Teaching Listening*.....30.

⁶⁹Ibid.

listening to process actual verbal and nonverbal messages.⁷⁰ Thereby, students of SEC can focus on the next stage that will be given in listening session.

The next sequence of listening is while-listening. According to finding, there are nine while-listening activity applied in weekly listening activity on Saturday which are student making or checking items in pictures or else, student completing pictures or else, student carrying out actions, student following a route, student completing the task of true or false, student completing the task of multiple-choice questions, student spotting mistakes, student predicting, and student seeking specific items of information. All of those varieties of while-listening activity in line with the theory of Mary Underwood who stated that provide several tasks that have correlation with the listening text in order to make learners pay attention at while-listening stage.⁷¹ From the data finding of interview shows that variation of while-listening activities aid the students to receive speakers' messages. This finding affirms the theory of Mary Underwood that students are asked to complement the task during the time in order to guide them get the information.⁷² Also, Lyman Steil, Larry Barker, and Kittie Watson stated that interpreting is the second step of listening process that practice of understanding the message.⁷³ Therefore, students of SEC can focus on repeating the listening which played twice and last sequence of listening activity that will be given in listening session.

The last sequence of listening is post-listening. Based on finding of the research, there are ten activities applied in weekly listening activity on Saturday which student are matching with a reading text, student extending notes into written responses, student summarizing, student finishing using information from the listening text for problem-

⁷⁰ Lyman K. Steil, Larry Lee Barker, and Kittie W. Watson, *Effective Listening: Key to Your Success* (Reading, Mass: Addison-Wesley, 1983), 9.

⁷¹ Underwood, *Teaching Listening*,67.

⁷² *Ibid.*, 45.

⁷³ Steil, Barker, and Watson, *Effective Listening*, 9.

solving and decision making activities, student jigsaw listening, student identifying relationships between speakers, student establishing the mood or attitude or behavior of the speaker, student role-play or simulation, student dictation, and teacher checking students' answer. All of those varieties of post-listening activity in line with the theory of Mary Underwood who stated that hold all the work related to a particular listening text in order to checking understanding of what speaker said.⁷⁴ From the data finding of interview shows that variation of post-listening activities in Saturday activity become one of stage rechecking students' comprehensions instead of finishing the task that already given. This finding affirms the theory of Mary Underwood that post-listening activities can be took time than while-listening activities because at this stage the students have time to think, to discuss, and to write.⁷⁵ Also, Lyman Steil, Larry Barker, and Kittie Watson stated that evaluating and responding is the last step of listening that the process of sorting facts and information, reacting the verbal and nonverbal to sign to the massage.⁷⁶ Therefore, students of SEC can focus to consider the answer of the task one by one and retell what the main information on the listening session.

Based on Harmer there are three sub skills of listening are listening for gist, listening for specific information, and listening in detail.⁷⁷ The data finding from observation shows that ten of thirteen pre-listening activities, nine of eighteen while-listening activities, and ten of thirteen post-listening activities applied in weekly listening activity on Saturday. Through those sequences of listening activities, students can receive the main and specific information. This finding in the line with previous study of Andrew Martinez mentioned that joining extracurricular activities highly impact of students'

⁷⁴Underwood, *Teaching Listening*..... 78.

⁷⁵Ibid.

⁷⁶Steil, Barker, and Watson, *Effective Listening*,9.

⁷⁷Harmer, *How to Teach English*,..... 136.

competence.⁷⁸ In average, students got seven true answers of total ten questions. In conclusion, those stages of listening activities in SEC (Smanexix English Community) every Saturday can facilitate the students to develop listening sub skills.

2. Weekly Listening Material and Media in Smanexix English Community (SEC) based on the criteria of Listening Material

Based on finding, from total thirteen criteria of listening material which are objectives, general appearance, design and illustration, topic content, listening content, multimedia content, language content, social and cultural context, language skills, teachability, flexibility, practice, and testing⁷⁹, listening material in SEC (Smanexix English Community) meets ten of those criteria. In the other hand, three of those criteria which are appearance, multimedia content, and testing did not accomplished in listening material of SEC. They are all of the criteria in listening material which SEC did not paying attention on it. This statement is in line with the interview result of listening material. The following are the elaboration of the research finding and theory for each criteria of listening material.

The first criterion is objectives of listening material. The objective of listening material should be clearly stated. The data finding shows that listening material of SEC stated the objective clearly. This statement is in line with the interview result of listening material point objectives.

The second criterion is general appearance of listening material. The general appearance of listening material should up to date with the current issues. The data finding shows that not all listening material meet this criterion. One of the cases is not every week listening material is the up to date one. Based on interview result, the facilitator stated that bringing the fresh listening material of SEC just rarely. This finding is in contrast with Michael Rost theory

⁷⁸ Martinez et al., "*Involvement in Extracurricular Activities*..... 70–84.

⁷⁹Rost, *Teaching and*297.

which stated that general appearance of listening material should be up to date with the current issues.⁸⁰ While in fact only a half of listening material which is up to date one.

The third criterion is design and illustration of listening material. The design and illustration of listening material should attract the students. The data finding shows that listening material of SEC can engage students' interest easily through selection of material that is suitable to what students' needed. This statement is in line with the interview result of listening material point design and illustration.

The fourth criterion is topic content of listening material. The topic content of listening material should be thorough and ordered sensibly. The data finding shows that the facilitator considered some aspects before selecting listening material of SEC thereby the material is suitable and careful for the students. This statement is in line with the interview result of listening material point topic content.

The fifth criterion is listening content of listening material. The listening content of listening material should be recorded and varied of speakers. The data finding shows that listening material of SEC is consistent and acceptable recorded sources which there are varieties of speaker in listening material. This statement is in line with the interview result of listening material point listening content.

The sixth criterion is multimedia content of listening material. The multimedia content of listening material should engage students' multimedia. The data finding shows that not all listening material meets this criterion. One of the cases is not every week listening material is the up to date one which covers state-of-the-art content on it. Based on interview result, the facilitator stated that focused to accomplish what students' need in English rather than multimedia's aspect. Hence, it cannot

⁸⁰Ibid.

engage students' knowledge in multimedia content. This finding is in contrast with Michael Rost theory which stated that listening material should be varied, state-of-the-art, and attract students' knowledge.⁸¹ While in fact only 30% of weekly listening material contains multimedia content.

The seventh criterion is language content of listening material. The language content of listening material should convey culture values. The data finding shows that listening material of SEC developed character awareness in order to create brilliant character of the students. This statement is in line with previous study by Arita Marini stated that extracurricular activities effective to build students' character.⁸² Also, this statement is in line with the interview result of listening material point language content.

The eighth criterion is social and cultural context of listening material. The social and cultural context of listening material should convey appropriate cultural values. The data finding shows that listening material of SEC has already distinguished well from bad civil and artistic which follow material of regular class. This statement is in line with the interview result of listening material point social and cultural context.

The ninth criterion is language skills of listening material. The language skills of listening material should be balanced among four skills. The data finding shows that listening material of SEC is all of four skills are learned in SEC even though main focused is listening but other skill are still provide well to support other skills. This statement is in line with the interview result of listening material point language skills.

The tenth criterion is teachability of listening material. The teachability of listening material should guide the teacher to know what to do dealing with the material. The data finding shows that listening material of SEC is

⁸¹ Ibid.

⁸² Marini, "Building Students' Characters 266-268.

guidable. Based on interview result, the facilitator claimed that he is a professional teacher who know well what should he do deal with the material. This statement is in line with the interview result of listening material point teachability.

The eleventh criterion is flexibility of listening material. The flexibility of listening material should supplement other materials. The data finding shows that listening material of SEC is combination of other materials that appropriate for the students. This statement is in line with the interview result of listening material point flexibility.

The twelfth criterion is practice of listening material. The practice of listening material should be ample practice. The data finding shows that listening material of SEC have correlation between regular class material and irregular class material which got practice many times. This statement is in line with the interview result of listening material point practice.

The last criterion is testing of listening material. The testing of listening material should be fair among other tests. The data finding shows that listening material of SEC did not highlight the value of test as one of consideration to choose listening material. One of the cases is not every week listening material concern about the testing. As mentioned by the facilitator in interview result, SEC students maybe will face big problem how to get a good score in listening test because in SEC did not paying attention on it. This finding is in contrast with Michael Rost theory which stated that listening material should consider the test fairly.⁸³ While in fact not every week in Saturday activity the facilitator focused on the fair of the test.

Based on Harmer there are three sub skills of listening which are listening for gist, listening for specific information, and listening in detail.⁸⁴ The data finding

⁸³Rost, *Teaching and Researching Listening*.....297.

⁸⁴Harmer, *How to Teach English*,..... 136.

from interview result of listening material and media students can get the general idea of listening and get necessary information based on the listening question. It means that, this finding affirm the theory of Jeremy Harmer mentioned that most students are able to listen the listening in different ways.⁸⁵ While listening material of SEC covers two sub skills of listening which are listening for gist and listening for specific information.

In conclusion, from all of the criteria of listening material that have been proposed in designing good material of listening, SEC (Smanexix English Community) did not meets three criteria of good listening material. However, the English extracurricular called SEC (Smanexix English Community) meet ten criteria of good listening material. In addition, used literature, book, CD, internet, video, and song as listening media based on Michael Rost can facilitate learning of English listening in SMAN 19 Surabaya.

3. Weekly Listening Strategies in Smanexix English Community (SEC) based on Listening Strategies

Based on the findings of the research, data from interview of students' strategies of listening indicated that metacognitive is the majority used by the students deal with listening strategy. In the average used by the students' of SEC is cognitive strategy. In the last order is socio-affective strategy. All of those strategies are in line with the theory of John Flowerdew who stated that those strategies generally become main areas of listening strategy.⁸⁶ From data finding shows that metacognitive strategy that represent significant types of listening strategy that arise among students of SEC, as there are nine of twenty one students who used that strategy in daily life.

The used of metacognitive strategy is being the most strategy that students familiar to. It means that they are realizing the process, selecting the sources, predicting the challenge, creating the schedule, and monitoring the

⁸⁵Ibid.

⁸⁶Flowerdew and Miller, *Second Language Listening*,82.

process of the study. One of the example in this study which also being example in data finding, Students D of SEC for example said that usually by realizing the goal of the study make easier to practice listening, not only make it easier but also know what student D should do next. This finding affirms the theory of John Flowerdew and Lindsay Miller stated that the ways learners construct, observe, and assess their learning.⁸⁷ Students of SEC focus on whole proses of the study, starting to the preparation, monitoring, and evaluation.

The other strategy that average used among students of SEC is cognitive strategy. The result of the research shows that there are eight students which commonly used this strategy in listening. One of the example in this study which also being example in data finding, student F of SEC who mentioned that repeating is a best chance to get information that left behind in listening section. This is agreed by students C for example stated that find out unfamiliar word in English when practice listening at home then write it down in a book is good way to develop less vocabulary. This finding affirms the theory of John Flowerdew and Lindsay Miller mentioned that the learners' processes use to receive the language.⁸⁸ In addition, O'Malley et al stated that manipulate information through elaboration and summarization.⁸⁹ Therefore, students of SEC focus on practicing naturalistically through repeating, scanning, translating, taking notes, and summarizing.

The last strategy that become minority used among students of SEC is socio-affective strategy. The result shows that only four students generally used this strategy in listening. For example student U stated that sharing is good opportunity to change and complete each other information about listening. This is agreed by student T who mentioned that listening through grouping and discussing is enjoyable, everyone come up with their ideas

⁸⁷ Ibid., 67.

⁸⁸ Ibid.

⁸⁹ O'Malley et al., *The Role of Learning*73.

that give new information for others. This finding affirms the theory of John Flowerdew and Lindsay Miller stated that learners find out about the text by asking questions frequently.⁹⁰ Students of SEC focus on thinking pair share, grouping, jigsaw, cooperative learning, and asking for clarification.

According to Harmer, there are three sub skills of listening which are listening for gist, listening for specific information, and listening in detail.⁹¹ Finding from interview result of students' strategies of listening, 71% of respondents stated that it is easily to earn what speaker's said because student A usually hears those vocabularies in daily life. This finding affirms the theory of Jeremy Harmer mentioned that most students are able to listen the listening in different ways.⁹² Therefore, listening strategies that students used aid them to catch the main and specific information excessively through specific listening strategy.

From those finding, it can be concluded that from listening strategies proposed by John Flowerdew and Lindsay Miller, metacognitive strategy is one of listening strategy that majority used among students of SEC (Smanexix English Community) in SMAN 19 Surabaya where nine of twenty students is applied and facilitate English learning through this strategy in daily life.

⁹⁰Flowerdew and Miller, *Second Language Listening*.....78.

⁹¹Harmer, *How to Teach English*,..... 136.

⁹²Ibid.

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the conclusion of this research regarding with the analysis of sequences, material and media, and strategy of weekly listening and the suggestion of the researcher are presented as follows:

A. Conclusion

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded in the following description:

1. Listening sequences in SEC (Smanexix English Community) which are ten of thirteen pre-listening activities, nine of eighteen while-listening activities, and ten of thirteen post-listening activities applied in weekly listening activity on Saturday. Contrast, three of thirteen pre-listening activities, nine of eighteen while-listening activities, and three of thirteen post-listening activities did not applied in weekly listening activities in SEC. Those stages of listening activities in SEC (Smanexix English Community) every Saturday can facilitate the students to develop listening sub skills.
2. Listening material in SEC (Smanexix English Community) from all of the criteria of listening material that have been proposed in designing good material of listening, listening material meet ten criteria of good listening material which are objectives, design and illustration, topic content, listening content, language content, social and cultural context, language skills, teachability, flexibility, and practice. Beside, did not meet three criteria of good listening material which are general appearance, multimedia content, and testing. Listening media used in SEC is literature, book, CD, internet, video, and song. Those listening material and media can facilitate learning of English listening.
3. Listening students' strategies in SEC (Smanexix English Community) nine of twenty one students' majority used metacognitive strategy. It followed by cognitive strategy in that eight of twenty one respondents. The last, four of twenty one students' minority used socio-affective

strategy. Those listening strategies can facilitate English learning through this strategy in daily life.

B. Suggestion

According to the conclusion and notice the limits of this research, several suggestions are given to the facilitator and students of English Extracurricular SEC (Smanexix English Community), and future researchers who desire to do the similar research.

1. For the facilitator, there are many teachers in the school also had joined English teacher training especially in listening skill, so they should to hand over those information about listening in teaching and learning process. Then, teachers should evaluate and give suggestion each other to support English extracurricular activity.
2. For students of SEC, it is will be very helpful if the students of SEC learn about listening deeply to improve listening skill in order to ease them in doing task of listening in their further learning. It is also will be very beneficial if the teacher regular and irregular class also guide in developing listening skill, so the students can be very effective in learning listening.
3. For the further researcher, it will be very interesting if the further researcher can investigate other variables of listening such as approaches, assessment, and resources of listening. Moreover, the further researcher may try to find out the reason why difficulties of listening may appear in English extracurricular program.

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