STUDENTS' PRACTICES OF USING AUTHENTIC MATERIALS FOR ENGLISH EXTENSIVE LISTENING AT SMAN 1 GEDANGAN

THESIS

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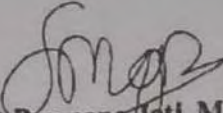
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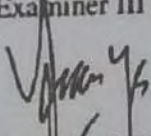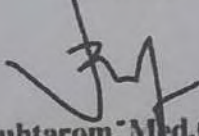| |
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ABSTRACT

Patricia, Karina Eka. (2023). *Students' Practices of Using Authentic Materials for English Extensive Listening at SMAN 1 Gedangan.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Dr. Arbaiyah YS. and Drs.Muhtarom, Med.Grad Dip Tesol.

Key Words*: Authentic Materials, Listening, English Extensive Listening, Students' Practices.*

The activity of practicing English extensive listening during spare time is an activity carried out by several students who desire to improve their English listening skill. With the use of the existing authentic materials, students could utilize them as the materials for English extensive listening practices. The research questions of this study are; (1) What are the types of authentic materials used by SMAN 1 Gedangan students for English extensive listening practice in their own time? (2) How do the SMAN 1 Gedangan students practice English extensive listening in their own time by using authentic materials? This study was a descriptive qualitative research that used questionnaire, interview, and document study as the instruments to collect the data. There are 16 students of SMAN 1 Gedangan from XI-3 and XI-6 in the academic year 2023 who participated as the research subjects of this study. The findings revealed that there are various authentic materials used by the students for English extensive listening practice in their own time. Those materials are songs, movies, vlog videos, TV shows, and news clips. The students also have various ways on how they practice English extensive listening in their own time, such as preparing the topic, activating previous knowledge, predicting the next words, determining keywords, and taking notes. The tools the students used for their independent practices are smartphones, laptop, earphones, and speakers.

ABSTRAK

Patricia, Karina Eka. (2023). *Students' Practices of Using Authentic Materials for English Extensive Listening at SMAN 1 Gedangan.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Dr. Arbaiyah YS. and Drs.Muhtarom, Med.Grad Dip Tesol.

Key Words*: Materi Otentik, Menyimak, Menyimak ekstensif Bahasa Inggris, Praktik Siswa.*

Kegiatan berlatih menyimak ekstensif Bahasa Inggris di waktu luang adalah kegiatan yang dilakukan oleh siswa yang ingin meningkatkan keterampilan menyimak Bahasa Inggris. Siswa dapat memanfaatkan materi otentik untuk latihan menyimak ekstensif Bahasa Inggris. Pertanyaan penelitian dari pejantan ini adalah; (1) Apa jenis materi otentik yang digunakan oleh siswa SMAN 1 Gedangan untuk latihan menyimak ekstensif bahasa Inggris di waktu luang? (2) Bagaimana siswa SMAN 1 Gedangan berlatih menyimak ekstensif Bahasa Inggris di waktu luang dengan menggunakan materi otentik? Penelitian ini merupakan penelitian kualitatif deskriptif yang menggunakan kuesioner, wawancara, dan studi dokumen sebagai instrumen untuk mengumpulkan data. Terdapat 16 siswa SMAN 1 Gedangan dari kelas XI-3 dan XI-6 tahun pelajaran 2023 yang menjadi subjek penelitian penelitian ini. Temuan mengungkapkan bahwa materi otentik yang digunakan oleh siswa untuk latihan menyimak ekstensif bahasa Inggris yaitu lagu, film, video vlog, acara TV, klip berita, dan kartun. Para siswa juga memiliki berbagai cara bagaimana mereka berlatih menyimak ekstensif bahasa Inggris di waktu mereka sendiri, seperti menyiapkan topik, mengaktifkan pengetahuan sebelumnya, memprediksi kata berikutnya, menentukan kata kunci, dan mencatat. Alat yang digunakan siswa untuk praktik mandiri adalah smartphone, laptop, earphone, dan speaker.

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CHAPTER I
INTRODUCTION

In this chapter, the researcher explained the topic of study within the following headings: (1) The study's background; (2) its research questions; (3) its objectives; (4) its significance; (5) its scope and limitations; and (6) its definition of key terms.

A. Background of the Study

The practices of students having extensive English listening outside the classroom is something interesting to study further. English is learnt by all students in every country since it is an international language. In English itself, there are four skills that have to be mastered, such as listening, reading, speaking, and writing. Listening comprehension is a complex process by which listeners can distinguish between sounds, understand words and language structures in utterances[1]. Listening is the capability to catch the meaning of what other people say and it includes the accent, pronunciation, grammar, and vocabulary. Listening is one of the English skills that students who learn English as foreign language should have[2]. Listening does not only require students to catch the words spoken by other people, but also comprehending the meaning of the words spoken.

Listening plays a big role in language learning mastery. Without being able to listen, language learners may not be able to communicate properly using target language. However, mastering a listening skill is quite challenging. In order to be able to listen easily, students have to be exposed to many listening activities which makes them listen to the English language more often. This kind of activity is what is called extensive listening. What is meant by extensive listening is to perform a large number of listening activities so that students can recognize

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[1] Larry Vandergrift, "Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies," *ELT Journal* 53, no. 3 (July 1, 1999): 168–176, https://doi.org/10.1093/elt/53.3.168.

[2] Edi Trisno, Emzir Emzir, and Ilza Mayuni, "Students' Problem in Listening Comprehension at University Level" 276, no. Icoelt 2018 (2019): 224–228.

the words heard easily, at the same time being able to understand the overall meaning of the text heard[3]. Extensive listening is a listening activity that is carried out over a long period of time[4]. According to Brown, extensive listening is important to make students enjoy having listening activity to target language and it also can increase students' confidence[5]. By having extensive listening, students' ability in terms of intonation and pronunciation can be improved as well.

The use of authentic materials for facilitating students' extensive listening practices is an excellent strategy to be conducted. In this modern era, there are various kinds of authentic materials which are available on the internet. The online platforms that provide authentic materials for listening practice are YouTube, podcast, tiktok, and other social media. Authentic materials are learning materials which are not produced for educational purposes, and it is made by native speakers[6]. Authentic materials are types of learning materials which contain language used in daily life situations in a form of spoken or written text[7]. Because authentic materials are not created for educational purposes, the language which is used is more natural than the language contained in the course book. The authentic materials which are commonly used are songs, movies, vlog videos and these are made by native speakers for entertainment purposes.

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[3] W. A. Renandya and G. M. Jacobs, *Extensive Reading and Listening in the L2 Classroom* (New York: Routledge, 2016).

[4] Michael Rost, *Teaching and Researching Listening: Third Edition*, ed. Christopher N. Candlin & David R. Hall, *Teaching and Researching Listening: Third Edition* (Edinburgh: Pearson Longman, 2016).

[5] R. Brown, R. Waring, and S. Donkaewbua, "Incidental Vocabulary Acquisition from Reading, Reading-While-Listening, and Listening to Stories," *Reading in a Foreign Language* 20, no. 2 (2008): 136–163.

[6] David Nunan, *The Learner-Centred Curriculum* (Cambridge University Press, 1988), accessed April 9, 2022, https://www.cambridge.org/core/product/identifier/9781139524506/type/book.

[7] Pierluigi Erbaggio et al., "Enhancing Student Engagement through Online Authentic Materials," *IALLT Journal of Language Learning Technologies* 42, no. 2 (2012): 27–51.

Authentic materials can be beneficial to be used for listening activity because it can help students' ability to comprehend what people say in real life context[8].

Enabling students to be exposed to how language is actually used in real life situations is an important thing to do. Students can make sentences in the target language more naturally. Not only that, the fact that some authentic materials are created for entertainment purposes makes it more interesting for the students. This could happen because students can learn the target language while enjoying the content in the authentic materials.

The researcher is interested in conducting this study because mastering a listening skill is difficult. It is not easy to master because listening to a language that is not our first language will be hard, especially English. This is due to the different accents and pronunciation that the English speakers have[9]. English learners should practice more often to improve their listening skill. Unfortunately, learning in class alone is not enough to practice listening because the duration of time is limited and there is also a lot of other materials that must be learned. Because of this, students need to hone their own listening skill outside of class by listening to many audios and for a longer time, which is called Extensive Listening. Rost stated that the purpose of doing extensive listening is to understand the general meaning. Therefore, in having Extensive Listening practice, the listeners should choose their own listening materials based on their preference and level so that it will be easy for them to understand the general meaning of what they have listened[10]. For this reason, the researcher wants to observe the students who do extensive listening in their own time about what

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[8] Y. Hapsari and D. P. Ratri, "Extensive Listening : Let Students Experience Learning," *Bahasa & Sastra* 14, no. 2 (2014): 251–261.

[9] Seli Siti Syadiah, "Efl Learners? Faced Problems in Listening Comprehension," *Indonesian EFL Journal* 2, no. 1 (2017): 53.

[10] Rost, *Teaching and Researching Listening: Third Edition*.

types of authentic materials they used, and how they practice doing Extensive Listening by using authentic materials.

This research was conducted in SMAN 1 Gedangan. The researcher did a pre-research in this school to find the students who meet the criteria to be the research subject of this study. The consideration of choosing SMAN 1 Gedangan was because the researcher did a pre-service teaching program in that school and it is the nearest school that can be accessed by the researcher. The pre-research was done by administering a questionnaire to two classes with a total of 72 students. The result of the questionnaire indicated if out of 72 students, there are 16 students who meet the criteria of this study. They are the students who practice extensive listening in English in their own time by using authentic materials.

This research field is important to be conducted because it will contribute to finding out about how the students practice extensive listening outside the classroom by using authentic materials. This study will benefit teachers, students, and other researchers as well. Teachers are able to get information about the students' learning habits and the types of authentic materials that they like more. It will also give motivation for other teachers to start engaging their students to have extensive listening practices on their own time. Teachers can guide students' practices for having extensive listening for independent study outside the classroom. For the students, they could get references about types of authentic materials they can use for independent study. Some students have a willingness to practice their English skill, but they are often confused about deciding the materials that they could use. The other researchers could also take benefits from this study because they could use this study as a reference if they want to conduct a study in the same theme.

There have been many studies which discussed the use of authentic materials for English listening activity. From the previous research, there are many studies on whether the use of authentic materials for listening activities can be a good solution for students. Various kinds of research that discuss the

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use of authentic materials which can improve students' listening skills have been conducted. It is believed that by using authentic materials, students are able to be exposed to language used in real life situations. Another type of research also has been done which tries to focus on the students' perception on the use of authentic materials for extensive listening. However, there is no research which tries to focus more on the students who spend their time practicing their listening skills with authentic materials. Therefore, the purpose of this study is to find out about the types of authentic materials used by the students in SMAN 1 Gedangan to practice extensive listening in English in their own time. This study also tries to investigate how the students in SMAN 1 Gedangan practice extensive English listening by using authentic materials in their own time.

B. Research Questions

There are two research questions in this study. The research questions are:

1. What are the types of authentic materials used by the students in SMAN 1 Gedangan to practice English extensive listening in their own time?

2. How do the students in SMAN 1 Gedangan practice English extensive listening by using authentic materials in their own time?

C. Objectives of the Research

There are two research objectives in this study. The research objectives are stated below:

1. To investigate the types of authentic materials used by the students in SMAN 1 Gedangan for English extensive listening in their own time.

2. To analyze how the students in SMAN 1 Gedangan practice English extensive listening.by using authentic materials in their own time.

D. Significance of the Research

This research has significance for several parties, namely for students, teachers, and other researchers. The significance is:

1. For the teachers

This study can give information to the teachers about the students' learning habits and the types of authentic materials that they like more so

teachers can consider which kinds of authentic materials they can use for teaching. It will also give motivation for other teachers to start engaging their students to have extensive listening practices on their own time. Teachers can guide students' practices for having extensive listening for independent study outside the classroom.

2. For the students

The result of this study can give the other students references about some authentic materials they can use for learning English listening, especially when they are having an independent study. The students can know where to find the sources of the authentic materials.

3. For the other researchers

This study can be used by the researchers to get information related to the students' practices of using authentic materials for extensive listening. The result of this study will be helpful for other researchers in the future when they want to develop a study in the same theme.

E. Scope and Limits of the Research

The scope of this research is about the students' practices of using authentic materials for English extensive listening in their own time. This includes what types of authentic materials that the students used, and how the students practice English extensive listening in their own time by using authentic materials.

This study was conducted in SMAN 1 Gedangan, especially in grade XI-3 and XI-6 of academic year 2023. The result of this study could not be generalized to other students, so other students might have different answers.

F. Definition of Key Terms

1. Students' practices

In this context of research, students' practices refer to the activities performed by students which are done regularly in order to improve their ability in doing something.

2. Authentic materials

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In this context of research, authentic materials are any teaching material for English learning that is not created for pedagogical purposes and created by native speakers.

3. Extensive listening

In this context of research, extensive listening is an English listening activity that is conducted by listening not only to one audio, but two or more audios. And the purpose of doing the extensive listening practice is focusing on understanding the general meaning of what is being heard.

CHAPTER II
REVIEW OF RELATED LITERATURE

A brief explanation of the terms "review of related literature" and "review of previous studies" are provided in this chapter. These theories are utilized to provide additional data when it is determined that it is necessary to support the study's findings.

A. Theoretical Framework

1. Listening

Listening is one of the skills in English which refers to the ability to catch the words spoken by other people. Some of the experts have stated the same perception about the meaning of listening. Listening seems to be the capacity to detect and comprehend what someone else says or does. This entails comprehending a speaker's accent or pronunciation, grammar, vocabulary, and determining meaning[11]. In listening, listeners have to be able to understand the topic, predict, guess, and interpret the words which are being said[12]. Listening skill is the ability of recognizing and understanding the meaning of words being spoken by other people[13]. These ideas of listening implies that learning a language requires listening, and an essential component of listening is being able to pick up words, phrases, or sentences.

Listening could also be defined as understanding the messages delivered by other speakers, not only catching the words heard. Renukadevi has the same opinion and stated that listening is a language skill that requires not

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[11] Tri Listiyaningsih and Iain Surakarta, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," *Academica: Journal of Multidisciplinary Studies* 1, no. 1 (2017): 48.

[12] J Harmer, *The Practice of English Language Teaching* (Pearson Longman, 2008), https://books.google.co.id/books?id=gstEuAAACAAJ.

[13] Jeremy Harmer, *The Practice of English Language Teaching* (Kiribati: Pearson Longman, 2007).

only the ability to translate word by word being spoken by other people, but it needs a deep understanding of what other people say[14]. Hamouda defines listening comprehension as an active process wherein the listeners proactively generate meaning[15]. Being unable to comprehend what is being heard makes it difficult to communicate effectively and prevents someone from developing appropriate listening skills.

Listening is a skill that requires the ability to comprehend, focus, and it gives pleasure to the listeners. According to Basyuni, listening is a skill that calls for comprehension, focus, and pleasure[16]. The idea means that the listener should be able to comprehend what other people are trying to say and focus on the words spoken so the information could be well delivered. In addition, listening should be fun to do and give pleasure to listeners. This can be achieved by selecting listening appropriate audio when practicing listening activities.

Listening plays an important role in learning a language and has a big contribution in language expertise. Several studies have revealed that the sign of success in learning a language is from listening. It was stated in the previous research that the student participants in the study had perception if listening skill is important to be mastered because it would be useful after

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[14] D Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening," *International Journal of Education and Information Studies* 4, no. 1 (2014): 59–63, http://www.ripublication.com.

[15] Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," in *International Journal of Academic Research in Progressive Education and Development*, 2013, https://pdfs.semanticscholar.org/b811/984d6e30068a62a970b1f75b2e701e0b159e.pdf.

[16] Jiati. Endah Sari, Nuhung B, and Hastini, "The Correlation Between Students' Ability in Listening To the English Songs and Their Vocabulary Mastery," *Journal of English Language Teaching Society (ELTS)* 1, no. 1 (2013): 2.

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they graduate[17]. As English language learners, having a good listening skill is a must as it is the key to communicate with others[18]. In the course of communication, a listener not only takes in the information that is being communicated by the speaker, but also engages in response planning, which includes practicing their next words after the speaker has finished speaking[19]. Listening has frequently taken a back seat to speaking itself as equivalents. Both of these are basic English skills that are unable to be split because listening is frequently inferred as part of speaking[20]. The urge to use language more communicatively in school affects listening skills to become an important thing in language learning[21]. For this reason, listening is a language skill that should be paid more attention to because it has a big role in language mastery.

Without the ability to listen, language learners could not master other language skills as well. Listening gives an aural input that enables learners to have interaction and communication[22]. To master English listening skill, it needs a big effort because it is not something that is easy to achieve. Syadiah supported the idea by stating if English listening skill is hard to

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[17] Rizka Safriyani, "Need Analysis in Learning English for Non English Native Speakers Students in Learning English at SMP Muhammadiyah 2 Surabaya," *The 61 TEFLIN International Conference* (2014): 154.

[18] Trisno, Emzir, and Mayuni, "Students' Problem in Listening Comprehension at University Level."

[19] Mustafa Azmi Bingol et al., "Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class," *Journal of educational and instructional studies in the world* 4, no. 4 (2014): 26.

[20] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004).

[21] Jack C Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: Www. Finchpark. Com/Courses/Tkt/Unit_07," *Richards-Teaching-Listening-Speaking. pdf* (2008): 1–37.

[22] Haryanto Atmowardoyo and Kisman Salija, "Podcast Effects on Efl Learners Listening" (2018): 1–10.

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master. This is caused by the variety of accents and pronunciation that the English speakers have[23]. Listening should be practiced continuously in order to master it[24]. By having a lot of practice, the difficulties of mastering a listening skill can be overcome because listeners can be more familiar with the words spoken.

In teaching listening, the teacher should understand the principles of teaching listening which always gives students information about the purposes of doing the listening activity. There are various objectives from having listening activities in language learning, such as to get information, knowledge, and insight. Sabinus stated that listening objectives can be divided into four categories: enjoyment, information, perception, comprehension, and problem solving. He furthermore stated that comprehension listening could be broken down into three phases. The first one is listening but not responding. Following textual content and casual teacher chat is the example. The second phase is listening and responding briefly, such as having to follow directions, body movement, and model construction. The third phase is listening and providing a longer response, which are rephrasing, responding to questions, answering set of questions to test comprehension on texts, and summing up[25]. The objectives of having listening activities could be achieved as long as the teacher and students know the principles in having listening practices.

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[23] Syadiah, "Efl Learners Faced Problems in Listening Comprehension."

[24] Miranda Sri and Muliyani Br Tarigan, *Improving Listening Skill Through Linkage of Sounds in English Songs on Senior High School Students*, 2018.

[25] K U Sabinus, E Bunau, and D Novita, "Increasing Students' Listening Comprehension by Using VoA: Special English Video," *Jurnal Pendidikan dan Pembelajaran Untan* (2013), https://jurnal.untan.ac.id/index.php/jpdpb/article/view/1650.

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Listening has some sub skills and each sub skill has its own purposes. There are 6 sub skills of listening in English which are stated by Rost in his book, they are:

a. Intensive Listening

It is an English listening practice which focuses on the phonology, syntax, and lexis. The length of the audio heard is short and the aim of doing this kind of listening activity is not to get general meaning but to look out the grammar, vocabulary, or pronunciation.

b. Selective Listening

Selective listening refers to listening with a clear purpose and it is frequently conducted to acquire detailed information for a task. In other words, listeners only listen to the audio they want to listen to and they are selective in choosing what they are going to listen to.

c. Interactive Listening

The term "interactive listening" describes a certain kind of conversational interaction which the listener actively participates in understanding by offering comments, posing questions, and assisting the speaker.

1) Extensive Listening

Extensive listening refers to a listening activity in a long period of time. The main purpose of this activity is to get general information for what is being heard, so it is not to get detailed information. In doing extensive listening, the audio must be interesting for the listeners since it takes a long time to listen.

2) Responsive Listening

The term "responsive listening" refers to a style of listening activities where the objective is for the listener to respond. In this kind of action, the listener's answer is emotive, conveying point of view instead of simply returning information based on what has been heard.

3) Autonomous Listening

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Independent listening without direct supervision is referred to as autonomous listening. All of the previously mentioned listening styles, such as intensive, selective, extensive, interactive, and responsive can be categorized as autonomous listening. The learner's control over input choice, task completion, and assessment is crucial[26].

Learners can connect and communicate by way of listening, which provides an audible input. There are many benefits of mastering a listening skill for language mastery. Therefore, language learners should consider paying more attention to this language skill. The various kinds of listening sub skills in English that have different purposes should be acknowledged by language learners so that they can decide the purpose they want to achieve by doing a listening practice.

2. Extensive Listening

Extensive listening is one of the sub skills in listening which requires a large number of listening practices that will enable students to recognize the words heard easily and understand the overall meaning of the text heard. This idea of extensive listening is supported by Rost in his book who stated about the context of English extensive listening. According to Rost, extensive listening is conducted over a long period of time. It means that in extensive listening, listeners do not only listen for once or twice, but they have to listen to a lot of audio that needs more time than the usual listening activity[27]. Extensive listening is a method of language instruction that promotes language learners to be presented with a significant amount of pleasurable and easily understood content provided in the target language

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[26] Rost, *Teaching and Researching Listening: Third Edition*.

[27] Renandya and Jacobs, *Extensive Reading and Listening in the L2 Classroom*.

throughout a long amount of time[28]. From the opinion of several experts, the characteristics of extensive listening are conducting in a longer time than usual listening activity and proposing in understanding general meaning.

There are some aspects which differentiate between English extensive listening and intensive listening as some people might have difficulties in differentiating it. In intensive listening, teachers frequently serves as the focal point of the learning process, choosing resources and creating listening activities for learners to complete in the class[29]. However, in Extensive listening, the main focus is on the students. They have the authority to choose and create their own goals, select suitable and individualized listening resources, determine what they will do once they've finished listening. It's crucial for learners to listen to resources that are at once fun and understandable when learning English-language skills[30]. Another difference is in the purpose of doing the listening activity. Concentrating on pronunciation, grammar, and vocabulary instead of general meaning is the goal of intensive listening practice[31]. However, the purpose of having extensive listening practices is to get the general meaning and understanding of what have been listened[32]. The listening sub skills which are extensive listening and intensive listening might sound similar to some people yet they are totally different in terms of objectives and principles.

[28] Francisca M Ivone and Willy A Renandya, "Extensive Listening and Viewing in ELT," *TEFLIN Journal* Volume 30 (2019): 237–256.

[29] Carlos A. Mayora, "Extensive Listening in a Colombian University: Process, Product, and Perceptions," *How* 24, no. 1 (2017): 103.

[30] Willy A. Renandya and Thomas S.C. Farrell, "'Teacher, the Tape Is Too Fast!' Extensive Listening in ELT," *ELT Journal* 65, no. 1 (2011): 52–59.

[31] Lee Seung Chun, "Developing Intensive Listening Skills : A Case Study of the Long-Term Dictation Tasks Using Rapid Speech," The English Teacher, vol 39 (2010): 94–120.

[32] Renandya and Jacobs, *Extensive Reading and Listening in the L2 Classroom*.

The available literature on ELT reports massive advantages of extensive listening. These advantages could be classified into three distinct groups: developments in learners' English listening fluency, comprehension, and other language skill as well[33]. According to Renandya, extensive listening will improve the listeners' ability in catching words. One of the reasons why listeners are not able to catch words is due to the speakers who speak fast. Sometimes the speed rate of the speakers is not too fast but it is because the listeners are still at lower level of language proficiency which makes the normal speed of speech become too fast[34]. In extensive listening, listeners can repeat the audio many times that will give them a solution to this problem.

The ideas about extensive listening that can improve students' word recognition is also supported by other experts and researchers. Renandya and Jacobs stated that the benefit that can be taken from extensive listening is that language learners can easily recognize oral words being spoken, especially by native speakers. What is meant by this is that sometimes language learners are unable to catch oral words although they already know the words in written form. This is like a common issue for students in China who learn English as a foreign language[35]. By repeating the listening audio, it will gradually help listeners to get used to listening to native speakers who speak at native speaker rate[36]. Extensive listening could be a good strategy if students want to recognize words spoken by native speakers easily.

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[33] Euodia Inge Gavenila and Willy A Renandya, "Using TED Talks for Extensive Listening" 61, no. June (2021).

[34] Renandya and Farrell, "'Teacher, the Tape Is Too Fast!' Extensive Listening in ELT."

[35] Renandya and Jacobs, *Extensive Reading and Listening in the L2 Classroom*.

[36] A Chang and Sonia Millett, "The Effect of Extensive Listening on Developing L2 Listening Fluency: Some Hard Evidence," *ELT Journal* 68 (2013): 31–40.

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The attempt to have extensive English listening practice consistently could benefit learners in improving English listening fluency. Some experts supported the idea and stated in their journal the benefit of having extensive listening practice. Extensive listening which is done by language learners regularly can be a help to increase listening fluency[37]. Listening fluency can be built by having extensive listening as it requires the listeners to listen and get exposed to many listening materials[38]. In his book, Brown also stated that it is important to have extensive listening because it can make students enjoy having listening activity to target language and it also can increase students' confidence[39]. Handoyo and Refi also defined extensive listening as a method of listening instruction that could make it easier for learners to become fluent listeners[40] To achieve listening fluency, language learners should conduct extensive listening regularly as a routine.

Extensive listening can aid students in becoming more familiar with the language's common elements, which can assist them attain a greater and deeper understanding in regards to general language comprehension. Extensive listening could assist in introducing learners to typical speech blending and assimilation patterns, as well as contraction, syllabification, and other aspects of spoken language. According to Renandya & Jacobs, these characteristics are typically present in connected speech and usually lead to hearing issues[41]. By conducting extensive listening, language

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[37] Rob Waring, "Starting Extensive Listening," *Extensive Reading in Japan* 1, no. 1 (2008): 8.

[38] Renandya and Jacobs, *Extensive Reading and Listening in the L2 Classroom*.

[39] Brown, Waring, and Donkaewbua, "Incidental Vocabulary Acquisition from Reading, Reading-While-Listening, and Listening to Stories."

[40] Handoyo Puji Widodo and Refi Ranto Rozak, "Engaging Student Teachers in Collaborative and Reflective Online Video-Assisted Extensive Listening in an Indonesian Initial Teacher Education (ITE) Context," *Electronic Journal of Foreign Language Teaching* 13, no. 2 (2016): 150.

[41] Renandya and Jacobs, *Extensive Reading and Listening in the L2 Classroom*.

learners might become more accustomed to speech blending and assimilation patterns used in spoken language.

Despite the benefit of extensive listening, the activity of extensive listening practice does not have a very wide attention as it is rarely done by learners. Unlike extensive reading, which is now well acknowledged, extensive listening has received very less attention because learners find it more challenging to get the suitable listening resources for them[42]. It's probable that the difficulty in locating appropriate listening resources is one of the reasons extensive listening is less common than Extensive Reading. Graded reading materials are broadly available, whereas graded listening materials are less widespread. According to Ducker and Saunders, graded listening materials are not commonly accessible. Yet, due to the advancement of technology, educators are now able to utilize publicly accessible listening resources, such as podcasts online[43]. There are other platforms that provide listening audio which can be utilized as teaching and learning materials.

Considering the appropriate listening materials for English extensive listening is an important thing to implement because this attempt will ease the learners to comprehend the listening audio being listened to. When practicing extensive listening, numerous people lose up because they select audio with complex vocabulary that they do not really understand. Their ability to understand what they are listening to will be stopped or slowed, which makes them frustrated and more likely to give up. The selection of appropriate listening materials is essential for EL success[44]. Waring also stated to pick appropriate listening resources, listeners can check in with

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[42] Widodo and Rozak, "Engaging Student Teachers in Collaborative and Reflective Online Video-Assisted Extensive Listening in an Indonesian Initial Teacher Education (ITE) Context."

[43] Gavenila and Renandya, "Using TED Talks for Extensive Listening."

[44] Waring, "Starting Extensive Listening."

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themselves to see if they can comprehend 90% of what they have heard, if they are familiar with almost all of the language, and if they have enjoyed the listening practice[45]. The essential elements of extensive listening practice will be eliminated through the improper and unintelligible choice of materials.

Extensive listening, which is one of the sub skills in listening skills, has so many benefits for learners' listening fluency as long as they practice it in a correct way. A longer listening time gives good effects to learners in many aspects of their listening improvement. Teachers in the classroom should engage and guide the students more to have an extensive listening practice.

3. Authentic Materials

Authentic materials are types of materials which are not purposely designed for education. This statement is supported by some experts who have the same opinion about the definition of authentic materials. Nunan stated that authentic materials are learning materials in a spoken or written form that are not created for pedagogical purposes and the language used reflect real world situations[46]. The definition of authentic materials is a language that is spoken or written by native speakers in everyday situations[47]. Morrow stated the definition of authentic material is a stretch of actual language generated by native speakers or writers for an audience of real people and intended to convey some form of legitimate information[48]. According to these definitions, authentic materials are those

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[45] Ibid.

[46] Nunan, *The Learner-Centred Curriculum*.

[47] Seyyed Ahmad Mousavi, "The Effect of Authentic Versus Non-Authentic Aural Materials on EFL Learners ' Listening Comprehension" 2, no. 1 (2012): 21.

[48] k Morrow, *Authentic Texts and ESP*, ed. In S. Holden, English for Specific Purposes. (London: Modern English Publications, 1977).

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that are written in real language, generated by native speakers, and not intended for educational reasons.

Authentic materials can also be defined as teaching materials which contain language used in real world situations. Gebhard has a similar opinion about authentic materials as he stated that authentic material would be anything relating to interacting in an actual situation. As a result, it is an essential component of interaction that is commonly implemented by the native speaker[49]. Kilickaya stated that using authentic material introduces students to the usage of ordinary speech outside the classroom and its real-world relevance. In a different sense, authentic material is anything that demonstrate how a language is actually used in practice, along with the way speakers express themselves or pronounce certain phrases[50]. Herod's concept of authentic materials relates to things used to replicate real-life activities[51]. In simple terms, the aim of authentic material is to demonstrate the real world to the language, the way to apply it, along with what culture is supplied.

With increasingly sophisticated technology, finding authentic materials is not difficult. Berardo put a lot of thoughts in his journal about authentic materials. First, he stated that authentic materials are accessible and can be found everywhere, especially from the internet. The common examples of authentic materials which can be found are newspapers, TV programs, movies, songs, and magazines. Second, he stated that authentic materials are language learning materials which are able to be accessed and learnt by

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[49] J. G Gebhard, *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology* (Chicago: Ann Arbor: Michigan University Press., 1996).

[50] Fert Kilickaya, "Authentic Materials and Cultural Content in EFL Classrooms," *The Internet TESL journal* 10, no. 7 (2004), http://www.metu.edu.tr/~klckay%0Ahttps://eric.ed.gov/?id=ED570173.

[51] L Herod, *Adult Learning: From Theory to Practice* (Britania Raya: Heinle and Heinle Publisher, 2012).

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students everywhere, for instance when they travel or other areas outside the classroom[52]. Authentic materials can be used as more flexible learning materials by students.

There are some benefits of using authentic materials for language teaching and learning, such as engaging students' interest, motivation, and enthusiasm in learning a language. Some experts stated the same ideas about this statement. Primadona and Prastiyowati stated that the use of authentic materials for language learning in the classroom can enhance students' motivation to learn a language because authentic materials help students to have a direct contact to how they should use language in real life context[53]. Authentic materials can interest students because of reflecting natural language used[54]. Nuttall also has the same idea if authentic texts motivate students to read and learn more as it can help them to interact with people in real life[55]. Being exposed to how language is used in real life situations when learning a target language seems to attract students' interest more.

Exposing language learners to how the language actually used in reality must be conducted. This is because language learners do not use the language they find in textbooks when having communication using target language in everyday life[56]. Berardo stated that the reason behind authentic materials being implemented in the classroom is because students can obtain

[52] Sacha Anthony Berardo, "The Use of Authentic Materials in the Teaching of Reading," *The Reading Matrix: An International Online Journal* 6, no. 2 (2006): 60–69.

[53] Primadona. and Prastiyowati, "An Analysis of Authentic Material Used in Teaching English At Sd Puri Asah Dasar Avesiena Green School Malang."

[54] Yanuarti Apsari, "The Use of Authentic Materials in Teaching Reading Comprehension," *ELTIN Journal,* 2, no. 11 (2014): 88–94.

[55] Christine Nutall, *Teaching Reading Skills in a Foreign Language*, 2nd Edition. (Oxford: Heinemann, 1996).

[56] Siti Sundari, "The Effectiveness of Picture as Authentic Material to Improve Students' Writing in Descriptive Text" (Airlangga University, 2011).

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direct experience in learning real life language using the target language[57]. In English, it is crucial to comprehend how the English language is used naturally in daily life so that English learners can be familiar with various accents in English, the native speakers' speed in speaking, and the meaning of what people say in certain contexts[58]. By using authentic materials, it is very helpful for students to know about how native speakers use the language naturally.

Leveraging the function of authentic materials is a strategy that teachers should implement. Richards and Renandya in their journal also suggested that teachers should introduce students to authentic materials early because it will benefit them to have practice and be familiar with the use of language naturally. However, in implementing authentic materials, teachers should choose the appropriate authentic materials that are suitable with the students' level and needs so that it can give comprehensible input to the students[59]. So, teachers could not select authentic materials without any consideration because they will not have a good impact on students.

In selecting authentic materials, teachers should pay attention and make some consideration so that the authentic materials which are used can be appropriate for the students. Harini in her journal indicated that there are eight major categories that teachers may consider when choosing authentic content for the process of instruction and learning. The necessities of the students and the school textbook are addressed in the first. Authentic content is based on what the students require and does not stray from the subject

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[57] Sacha Anthony Berardo, "The Use of Authentic Materials in the Teaching of Reading," *The Reading Matrix: An International Online Journal* 6, no. 2 (2006): 60–69.

[58] Renandya and Jacobs, *Extensive Reading and Listening in the L2 Classroom*.

[59] Apsari STKIP Siliwangi, "The Use of Authentic Materials in Teaching Reading Comprehension."

matter covered in the course textbook[60]. This idea indicates that authentic materials which are adapted by the teacher must meet the students' needs. Besides that, the content must also be relevant with the materials being taught in the textbook.

The second consideration to choose authentic materials for teaching and learning process is the selection of themes based on the student's interests. Harini stated that before providing this sort of materials to the students, the teachers must determine the students' level. The goal is to arouse the students' interest in the taught content. Occasionally, Authentic Materials which are not level-appropriate will just make students less interested in learning. For instance, because the preferences of middle school students are different from those of senior high school students, the teacher cannot assign them a topic for a senior high school student[61]. Choosing inappropriate authentic materials may cause the learning objectives to not be reached because the materials could not attract students' interest in learning.

The third aspect that should be taken into consideration when choosing authentic materials for the students is cultural appropriateness. This is similar to what Harini stated in the journal if cultural appropriateness is important when it comes to the use of authentic materials. In light of this, it may be inferred that the authentic material distributed to the students is appropriate for them and won't harm them.

The fourth aspect that teachers should think about before choosing authentic materials is a consideration of logistics. Harini also stated if logistical consideration is a prior thing before choosing the right authentic

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[60] Harini Sugirezki Sujono, "Students' Attitude Towards the Use of Authentic Materials in EFL Classroom," *Journal of English and Education* 5, no. 2 (2017): 136–144, http://ejournal.upi.edu/index.php/L-E/article/view/9943.

[61] Ibid.

materials[62]. This idea implies that the teacher is not required to present authentic material if the environment and circumstances do not permit it. For the teachers, the length and legibility or audibility are also crucial factors.

The fifth category to be considered in authentic materials selection is cognitive demands. Harini explained about the cognitive demands which also should be considered. She explained the meaning of cognitive demands consideration is the materials brought to the class by the teachers should be aligned with the theory applied to the learning process[63]. It would not lead students to dismiss the Authentic Materials, but rather make them desire to think about it intuitively.

Not only should we consider cognitive demands, teachers should also consider linguistics demands when choosing authentic materials. This argument is similar to what Harini mentioned in her journal. She stated that the sixth factor in choosing authentic materials is linguistics requirements. Authentic Material ought to incorporate suitable language[64]. As with the preceding argument, it is intended that by providing real material to students, they will be able to interpret what linguistic content is on that material and grasp it.

The next thing to consider when selecting authentic materials is the quality of the materials and the exploitability. The characteristic of good materials is the materials provided to students must be adequate and understandable enough. Other than that, the authentic materials should be exploitable which means that the utilization of Authentic Material in the classroom is not restricted to a single activity but may be utilized for a

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[62] Ibid.

[63] Ibid.

[64] Ibid.

variety of instructional activities[65]. By following the steps of consideration, authentic materials used in the classroom can be optimized and achieve the learning objectives.

Besides other types of teaching materials, authentic materials are believed to be a good strategy for improving students' English fluency. The way authentic materials are not created for educational purposes makes it more natural in terms of language used. Teachers could choose interesting themes for authentic materials so that the students' interests in learning will be increased.

B. Previous Studies

There are various kinds for previous studies related to authentic materials for extensive listening practice. A classroom action research about the implementation of authentic materials for extensive listening in the classroom to improve students' English listening was conducted by Yulia Hapsari and Devinta Puspita. The research explained about the process of implementing authentic materials in the class for extensive listening in order to improve the English listening skill[66]. The lack of listening skill that students faced in school made the researcher want to conduct a classroom action research. The study found that the implementation of authentic materials for extensive listening practice can be a good strategy as the students showed a better result in their listening skill improvement.

An earlier investigation into the potential benefits of using English music to practice listening to the language took place in 2017. The results demonstrated whether or not students who listen to English songs will increase their listening skill. The results demonstrated that not only the listening skill that could be developed, but other skills of English such as vocabulary and pronunciation also

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[65] Ibid.

[66] Hapsari and Ratri, "Extensive Listening : Let Students Experience Learning."

could be developed. The vocabulary mastery can potentially be developed, word pronunciation is capable of being enhanced, and the ability to listen may be honed by listening to English songs. When people frequently hear English words, it can lead to the acquisition of new vocabularies. Because English song singers typically are native English speakers and pronounce the language correctly, listening to English songs might assist to improve English pronunciation.[67]. The results show that there are many benefits of listening to English songs for EFL learners.

A prior study also investigated about how using YouTube videos affected students' ability to improve their English listening skills. The method used for this investigation was experimental research. The results demonstrated the significant impact of teaching listening comprehension through YouTube videos, including vlogs. The majority of University of Lampung second semester students demonstrated a marked improvement between their pre-test and post-test results[68]. This suggests that employing YouTube videos to teach students English listening skills can be advantageous.

A study which asked university students in Japan to do extensive listening with authentic materials was conducted. In this study, university students in general English courses were obeyed to do extensive English listening activity outside the classroom and they needed to make a report and share what audio they had listened to[69]. Rather than finding out whether the students' skill is improved or not, this study explained about the experience of the students while doing the extensive listening by using authentic materials. The study revealed

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[67] Listiyaningsih and Surakarta, "The Influence of Listening English Song to Improve Listening Skill in Listening Class."

[68] Dian Shafwati et al., "The Use of YouTube Video toward Students' Listening Ability," *Proceedings of the 2nd International Conference on Progressive Education* (2021): 6.

[69] N D Ducker and J M Saunders, "Extensive Listening: Using Authentic Materials" (2014): 383–394.

that the Japanese university students used various kinds of authentic materials for their extensive listening practices.

An experimental study about whether authentic materials have influence on students' listening comprehension was conducted. This study sought to determine how using authentic materials affected the listening comprehension of EFL students. Participants in this study were Indonesian junior high school students in their second year. Five parallel classes with a combined enrollment of 190 students made up the study's population. 38 students made up the experimental group, which was split into two groups, while 38 students made up the control group. The result of the study showed the students' score in experimental group was higher than the students in control group[70]. This indicates if using authentic materials gives a good influence on students' listening because the students' score is increased after given the authentic materials.

Another experimental research was also done to find out the effect of authentic materials to improve listening comprehension in terms of inferred-meaning[71]. The purpose of the study is to determine whether authentic materials help students understand inferred meaning when they are listening. SMP Negeri 4 Makassar served as the site of this study. The 30 pupils in the 8th grade who will be the focus of the study are the research's topic. The listening test, specifically the fill-in-the-blank exam, is the research's instrument. According to the study, using authentic materials was successful in enhancing second-year students' comprehension of inferred meaning by students at SMP Negeri 4 Makassar.

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[70] Resti Citra Dewi, "Utilizing Authentic Materials on Students' Listening Comprehension: Does It Have Any Influence?," *Advances in Language and Literary Studies* 9, no. 1 (2018): 70–74, http://dx.doi.org/10.7575/aiac.alls.v.9n.1p.70.

[71] Yasser Mallapiang, "Using Authentic Material To Improve the Students' Listening Skill," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 3, no. 2 (2014): 166.

A study about the use of TED talk videos on youtube to facilitate students' extensive listening skill was done. This study investigates ways to modify the activity for lower-proficiency students and looks at how using TED (Technology, Entertainment, and Design) Talks as prolonged listening material improved college students' listening skills[72]. The qualitative data analysis, which was based on two questionnaires and the journal entries of the students, shows that the lectures improved the students' listening comprehension, increased their enthusiasm, and helped them get used to hearing different English accents.

There is a study that asked students to utilize a podcast which contains many authentic materials by using a self-selected method. In the research, intermediate students took part in a semester to choose podcast audios by themselves for listening practices. Each student maintained an individual blog where they recorded their podcast usage. They also each authored a podcast report and responded to a survey about their listening habits, blogs, and podcast utilization. They also took part in focus group discussions regarding their podcasting impressions. According to the research findings, students were given a guide and structure for varied and consistent listening practice through the blogging activities[73]. Students appreciated having the freedom to select their personal listening materials and had the opportunity to match them with their own listening habits and listening objectives.

A prior research investigation on increasing the motivation of EFL learners through music was conducted. One of the authentic materials that can be used for English listening is music. The study's conclusions suggested that songs might increase EFL students' motivation for studying English. Students are more

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[72] Gavenila and Renandya, "Using TED Talks for Extensive Listening."

[73] Antonie Alm, "Extensive Listening 2.0 with Foreign Language Podcasts," *Innovation in Language Learning and Teaching* 7, no. 3 (November 1, 2013): 266–280, https://doi.org/10.1080/17501229.2013.836207.

engaged when songs are included in EFL courses[74]. Therefore, English teachers may consider including English songs in their sessions to boost students' motivation.

A study is conducted to investigate students' perceptions on extensive listening materials. Only the materials intended for various meetings in the extensive listening class are the focus of the study. The course of study is designed to help students develop their L2 listening skills in this area. Enabling students to explore YouTube is going to provide appropriate and enjoyable content. Descriptive qualitative research was carried out to determine the material's applicability and inclination. Students who have taken a listening course with a lot of practice were interviewed for this study.[75] According to the research's outcomes, students believe that: 1) listening material promotes and intrigues students in listening skill; 2) students become particularly enthusiastic when addressing material of their personal selection; and 3) extensive listening materials are suitable for listening exercises. As the information in extensive listening can deepen students' understanding of the subject they selected, it can improve their ability to recognize words in speech, and investigates students' capacity for regular speech rate.

An earlier study looked into the usage of pop music to improve English listening skills. This study was an experimental research. Because the students' listening score increased after they listened to several English pop songs, the results suggested that using pop music could help students' English listening skills[76]. This study suggests that using pop song lyrics to teach students English verb vocabulary is beneficial.

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[74] Reza Anggriyashati Adara, "Enhancing EFL Learners' Motivation through Songs," *IJEE (Indonesian Journal of English Education)* 7, no. 2 (2020): 196.

[75] Afi Ni'amah and Ika Lusi Kristanti, "Students' Perception of Listening Material in Extensive Listening," *Prosodi* 16, no. 1 (2022): 61–69.

[76] Rusmiati and Siti Rahma Dewi, "Teaching Listening By Using English Pop Song," *Getsempena English Education Journal* 2, no. 1 (2015): 106.

A study about a teacher's selection of authentic materials to teach listening skills was done. In order to improve the listening skills of learners in an EFL classroom, the study will look into the role that authentic resources have in the process. The utilization of authentic resources to teach listening comprehension was the main emphasis of this study. A private senior high school in Pekanbaru, Riau Province, employs an English teacher to teach the eleventh grade. The purpose of this case study is to highlight the teacher's planning and designing process for the authentic materials to be used in the classroom videos[77]. The results showed that a teacher's choice of authentic materials helped improve students' listening ability. The chosen items can increase pupils' vocabularies and inspire them to continue learning. The results also showed that the choice of real materials was successfully used in the classroom.

A correlational research was done to find out whether there is a correlation between students' habit in listening to English songs and their English listening skill[78]. Song is one of the authentic materials that can be used for listening activity. The result of this study showed that there is a significant correlation between students' habit in listening to English songs and students' listening skill. It can be concluded that the more often students listen to English songs, the better listening skill they will have in English.

A previous study that used experimental research was conducted to discover about whether the use of cartoons affect students' English listening skill. Cartoons are authentic materials which could be used as materials for English listening practice. The finding revealed if there is a good effect on the

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[77] Dian Ekawati and Fazri Nur Yusuf, "Authentic Materials in Fostering EFL Students Listening Comprehension," no. May (2020).

[78] Nurjanah Nurjanah, Ira Miranti, and Nina Dwiastuty, "The Correlation Between Students ' Habit in Listening Song and Students '," *Deiksis* 10, no. 01 (2018): 43–48.

use of cartoons for the students' English listening skill[79]. It was known after the researcher did a pre-test and post-test which resulted that the students' score during post-test was higher.

From the previous studies, the majority of the studies discussed using authentic materials in the English classroom to improve students' listening activities. There is no research which discusses extensive listening activities that students do independently outside the classroom, especially by utilizing authentic material available from various sources. Therefore, this study focuses on examining types of authentic materials which are used by the students and how the students practice extensive listening activity by using authentic materials.

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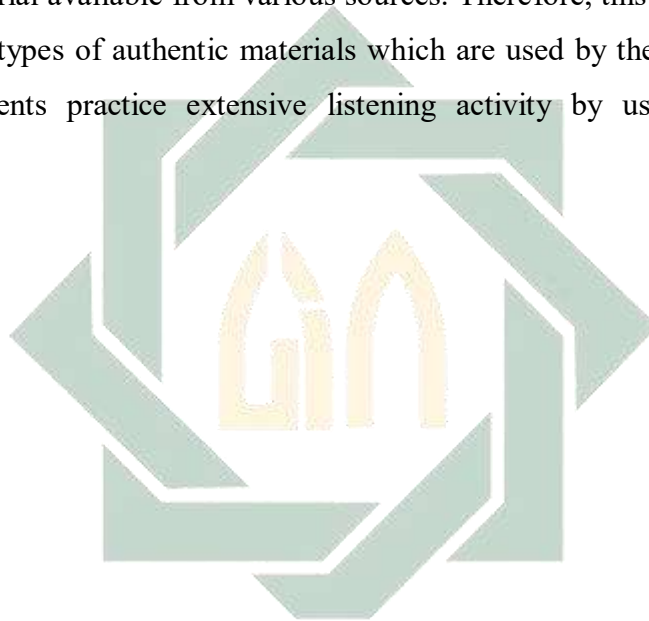
[79] A P Sari, "The Use of Cartoon Movie To Improve Student'S Listening Ability At Senior High School 1 Rupat" (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2021), http://repository.uin-suska.ac.id/52903/%0Ahttp://repository.uin-suska.ac.id/52903/1/FULL THESIS.pdf.

CHAPTER III
RESEARCH METHOD

In this chapter, the researcher discussed in detail about the methodology related to this study. The aspects that were discussed by the researcher are approach and research design, research subjects, research location, data and source of data, data collection technique, data instruments, and data analysis.

A. Approach and Research Design

This study is qualitative research because it tries to explore about an understating of a phenomena in depth and the result of this research is described verbally using sentences. This research explored the students as the subject of this research to collect the information about what types of authentic materials they use in practicing extensive English listening and how the students do it. The result of this research is described verbally and did not deal with numerical data so it is considered as a qualitative research. Creswell stated that qualitative research is a type of research that intends to explore individuals or groups to investigate and understand the implications of social human problems[80]. According to Moleong, qualitative research is a study which aims to understand phenomena, people behavior, perception, or motivation in a natural setting[81]. This research design of this research is descriptive qualitative. Descriptive qualitative is a type of research that intends to describe a phenomena, situation, or attitudes towards an issue[82]. This study described naturally about the students' practices on the use of authentic materials for extensive English listening.

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[80] John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edi. (Boston: Pearson, 2012).

[81] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, 38th Edition. (Bandung: PT Remaja Rosdakarya, 2006).

[82] Haradhan Kumar Mohajan, "Qualitative Research Methodology in Social Sciences and Related Subjects," *Journal of Economic Development, Environment and People* 7, no. 1 (2018): 23.

B. Research Subject

To obtain the research subject for this study, the researcher did a pre-research in SMAN 1 Gedangan to find the students who meet the criteria of this research. They are the ones who use authentic materials to practice English extensive listening on their own time. A questionnaire for pre-research was given to two classes, with a total of 72 students. Out of 72 students, the questionnaire's results revealed if there were 16 students that fit the study's criteria. Therefore, the subjects of this research are 16 students from XI-3 and XI-6 in the academic year 2023.

C. Research Location

This research was done in SMAN 1 Gedangan, which is an A-accredited school in the city of Sidoarjo. The consideration of choosing SMAN 1 Gedangan was because the researcher had done a pre-research in this school. After conducting a pre-research in SMAN 1 Gedangan, the result showed that there are students in SMAN 1 Gedangan who met the criteria to be the subject of this research. Those criteria are the students who practice English extensive listening by using authentic materials in their own time.

D. Data and Source of Data

To answer the first research question which asks about what are the types of authentic materials used by the students in SMAN 1 Gedangan who practice English extensive listening, the data that is needed is about the types of authentic materials that the students use for practicing English extensive listening. While for the second research question which asks about how do the students in SMAN 1 Gedangan practice English extensive listening by using authentic materials, the data is the students' answers about how the students practice extensive listening by using authentic materials.

Source of the data of this research is the students in SMAN 1 Gedangan who practice English extensive listening by using authentic materials. Those students are the 16 students from XI-3 and XI-6 in the academic year 2023.

E. Data Collection Technique

1. Questionnaire

Questionnaire was administered to collect the data of this study in the form of Google Form. The questionnaires were distributed to all 16 respondents to answer the first research question which is about what types of authentic materials which are used by the students of SMAN 1 Gedangan to do extensive English listening. The questionnaire was also used to answer the second research question which is about how do the students in SMAN 1 Gedangan practice English extensive listening by using authentic materials in their own time, this include the students' strategies, time management, and what tools that the students use for English extensive listening. The researcher designed the questionnaire based on the theory of experts. For the first research question, it was based on Gebhard theory who stated about types of authentic materials for listening in his book. And for the second research question, it was based on Robin Walkers' theory about how students can practice listening independently. The researcher modified the questions to fit with this study.

2. Interview

Interview was conducted to get a deeper answer from the students. After the students filled the questionnaire, the interview was held to dig deeper information related to the first and second research questions of this research. The questions in the interview are also based on Gebhard and Robin walkers' theory. The researcher chose 8 students to be interviewed, which was half of the research subject. Not all the subjects were interviewed because it would be time consuming. The researcher chose 8 students based on their answers on the questionnaire. The students who have the potential of giving rich information from different points of view or different answers from other students will be chosen. The interview questions are about the reasons of the students' answer in the questionnaire, such as why do the students choose to use the certain type of authentic materials for English extensive listening practice, why the choose certain platforms to get the

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authentic material audios, why they choose certain duration and time to practice extensive listening, and why the choose certain tools to practice English extensive listening.

3. Document study

The researcher also collected the materials used by the students to practice English extensive listening in their own time to answer the first research question in this study, which is "what are the types of authentic materials used by the students in SMAN 1 Gedangan to practice English extensive listening in their own time?" The document checklist was based on Lilin Nur's research who also tried to find types of materials used by the research subjects. The researcher modified the document checklist to be fit with this context of study. The materials that the students used were collected and presented in the research findings. The purpose of presenting the authentic materials that students used is to support the data and as a proof if the students actually use those authentic materials as their way to practice English extensive listening in their own time.

F. Research Instruments

1. Questionnaire

The research instrument of this study is a questionnaire in the form of Google Form. The questions of the questionnaire are in the form of close-ended questions. Questionnaire was used to answer the first research question which is about what types of authentic materials which are used by the students to do extensive English listening. The questionnaire was also used to answer second research question, which is about how do the students in SMAN 1 Gedangan practice English extensive listening by using authentic materials in their own time. The questionnaire was created by the researcher based on expert theory. The first research question was based on Gebhard theory, which mentioned in his book about several forms of authentic materials for listening. The second research question was based on Robin Walker's hypothesis regarding how students might practice

listening independently. The questions were adjusted by the researcher to fit this study.

In the first question of the questionnaire, the question is about types of authentic materials used by the students for English extensive listening practice. The students were given several choices and they could choose more than one option. The second questions asked student about where the students get the source of the authentic materials. Several options were also provided. The next question is about the strategy used by the students. There are some strategies that students could choose. The students could also choose more than one option. The following questions asked about how many times students practice in a week, the estimated duration, when they usually practice, and what tools they used during practice.

2. Interview guideline

The second research instrument of this research is an interview guideline. The purpose of interview guidelines is to organize the questions and make sure they are still relevant with the topic while doing an interview. The questions asked are from the first research question, which is about what types of authentic materials which are used by the students to do extensive English listening. The interview was also used to answer the second research question which is about how the students practice extensive listening in their own time. The researcher also designed the interview question with the theory from on Gebhard and Robin walkers, just like in the questionnaire.

The first question in the interview is about types of authentic materials used by the students. The following question related to this is about the reasons why the students choose the authentic materials, the criteria of authentic materials chosen by the students, and where the students get the authentic materials. The next question is about how the students practice English extensive listening by using authentic materials. The following questions are about the strategies used by the students, why the students do the strategies, how many times, how long, when, and the reasons behind

students' choices in time management, also what tools and the reasons why the students use certain tools for English extensive listening practice in their own time.

3. Document Checklist

A document checklist was used to analyze types of authentic materials that the students used for English extensive listening practice. The document checklist contains the type of the materials, the name of the platform, and the function of the authentic materials. This document checklist was used to get detailed information about types of authentic materials that the students used. The document checklist was adapted from Lilin Nur's research who also attempted to find types of materials used by the research subjects. The researcher modified the document checklist to be fit with this context of study.

G. Data Analysis Technique

The researcher went through some stages to analyze the data from questionnaire and interview as described by Muhammad Mahpur in his book. Those stages are transcribing, reading, coding, categorizing, and drawing conclusion[83].

1. Transcribing the data

The researcher organized and transcribed the data as the first step in the analysis process of this research. The data is the students' answers from the questionnaire and interview about types of authentic materials which are used by the students to do extensive English listening and how the students do extensive listening practice by using authentic materials. For the questionnaire, the researcher moved the results of the students' answers

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[83] Mohammad Mahpur, "Memantapkan Analisis Data Melalui Tahapan Koding," *Repository Universitas Islam Negeri Malang* (2017): 1–17, http://repository.uin-malang.ac.id/800/2/koding.pdf.

from the google form to a summary in a table. The data from the recording of the interview were transcribed into written form by the researcher.

2. Reading all the data

In this stage, the researcher reads and comprehends all the data which were obtained from questionnaire, interview, and document study. The aim of this stage is to get a good understanding about the students' answers. When the researcher have comprehended all the data, it would be easier for the next step of data analysis process. The researcher also took notes when reading important points.

3. Coding the data

Coding refers to the process of giving a label and organize the data in order to determine various themes. The next stage of the analysis process is coding the data which was conducted by giving a highlight to the key points of the data. The researcher used manual coding. In the coding process, the researcher applied deductive coding. Deductive coding entails beginning with a pre-defined set of codes followed by assigning the codes to new qualitative data. At this stage, the researcher gave a certain code to the data to make it easier for the researcher in the analysis process.

The codes are in "word" and "phrases". The example of the code is for the first participant, the researcher coded it as "Student A". For the second participant the code is "Student B", and so on. The other example is for the data related to the first research question, the code is "types of authentic materials". Then, the researcher divided the data for the first research question into some sub-codes, such as "students' reasons", "students' criteria", "where to get", and "students' responses". While for the data related to the second research question, the code is "how the students practice". The researcher also divided the the data for the second research questions into 3 sub-codes, namely "strategy", "time", and "tools".

4. Categorizing topics based on similarities

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Following the coding, the researcher categorized the data based on the similar themes. The researcher grouped some data which were classified to answer the first research question, which is about what are the types of authentic materials used by SMAN 1 Gedangan students to practice English extensive listening in their own time. The data that were grouped in this section are regarding the types of authentic materials used by students, the reasons students chose these types of authentic materials, the criteria for students in choosing types of authentic materials, where students obtained sources of these authentic materials, and the students' responses about their experiences in using authentic materials. The researcher also grouped some data which were classified to answer the second research question, which is about how do the SMAN 1 Gedangan students practice English extensive listening in their own time. The data that were grouped in this section are regarding the strategies used by the students, the time, and tools used by the students. After that, the researcher described the result of the research descriptively based on the theme

5. Interpreting the data

The next step of data analysis is interpreting the data. In this step, the researcher held a discussion session to interpret the findings and link them to the theories or previous studies presented in this study. The researcher compared the findings of this research with the theories or previous studies. The comparison is about whether there are similarities or differences in the results of this research with the theory or previous studies.

6. Drawing conclusion

The final stage of the analysis process is drawing a conclusion. After explaining the explanation of the findings and also conducting a discussion session by comparing the findings with previous theories and findings, the researcher draws conclusions. In this process, the researcher tries to

summarize the results of this research and provide comments regarding the results of this discovery.

H. Checking Validity of Findings

To ascertain the truthfulness of the research, it is required to confirm the validity of the findings. In order to prevent inaccuracies in the research findings, validating a research instrument is crucial to thing to perform. To get the data, the researcher employed accurate and trustworthy instruments. Expert validated the instruments used in this investigation, which are questionnaire, interview, and document study.

The researcher also did triangulation to support the findings of this study. Triangulation is a technique for checking the validity of data by taking advantage of other things as data checking or comparison[84]. The triangulation was done by comparing the data obtained from the questionnaire, interview, and document study which were the research instruments in this study. During this process, the result showed if the information given by the students in the questionnaire, interview, and document study is consistent and similar. Therefore, the data of this research can be considered to be trustworthy and valid.

I. Research Stages

The following stages for conducting the study were completed in this qualitative research:

1. The researcher selected the area of interest, identified the issues, selected the research questions, and defined the essential concepts of the linked theory of the situation at hand.

2. The data source, data collection method, tools, and data analysis techniques were chosen by the researcher, who also defined the research methodology.

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[84] Lexy J Moleong, *Metodologi Penelitian Kualitatif*, *Pradina Pustaka* (Bandung: PT Remaja Rosdakarya, 2001).

3. The researcher designed a questionnaire for preliminary research to find the students who spend their time practicing extensive listening with the use of authentic materials.

4. The researcher conducted a preliminary investigation to find the students who spend their time by practicing extensive listening with the use of authentic materials in the school before designing the approach employed in this study.

5. After conducting pre-research to find the students who meet the criteria to be the research subject, the researcher then decided the subjects for the study and requested approval from the institution to carry out the research.

6. The researcher designed research instruments, which are questionnaire, interview, and document study to collect the data of the research.

7. The researcher checked the validity of the research instruments from the reliable lecturer.

8. The researcher started to administer questionnaires to the research subject, then choose half of the students to be interviewed and show the authentic materials they used.

9. The researcher started to write the result of the study which was obtained from the result of the questionnaire, interview, and document study.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings of this research. The findings of this study are related to the types of authentic materials used by SMAN 1 Gedangan students for English extensive listening practice in their own time and how they do it. Apart from that, in this chapter the researcher also interpreted the findings by relating them to the existing theories and previous studies in the discussion section.

A. Findings

In this section, the researcher described the results of the research in detail. Data collection was carried out from May 25th to 30th 2023. There are two main topics that were discussed according to the research questions in this study. First, it is related to types of authentic materials used by SMAN 1 Gedangan students for English extensive listening practice in their own time. Second, it is about the way SMAN 1 Gedangan students practice English extensive listening with the use of authentic materials in their own time.

1. Types of Authentic Materials Used by SMAN 1 Gedangan Students for English Extensive Listening in Their Own Time

The first research question in this study is intended to find out about the types of authentic materials that the students use for practicing their English extensive listening. To get the data, the researcher administered a questionnaire which resulted in the students using various types of authentic materials for their English extensive listening practice. In the questionnaire, the students could choose more than one option. The researcher also conducted an interview with half of the students in order to get a deeper information regarding the students' answer about types of authentic materials they use for English extensive listening practice in their own time. Then, the researcher also did a document study to support the data. The table below is the result of the questionnaire which shows the types of authentic materials used by students and how many students use these types of authentic materials.

Table 4.1. Number of types of authentic materials used by students

Types of Authentic Materials	The amount of students who use it
Songs	16
Movies	16
TV Shows	6
Vlog Videos	7
News Clips	3
Cartoons	6

a. Song

Song is one of the most used authentic materials for English extensive listening practice according to the result of the questionnaire. From 16 students who filled out the questionnaire about types of authentic materials that they used for extensive English listening, all of them chose songs. The number of students who chose songs indicated that the song is the most used among other authentic materials. Through the interview, the students were asked for deeper information about why they use songs for English extensive listening practice, what kinds of songs they like to use, and where to get the songs.

1) Students' reasons to use songs for English extensive listening practice in their own time

The students have various reasons about why they use songs for English extensive listening practices. However, some of them have similar answers to one another. When it is concluded, there are 4 different answers from students during the interview. First, listening to songs is their hobby. This is the main reason why they choose to use songs as authentic materials in extensive English listening practice. The second answer which was obtained from the student's

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answer is that songs were easy to find, so the student likes using songs as learning materials. Another answer is because songs contain a lot of vocabulary so students can use songs to not only practice listening but also expand their vocabulary knowledge.

"I use songs for my English listening practice because my hobby is listening to songs." (Student A)

Student A said if she likes using songs for her English extensive listening practice because listening to songs is her hobby. The answer from Student A shows if the students' interest in the authentic materials has a big influence on the students' choices. Not only Student A who delivered this opinion, 4 other students also said the same thing as Student A. The results indicate that when students like to do the activities by using certain authentic materials, they will be motivated to use it as well for their learning materials.

"I use songs because they are easy to find. I can find and use it everywhere. I also often spend my free time listening to songs." (Student C)

From the Student C statement, it shows that the accessibility of a material is important because students can easily obtain the materials for their independent study. Accessibility here means easy to get or can be found easily. Student C considered songs as authentic materials that are accessible and flexible because they are easy to find and can be used anywhere. That is why she chose songs among the other authentic materials for her listening practice. Because she spends her free time listening to songs, Student C also makes use of it by making songs as listening material to practice independently.

"I use songs because there is a lot of vocabulary in songs that I can learn and memorize easily. Memorizing vocabulary through songs I think is easier because songs have rhythms or tones that make it easier for me to memorize vocabulary." (Student E)

"The answer from Student E shows if there is much vocabulary that can be obtained from listening to songs. The other 2 students in the interview also said the same answer of why they like using songs. By getting exposed to a lot of vocabulary, students are not only able to practice their listening, but also

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improve their vocabulary mastery. Songs can assist students in memorizing vocabulary. The result reveals if students find it helpful to remember a lot of vocabulary through songs because songs have rhythms or tones that make it easier for students to memorize English vocabulary.

2) The kinds of songs chosen by the students for English extensive listening practice in their own time

In the interviews, students expressed some of their reasons for what kind of songs they like to use for their extensive English listening practice. There were several students who expressed the same reasons. Therefore, the researcher draws conclusions and obtains 4 different reasons from the students' answer.

"I usually use songs from my favorite singers, like Taylor Swift, Olivia Rodrigo, and Lana Del Rey. The reason is because I like their songs and it is fun to listen to songs from my favorite singers while trying to get the meaning of the songs when listening to them." (Student C)
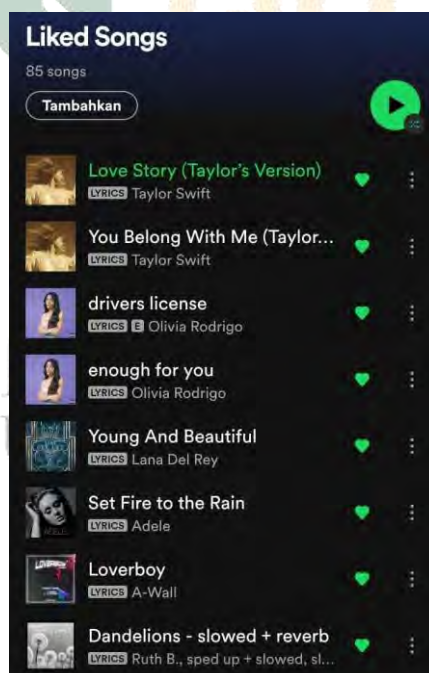
Picture 4.1. Songs used by Student C

Student C also showed a document in the form of a screenshot containing the types of songs that she usually uses to do extensive English listening practice in her spare time. According to the result of the interview with Student C, she explained if she usually uses songs from her favorite singers. This shows that the

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criteria for the song chosen by Student C is a song in which the song comes from the singer she likes. In other words, the song chosen was according to Student C's taste of music.

"I searched on the internet about the title of songs which I can use for English listening because I think not all songs are suitable for listening. Sometimes the singer's voice is not clear and the lyrics are too difficult. This makes me want to look for recommendations about English songs that are suitable for listening practices." (Student H)

Picture 4.2. Songs used by Student H

Student H also provided a document in the form of a screenshot containing the song she used for the English extensive listening practice. From the results of the interviews and screenshots provided by Student H, it can be said that Student H chose songs based on recommendations. Different from Student C and several other students who chose songs based on their favorite singers,

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Student H has easy-to-understand song criteria for English extensive listening practice in her free time. According to Student H, songs that are easy to comprehend the meaning are suitable to be used for English extensive listening practice.

> *"I think pop music matches my personal taste so I tend to listen to pop music more when I want to have extensive English listening practice or just focus on enjoying the music during my free time."* (Student A)

Student A's answer indicates that pop music suits her taste of music. Student A's criteria of choosing songs to use for English listening practice is based on the music genre that she likes. She enjoys listening to pop songs, therefore she chooses pop songs for listening materials. This answer is almost similar to Student's G answer who chooses songs based on her favorite singers. Both Student A and Student G like to use songs based on their music preferences.

3) Where the students find songs for English extensive listening practice

In the questionnaire, students were also asked where they could find songs for their English extensive listening practice. All of the students have the same answer in which they find songs from music streaming services. However, there are many kinds of music streaming services that each student has a different answer about which music streaming service they use for English extensive listening practice. Although there are many various music streaming services available, the result shows if Spotify is the only music streaming service used by the students.

In the interview, the students were asked deeper regarding where they could find the songs they use for listening practice. From their answers, Spotify seems to be the most used platform by the students. From 8 students who were interviewed, they have various answers but some of them have the same answers. There are 2 points from the students' answer about why they chose Spotify out of the other platforms, such as the completeness of songs and interesting features.

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"I downloaded Spotify on my smartphone to find songs. I chose Spotify because I can find whatever songs I want and it has good features." (Student E)

The statement from Student E explains that Spotify has complete songs so that users can listen to any song there. Apart from that, features that are no less interesting are also offered by Spotify. These two things are the main reasons why this platform has become popular among music enthusiasts. Through Spotify, students can utilize it to find a variety of songs that are suitable for them to use as material for their extensive English listening practice in their free time. Not only Student E who said this reason, but the other 6 students explained the same point as Student E.

"In Spotify, I can make a playlist, there are lyrics to every song, and I can listen to the songs offline. I also can see the playlist that other people make. The important thing is I can find all the songs there." (Student C)

Student C's answer shows more information about the features that Spotify has. The interesting features of Spotify become the major reason why she likes using it as a platform to get songs for her English extensive listening practice. According to Student C's statement, Spotify can be a platform where students can make a playlist of the songs they like. This will be very helpful if students want to collect songs for their English listening practice. The other interesting feature is students can read the lyrics while listening to the songs. So if they have difficulties in catching the words they listen to, they could read the words and learn about it later.

4) The students' responses about their experiences in using songs for English extensive listening practice

Of the various other types of authentic materials, each student certainly has a certain view of each type of authentic materials they use. From the analysis of the interview results, students' opinions about songs as the listening materials are revealed. Based on the students, songs are authentic materials that are fun to use as practice material because listening to songs is a fun activity. In addition,

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songs are one of the authentic materials which contain a lot of vocabulary that students can learn. Most interestingly, students find it easier to memorize vocabulary through songs because of the rhythm and tones in the songs. This is not owned by other types of authentic materials. These facts were found based on students' interview answers about the reasons why the students chose songs for the listening practice material that was explained previously.

b. Movies

Movies are also the most authentic materials used by the students. From 16 students, all of them chose movies as the authentic materials for their extensive English listening practice. This result was obtained from the result of the questionnaire that students have filled. It shows that movies and songs are the most used authentic materials among the others. The students then delivered deeper information during the interview regarding the reason why they choose movies, what criteria of movies they like to use, and where to get the movies for their extensive English listening practices.

1) Students' reasons to use movies for English extensive listening practice

The students revealed their reasons for choosing movies in various answers. However, the answers from some of the students were the same so the researcher drew 4 conclusions from the student's answers. Those reasons are because the students like watching movies, there are many vocabularies found in movies, and the students can listen to certain English accents. And lastly, the students can know how native speakers speak with correct pronunciation and intonation.

"I love watching movies and I have watched many movies that use English as the language. I like to practice my listening by watching English movies because I don't get bored. Sometimes I watch without subtitles." (Student F)

Students' F answer was also similar to the other 3 students. The responses demonstrate that students choose movies for English listening materials based on their enthusiasm in watching movies. A hobby that is then used and

functioned as material for learning is something that many students do. Students' feelings of being lazy and bored to practice are reduced when learning is done through interesting materials. Student F also implied that she sometimes challenges herself to watch English movies without subtitles in order to practice her English listening ability.

"I chose movies because in a movie there are a lot of conversations that exist in everyday life. Sometimes I hear a lot of slang words from movies." (Student G)

Not only Student G who delivered this opinion, Student E and Student H also delivered the same point. What was said by Student G and two other students indicates that there is a lot of vocabulary that could be found in the movies. One movie can consist of a thousand words. In the movies, there are many conversations heard by students. From there, students can get a comprehensible input on what vocabulary is appropriate to say in certain situations. If the students learn vocabulary they find in movies, they will have improvement in their vocabulary mastery. The slang words used in the movies also become something interesting for the students. Slang words can make speakers sound more natural and they will sound like native speakers.

"In movies, I can listen to a certain accent that I want to hear, which is a British accent. That is why I like practicing my listening skills using movies." (Student D)

The answer from Student D shows if she is interested in listening to different accents that English speakers have. By choosing movies from certain countries, students can find movies that consist of people who speak with certain accents. For Student D, she likes listening to British accents. This makes her interested to explore more about movies that use the British accent. As a result, she likes utilizing movies as materials to practice English extensive listening during her free time.

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"What I like from using movies for my listening practice is I can learn about the intonation when people speak English." (Student C)

Student C's answer reveals if her reason to use the movie is because she wants to know how to speak in the correct intonation like native speakers. In fact, watching movies helps teach students the proper tone for speaking English. Movies are a great resource for language learners to notice and mimic the intonation, rhythm, and emphasis used in native speakers' speech. Student E feels helped by movies because movies contain a lot of lessons that she can get about how native speakers pronounce a sentence in the appropriate intonation.

2) The kinds of movies chosen by the students for English extensive listening in their own time

The same as songs, there are various kinds of movies as well. Students explained their criteria in choosing a movie that they can use to practice English extensive listening in their spare time. There are 2 points of students' reasons related to why they choose to use movies as listening material. These 2 points are that they are looking for movies with light stories so they can easily understand. Second, students choose movies based on the storyline, whether the movies are interesting or not.

"For movies, I always find movies that have simple plots so I can understand the conversation spoken by the characters in the movies. I usually watch romance movies because I think romance movies are easy to understand. But sometimes, I also watch movies with more complex plots if I want more advanced English listening practice." (Student D)

Picture 4.3. Movies used by Student D

Not only Student D who answered with this reason, but there is also Student H who has the same answers. From the students' answers, it indicates that students prefer romance movies when choosing movie genres to practice their English listening skill. This is because romance movies have more simple language that are easy to understand. Students' preference for romance movies when practicing their English listening skills is understandable for several reasons. Romance movies often feature straightforward and relatable storylines, making the language used more accessible to learners. If the storyline or theme of the movie is too heavy, the language used will be more difficult for students to accept and understand. However, according to Student D, if she wants to be more challenged she will usually choose types of movies with more complicated topics.

"The criteria of the movies for me is in how interested I am in watching the movie. I always read the synopsis first before I decided to watch the movie.

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It is because I can easily get bored so I need to make sure that the movies I watch are interesting, especially for my listening practice," said Student A.
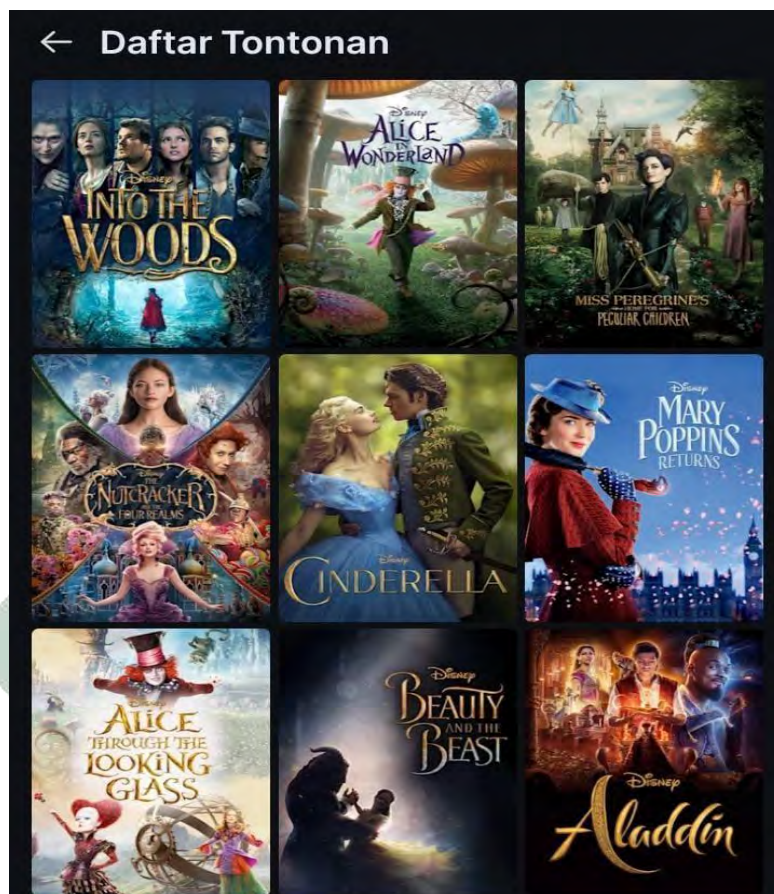
Picture 4.4. Movies used by Student A

5 other students said the same thing as what was stated by Student A. They said if the storyline is the most important thing for them. Unlike the previous 2 students who chose movies with light topics to make them easy to understand, Student A and 5 other students were more concerned with whether or not the stories of the movies were good for them. According to Student A's answer, it is very important to choose a movie that appealed to her in terms of story plot because that would allow the student to enjoy the film until the end. Choosing movies based on students' preferences makes students not easily bored to practice listening for a long duration. This is because they don't just practice listening, but they can also enjoy these movies.

3) Where the students find movies for English extensive listening practice in their own time

Concerning where to find the movies to utilize as a material to practice English extensive listening, the students were asked about it in the questionnaire and they were asked further about the reasons for their choices during the interview. All of the students answered if they found movies from various streaming services. The streaming services which were mentioned by the students are Netflix, Disney+, and also Telegram.

"I subscribe to Netflix every month and I watch movies on Netflix. There are many good movies with English language on Netflix." (Student F)

Student F mentioned if she uses Netflix to find movies for her English extensive listening practices. 3 other students also mentioned Netflix during the interview. Their answers lead to the same conclusion which is because Netflix provides many good movies that they can watch. There are many movies from different countries using various languages, especially English. Students can find movies on Netflix easier because they are provided there and it is an illegal platform to stream a movie. The completeness of movies available on Netflix is the main reason Student F and the other 3 students choose this platform.

"Disney+ is where I could find movies for my listening practices. There are many good movies using English there. Disney+ also has many animation films which I love." (Student C)

Student C becomes the only student who uses Disney+ among the other participants of this study. Student C's reasons are not much different from previous students who chose Netflix. For Student C, the movies available on Disney _ are more interesting and there are many types of movies that he can use to practice her English listening. Apart from that, Disney+ also has many animated films which are Student C's favorite. Therefore, from various other streaming platforms, Student C chooses to use Disney+ as a place to find movies as material for her English intensive listening practice.

"I use Telegram because it's free. I can watch movies shared on telegram without having to do a monthly subscription." (Student E)

Student E's answer is similar to the other 3 students about why they choose Telegram as a platform to find movies for their English extensive listening practice. Unlike Netflix and Disney+ which are paid, Telegram does not require a subscription fee. There are several channels on Telegram that usually share movies. This was used by some students to find movies that they could use as material for their listening practice.

4) The students' responses about their experiences in using movies for English extensive listening practice

Regarding the students' responses towards movies, the similar responses showed by the students are about movies that become fun materials to be used for listening practice because most of the students' hobbies are watching movies. Not only that, movies also contain useful vocabulary used for everyday life conversation. These advantages of using movies are points similar to those mentioned by students in other authentic materials, such as songs, TV shows, vlog videos, news clips, and cartoons. However, there are things that make movies special which make some students tend to prefer movies for their English extensive listening practice. The special thing is that in movies, there is knowledge about how to pronounce, intonation and correct intonation. This is because in movies there are many scenes of conversations carried out by native speakers. This was revealed by students in interviews related to the previous discussion regarding the reasons students chose movies for English extensive listening practice. Apart from that, in the movies students could sometimes find some slang vocabulary that students can learn so that they sound natural like native speakers.

c. Video Vlogs

Based on the result of the questionnaire, out of 16 students, there are 7 of them who chose vlog videos as the authentic materials to practice English

extensive listening. The number of students who chose Video vlogs shows that there are quite many students who utilize video vlogs for their extensive English listening practice. The students then explained more about their answers during the interview regarding their reason to choose vlog videos, what criteria of vlog videos that they like to use, and where they get the sources of the vlog videos for their extensive English listening in their own time.

1) Students' reasons for using video vlogs for English extensive listening practice in their own time

The students delivered their own reasons about why they choose vlog videos for their listening materials. The majority of students share the same viewpoint on this. There are 2 different reasons, namely because watching vlogs is one of the hobbies of students, and the second is because there is everyday language or vocabulary that is obtained through vlog videos.

"I like watching vlog videos because it is my hobby and fun to watch. Usually I watch vlog videos that have content that I'm interested in." (Student A)

The answer from Student A indicates that she likes to utilize the use of vlog videos for her English extensive listening practice because watching vlog videos is her hobby. This reason was also stated by the other 6 students. The students said that they like making use of vlog videos because they are fun to watch, especially if the content of the video is interesting. Based on Student A's answer, she likes to watch vlog videos that are interesting enough for her, in terms of the content.

"I use vlog videos because the people in the vlog video speak English naturally and they use daily language so I can learn daily vocabulary." said Student D.

Having a different reason with the others, Student D said the reason why she likes to use vlog videos for English extensive listening practice is because she can get exposed to a daily language used by native speakers in English. She also said that by watching vlog videos, she can learn English vocabulary for daily use. Based on Student D's statement, she considered vlog videos contain

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authentic language that she can utilize to improve not only her listening skill, but also her vocabulary mastery.

2) The kinds of vlog videos chosen by the students for English extensive listening practice in their own time

The result of the interview also revealed what criteria of vlog videos that the students choose because there are so many vlog videos uploaded on the internet with different titles, themes, and activities. The researcher collects student answers and draws conclusions if the students tend to choose vlog videos based on certain content themes that they like.

*"I usually choose vlog videos that have traveling and beauty content. That is because I'm interested in watching those contents." (*Student G)
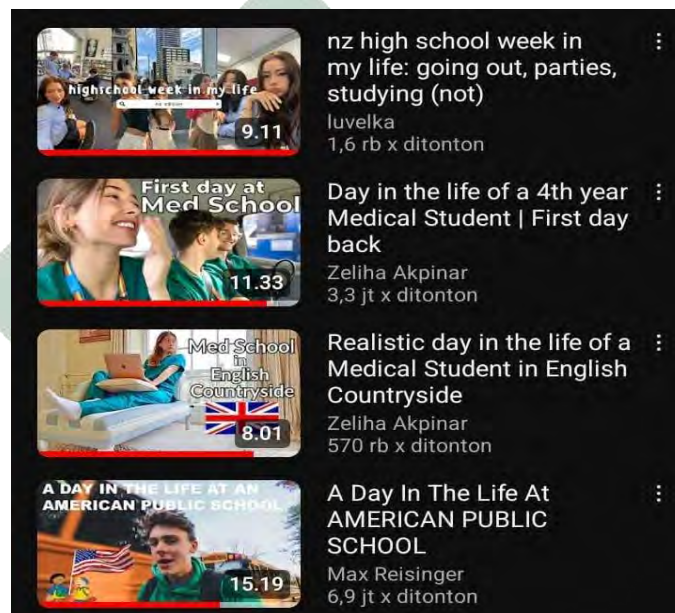

Picture 4.5. Vlog videos used by Student G

In the form of a screenshot image, Student G shared a document with samples of vlog videos she frequently utilizes to practice listening in English. From the picture, the researcher analyzed that Student G used vlog videos for her English listening practice. In the screenshot, the researcher noticed there are

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several video vlogs that have the same theme, namely about the world of beauty such as make up, and someone's skincare routine, as well as travel stories. Based on Student G's answer, she explained if she likes watching vlog videos with the theme of beauty and travel. That is why she chose those kinds of vlog videos for her extensive English listening practice.

"When I want to practice my English listening using vlog videos, I usually choose daily vlog videos because they are easy to understand and sometimes I can learn now vocabulary to be used for daily context."(Student A)

Picture 4.6. Vlog videos used by Student A

Student A also sent examples of the types of video vlogs she usually uses for English extensive listening practice in her spare time. From the documents in the form of photos sent, the researcher could analyze that Student A tends to choose daily vlog videos that show someone's daily activities. In addition, based on Student A's answers in the interview, she revealed that the reason she chose daily vlogs was because they were easy for her to understand. This is because the daily vlog contains everyday language which students are familiar with.

"My criterion in choosing what kind of vlog videos to watch is based on my favorite YouTuber. I often watch my favorite YouTubers vlog videos and I use it to practice my English listening too." (Student F)
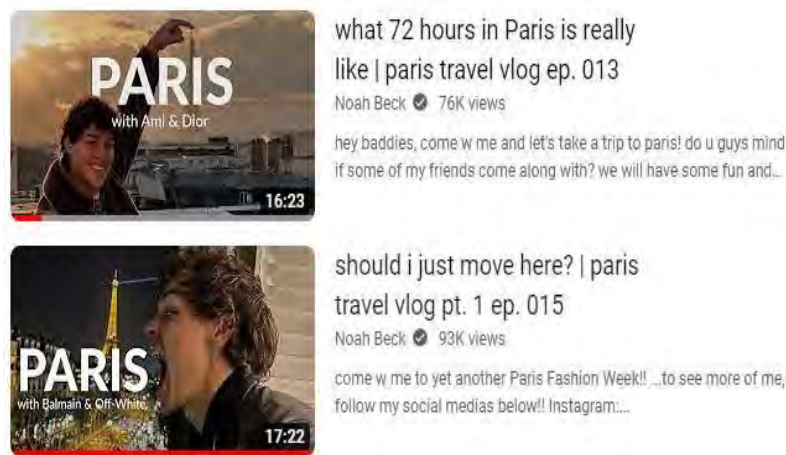
Picture 4.7. Vlog used by Student F

Based on the interview answers and the results of the document study, it was found that Student F chose to watch vlog videos uploaded by her favorite YouTubers. The criteria for the type of video vlog owned by Student F are quite different from most student participants in this study. Not based on the contents of the content presented, Student B is more interested in who uploaded the video vlog. If the vlog is uploaded by her favorite YouTuber, she will prefer to watch the video and use it as English extensive listening practice in his spare time.

From the students' answer, the result shows that the criteria of choosing vlog videos is based on the students' interest. Students enjoy watching video vlogs with topics they are interested in. The content of the video that the students like varies and tends to be different from one another. Students like to watch daily vlog videos because they can listen and learn authentic language used in daily life. While there is also a student who likes to watch video vlogs which have beauty and fashion contents because the student is interested in beauty and fashion. Another student also likes using vlogs from favorite YouTuber because it matches her preference.

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3) Where the students get vlog videos for their English extensive listening practice

Students were also asked in the interview where they could get the vlog videos they were seeking for. All the students who practice English extensive listening using vlog video stated that they typically search for vlog videos on the YouTube site. The reason for students choosing YouTube is because YouTube has many types of videos that can be accessed. Most bloggers also upload their vlog videos to tYouTube.

"I always find vlog videos on YouTube because I have the apps on my phone and there are many vlog videos uploaded on YouTube that I could watch," (Student A)

All students said the same answer as Student A. They said that the YouTube application is available on their smartphones and through this application they can obtain various types of videos, including vlog videos. According to the students' responses, YouTube is available and offers a wide variety of videos. This makes it easier for students to find the type of video that is suitable for them to use as listening practice material in their free time. With many different types of vlog videos, students can freely explore their interests to find listening material that suits their interests. This is the key justification for why all of the student participants in this study decide to receive their preferred vlogs from YouTube.

4) The students' responses about their experiences in using vlog videos for English extensive listening practice

From the summary of the students' answers during the interview, it could be stated that the students think if using vlog videos for English extensive listening practice is a great decision because they like watching vlog videos. In the vlog videos, the students also said that they can get exposed to authentic language used in everyday context. These responses are similar to the students' responses towards the use of movies and TV shows. What makes vlog videos become interesting materials is that vlog videos have various content themes, such as daily life vlog, beauty vlog, travelling vlog, and foodie vlog. The students can watch the vlogs based on the students' interests.

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d. TV Shows

Out of 16 students who filled out the questionnaire, 6 of them chose TV shows for their extensive English listening materials. Unlike movies, TV shows are episodic. The duration for each episode is shorter than a movie, but TV shows have more than one episode. The number of students who chose TV shows indicates that almost half of the students who participate in this study utilize the use of TV shows for their extensive English listening practice. The students were interviewed to explain more about their reason to choose TV shows, criteria in choosing TV shows, and where to get TV shows for their extensive English listening practice in their own time.

1) Students' reasons to use TV shows for English extensive listening in their own time

Each student delivered their answer and almost all of their answers lead to the same point. Their reason is because there are many good TV shows that they can watch and they can get a lot of vocabulary that they can learn by watching TV shows. This makes them feel interested in using TV shows for their extensive English listening practice.

"I use TV shows because there are many good TV shows on the internet. I also like watching TV shows during my free time" said Student E.

The answer from Student E is the representation from other students. There are 5 other students who told the same reason as Student E. Just like movies, students like to use TV shows because they are interested in watching them. The students claimed that the wide range of enjoyable television shows encourages them to use television shows as their primary source of audio. Besides that, watching TV shows is also an activity that students like to do to fill their free time. To fill in these spare time activities, students take advantages of it by using TV shows as material for practicing English listening

"I like using TV shows because I can get a lot of new vocabulary there. It is also fun and not boring to watch." (Student D)

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What was said by Student D is similar to Student H regarding her reason to use TV shows for her English extensive listening practice. They both explained that there is a lot of vocabulary that they can obtain from watching TV shows. Additionally, Student D explained if TV shows are exciting to watch so it does not make her feel bored while doing it. From the result, it can be said that students tend to like using materials which are fun for them so that they will feel less bored while learning or practicing.

2) The kinds of TV shows chosen by students for their English extensive listening practice

There are many kinds of TV shows which can be accessed and available on the internet. During the interview, students were questioned about whether they have certain criteria when choosing TV shows for their extensive English listening practice. There are two different answers obtained from the interview results. The first criterion is about whether TV shows are entertaining or not. The second criteria is that the students choose TV shows based on the stories. If students are interested in the story, then they will choose the TV shows.

"I like watching TV shows I found on YouTube that have comedy content, like The Ellen Show." (Student H)
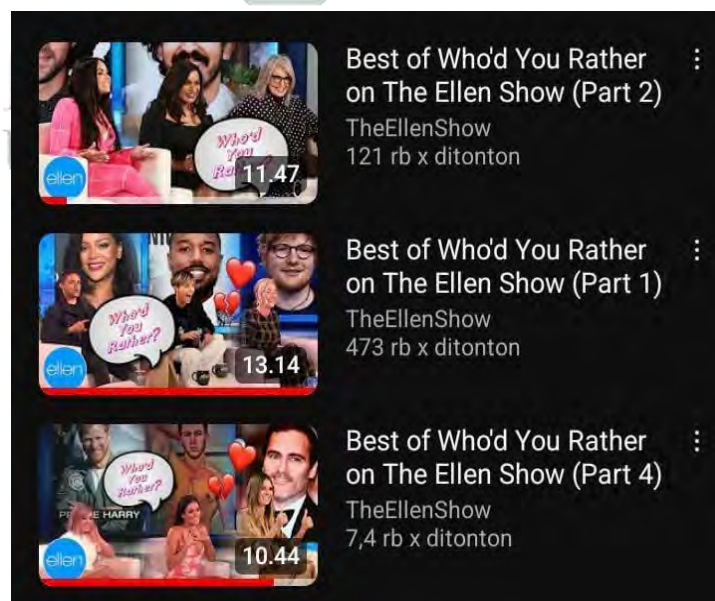
Picture 4.8. TV Shows used by Student H

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The answer from Student H indicates that she has certain criteria in choosing appropriate TV shows for her English extensive listening practice. She will consider whether the TV shows are entertaining for her or not. She explained if comedy shows are something that can entertain her. Therefore, she likes using TV shows that contain humor or comedy in it. Student H also showed a screenshot of TV shows that she usually uses for her English extensive listening practice. Through a document analysis, the researcher could obtain information if Student A uses TV shows and she chooses the types of TV shows that she thinks are funny, for example like The Ellen Show.

"For choosing TV shows, I usually try to find TV shows that have good stories so I don't get bored." (Student A)
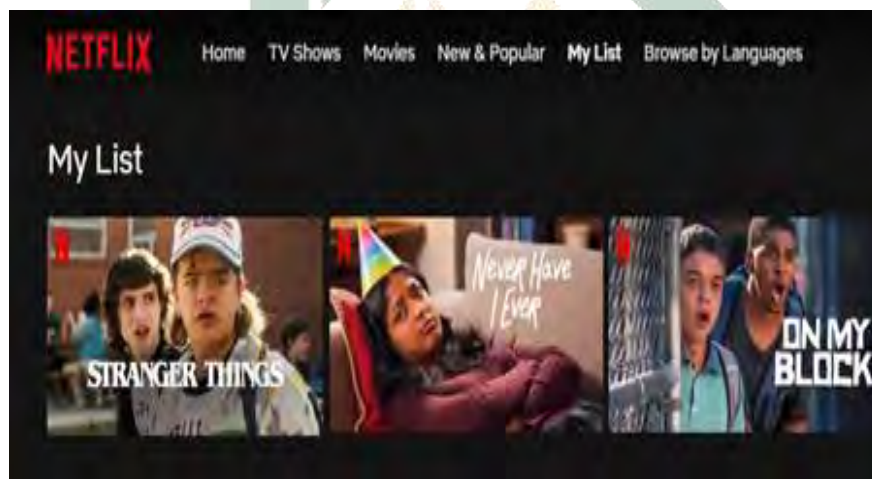
Picture 4.9. TV shows used by Student A

Not only Student A, but the other 6 students also said the same opinion. Based on the students' answers, the kinds of TV shows that are likable according to students are TV shows that can attract students' interest in terms of the storyline. According to students, the storyline of the TV shows that they will choose is important. This happens because if the students are interested in the story, they will enjoy watching the TV shows. No wonder if the students choose TV shows that match their preference in terms of the story, since TV shows have

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many episodes. If the stories are boring for the students, they will have a hard time watching all the episodes.

3) Where the students get TV shows for their English extensive listening practice

In the interview, the researcher gathered answers from the students about where they could get the TV shows that they watch for their English extensive listening practice. The students mentioned various streaming services, such as YouTube, Netflix, and Disney+.

"I use Netflix because there are various TV shows available there." (Student B)

Student B's answers indicate that she chose Netflix as a platform to find the types of TV shows she could use for her English extensive listening practice. This is because Netflix has a wide variety of TV shows offered and available. With the various types of TV shows on Netflix, this makes students motivated to make it a source in seeking listening material in the form of TV shows. There are other students as well who mentioned Netflix to find TV shows with the same reason delivered by Student B.

"I get TV shows from Disney+ because there are many good TV shows there." (Student G)

Student G said that uses Disney+ to get TV shows for her English extensive listening practice. Basically, she said that there are a wide range of good TV shows she could find on Disney+. This is actually based on her preference. The availability of various kinds of TV shows that suit students' interests is the reason why students choose certain platforms as a place to look for sources of audio listening.

4) The students' responses about their experiences in using TV shows for English extensive listening practice

Just like students' responses to other types of authentic materials, the students' responses towards TV shows are also similar. According to the

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students, TV shows are types of authentic materials that are fun to watch. TV shows also contain many vocabulary. Another response related to students' experiences in using TV shows is that students can learn about how native speakers pronounce vocabulary and speak with the correct intonation. The advantages of using TV shows are also owned by movies. However, TV shows have longer episodes or duration than movies so there are more things that students can learn from TV shows.

e. News Clips

Out of 16 students who have filled out the questionnaire, there are only 3 students who use news clips found on the internet as listening materials. The result shows if news clips are the least popular authentic materials among the participants of this study if compared to the other materials. The researcher asked more information to the student who chose news clips regarding her reasons to use news clips, the criteria of news clips that she uses, and where she could get the news clips for her extensive English listening skill in her free time.

1) Students' reasons to use news clips for English extensive listening practice in their own time

Student D was interviewed to share her answer about why she uses news clips for her listening practice. She has several reasons that influence her decision to use news clips. Throughout the interview, Student D explained how interested she is to follow the news. She also added a reason if she wants to make a function of news clips to learn the formal form of English language.

"I also use news clips because I like looking for news about what happened in the world. I like to be updated, that is why I often watch news clips. I can also learn about formal English by listening to news clips." (Student D)

Student D said if she likes being updated about recent news because she wants to know about what currently occurs in the world. Therefore, she also takes advantage of news clips as listening materials for her extensive English listening practice in her own time. News clips contain authentic language that

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the students can find and learn. The vocabulary used in news clips is also more formal. Students can learn the use of English in more formal contexts by listening to excerpts from news clips frequently.

2) The kinds of news clips chosen by the students for English extensive listening practice in their own time

       The criteria of the news clips that the student chooses was also asked further in the interview. This attempt is to find out whether the student has specific criteria in sorting out which news clips she can use for practicing English listening. From the results of interviews with the student, it is concluded that the student certainly chooses news clips that use English and the news topic is interesting. The rest, the student does not have specific criteria.

       "I don't have certain criteria for news clips. As long as the news using English and the news which are delivered is something I'm interested in, then I will watch it. But if the topic of the news is something that I'm not interested in, I will skip the video and find another one." (Student D)
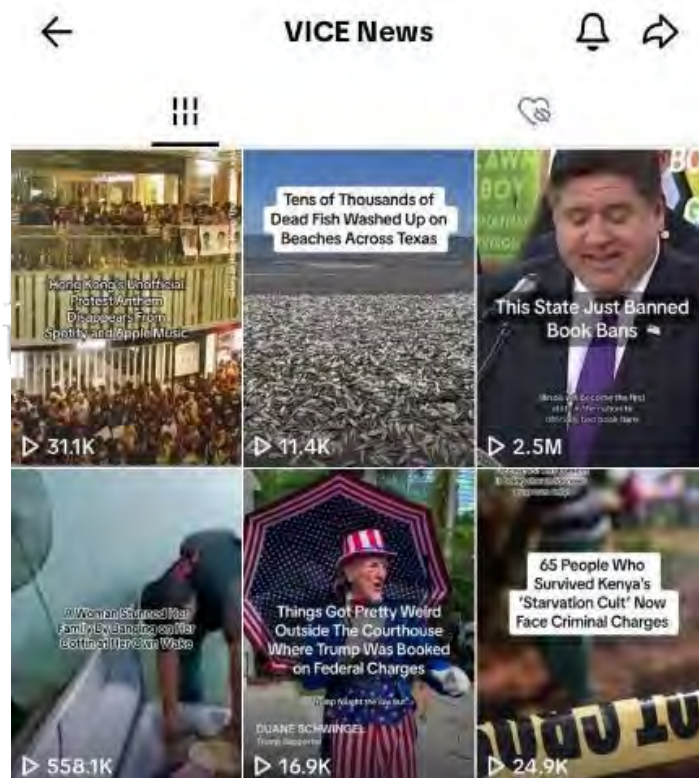
Picture 4.10. News clips used by Student D

Student D also showed the types of news clips she usually uses to facilitate her English extensive listening practice. The document that she sent, which is in the form of a screenshot, revealed if Student D uses the news clips uploaded by a TikTok account. The result of Student D's answer during the interview indicates that the criteria for the news clips that Student D chose were news clips where the news anchor used English because she wanted to deepen his English skills. Another thing that is also a criterion in selecting which types of news clips are suitable for use as English listening practice is the content of the news. If Student D is interested in the news content being presented, she will watch the news clips. On the other hand, if the content of the news is not interesting to her, she will choose other news that is more interesting.

3) Where the students find the news clips for English extensive listening practice in their own time

For the platform where the student could get the videos of the news clips was also asked during the interview. News is usually broadcast on television, but because the news in question is in English, students in Indonesia cannot easily watch it on television. The way to get videos from news footage is through the internet. This is because news snippets are uploaded to the internet. Platforms that provide news snippets are usually on social media or YouTube. During the interview, student D revealed that she could find the news clips that she wants to watch on social media called TikTok.

"To find the video of news clips, I use TikTok. I always watch the news clips on Tikok because I follow TikTok accounts namely @BBC and @vicenews. By following them, I can watch many news clips uploaded there because those accounts are always updated to upload videos of news clips." (Student D)

Student D explained if she usually finds the appropriate news clips for her listening materials through the internet, which is from TikTok. She also mentioned the username of the TikTok accounts who post news clips regularly. Those accounts are @BBC and @vicenews. This result shows if the students

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could utilize the use of TikTok to get the materials for English learning. The availability of the various kinds of audios where the speakers speak English become the factor of why students choose this platform for their learning process.

4) The students' responses about their experiences in using news clips for English extensive listening practice

From the interview that was conducted, the information obtained was about news clips that give students different experiences when using it as listening practice. In news clips, the students can also get updated news about the events that are currently occurring. For the students who like being updated about what happens in the world, news clips become a suitable materials for them. Not only that, the students who use news clips also shared their experience in using this type of authentic materials which is related to the formal form of English language they found in news clips. Other types of authentic materials might not show many formal form of English language, for example songs, vlog videos, and cartoons. However, in news clips, the English language spoken by the speaker is in the formal form.

f. Cartoons

Out of 16 students, there are 6 of them who chose cartoons as authentic materials for their extensive English listening practice. The number of students who chose cartoons suggests that nearly half of the students in the study use cartoons for English extensive listening practice. The students were questioned to discover more about their reasons for choosing cartoons, what kinds of cartoons they like, and where to get cartoons for their English extensive listening practice in their own time.

1) Students' reasons to choose cartoons for English extensive listening practice in their own time

During the interview, there were 2 students who got a chance to deliver their reasons to choose cartoons for their extensive English listening practice. The two students were Student C and Student E. The answers from the two

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students could be concluded to have similar meanings. The reason they chose cartoons as authentic materials is because cartoons have fun impressions and the English used in cartoons is easy to understand.

"I also like using cartoons because it is fun to watch. Cartoons have cute animated characters that I like. The English used in cartoons is easy to understand too." (Student C)

The answer from Student C revealed that the reason why she chose cartoons to be used as materials for English extensive listening practice is because she likes to watch cartoons. Cartoons are fun to watch and have cute characters. Not only that, Student E also mentioned if the language which is in the cartoons is easy to understand. These become the factors of why she chose movies among the other materials.

2) What kinds of cartoons that the students like to use for English extensive listening practice in their own time

There are various kinds of cartoons available on the internet. Each student might have different considerations in choosing which kinds of cartoons are suitable for them. During interview, Student C and Student E mentioned different answers regarding their criteria of selecting which cartoons that they like to use for English extensive listening practice. They also showed the screenshot of the cartoons they usually watch.

"I like watching cartoons that have cute characters and interesting story, such as cartoons titled bread barbershop." (Student C)
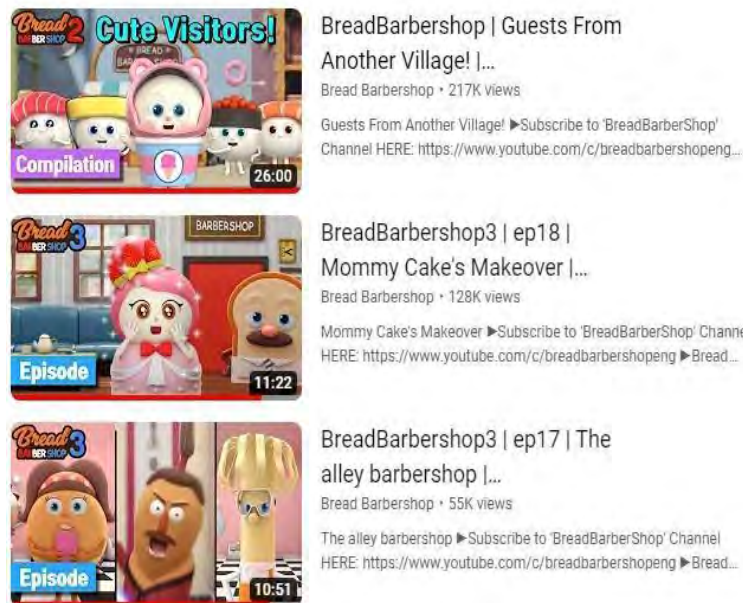
Picture 4.11. Cartoons used by Student C

The answer from Student C revealed if the type of cartoons that she usually uses is cartoons that have funny characters. This is related to the taste of Student C who likes to see funny characters in a show. Apart from that, in terms of an interesting story, this is also Student D's criterion in choosing which cartoon to use for English extensive listening practice. She gave an example of a cartoon title she usually used, which is "Bread Barbershop".

"I usually just watch my favorite cartoons to practice my English listening because by choosing my favorite cartoons, I can be motivated to practice my English listening skill. (Student D)

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Picture 4.12. Cartoons used by Student D

Answers from Student D indicate that she usually chooses cartoons that she likes to use as material for doing English extensive listening practice in her free time. This is because by choosing her favorite cartoon, she becomes more motivated to improve her listening skills. Practicing while watching something she likes is the reason why Student D chose her favorite cartoon as practice material. From the document in a form of screenshot that she showed, the title of the cartoons that Student D used is SpongeBob Squarepants.

3) Where the students find the news clips for English extensive listening practice in their own time

There are many places to find all kinds of cartoons. In the interview, Student C and Student D were also asked about where they got the cartoons they used for listening practice. They both chose YouTube as a platform to find cartoons that they would use as material for English extensive listening practice. They explained their reason for choosing YouTube as a platform to find cartoons. Both of them delivered the same thing.

"I usually watch cartoons on YouTube because on YouTube, I can find many cartoons using English and they are all freely accessed." Student D

From Student D's answer, which contains the same meaning as what Student C said, it shows that YouTube has many cartoons that can be accessed. Lots of cartoons that use English or other languages on YouTube. Another factor

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that is the reason why students choose YouTube is because of the available cartoon videos they can watch for free.

4) The students' responses about their experiences in using news cartoons for English extensive listening practice

From the students' answers which were collected in the interview, the students responses towards cartoons are related to the funny characters and stories that cartoons have. Unlike the other types of authentic materials that show real people, cartoons contain animated character that have funny and cute visualization. The students might have different experience by using cartoons for their English extensive listening practice, especially students who have visual learning style.

2. The way SMAN 1 Gedangan Students Practice English Extensive Listening by Using Authentic Materials in their own time

The second research question of this study is regarding how students at SMAN 1 Gedangan practice English extensive listening using authentic materials in their free time. The term "how" here means what strategies the students use to practice English extensive listening using authentic materials, how long do they spend, how many times they practice, when, and what tools do they need to practice English extensive listening. In answering this research question, the researcher used various methods, namely through questionnaires and interviews in order to obtain deeper information. The explanation of how SMA 1 Gedangan students practice English extensive listening in their leisure time utilizing authentic materials discovered through questionnaires and interviews is presented below.

a. Students' Strategies in English Extensive Listening Practice by using Authentic Materials

The results of the questionnaires that have been filled out by the students about what strategies they use in practicing English extensive listening in their free time are explained here. In the questionnaire, there are 5 options that students can choose about what strategies they are using for English extensive

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listening practice. Students can choose more than one strategy. The answers from students varied. Below is a summary showing the types of strategies students used and the number of students who did these strategies to practice English extensive listening individually in their spare time.

Table 4.2. Number of students who do the strategies

The strategies	Number of students
Preparing what topic to listen	11
Activating previous knowledge	8
Predicting the next words	5
Determining keywords	3
Taking notes	9

1) Preparing what topic to listen

Determining and preparing a topic means considering the themes or issues we wish to hear about. We can accomplish this by deciding on the learning goals we want to achieve. The question in the questionnaire was asking about how the students usually practice English extensive listening by using authentic materials in their own time. Out of 16 students, 11 of them chose to determine and prepare what topic to listen to. This indicated that before having extensive English listening practice, half of the students did topic preparation first.

The students then were interviewed to answer about why the students consistently perform this step prior to engaging in English extensive listening practice. From the students' answers which were collected, there are 2 different reasons said by the students. Almost all students had the same answer which referred to the statement that they could be more prepared to choose the appropriate audio type by deciding what topic to listen to before having extensive English listening practice.

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"The reason why I prepare and decide the topic of an audio I'm going to listen to is because I can feel more prepared. If I don't know the topic and just use random audio, it is difficult for me to understand the words spoken." (Student F)

Student F explained that the reason why she usually prepares what topic to listen to before practicing listening is because she can feel more prepared. On the other hand, when she just chooses random audio, she will face difficulties because the audio that she chooses might not be suitable for her. Having good preparation before practicing an extensive English listening practice seems to be an important thing for Student F.

"I always prepare what topic to listen to because it will make it easier to decide which kinds of audio that I'm going to use for my listening practice. When I want to improve my intonation and pronunciation in speaking so I can sound more natural, I will choose using movies for my listening materials. But if I want to improve my vocabulary mastery, I will use songs because I can memorize vocabulary easier using songs." (Student D)

The answer from Student D shows if she also feels more prepared when she decides what topic to listen first. When she already knows and decides the topic she is going to listen to, it will become easier for her to consider what types of authentic materials to use as listening materials. Not only that, based on the answer, having a good preparation about what topic to listen to can help Student D to achieve her learning goals. She finds the right materials that are relevant to what she wants to achieve. As she mentioned during the interview, when she wants to improve her intonation and pronunciation, she will choose movies as her authentic materials. Besides, when she wants to improve her vocabulary mastery, she will definitely choose songs because songs help her to memorize vocabulary better.

Based on the students' answers, they think that preparing what topic to listen to makes it easier for them to decide which video to watch and understand

the meaning of the audio they listen to. Additionally, it makes them feel more prepared. And by doing this process, students can achieve their learning goals easily because they choose listening materials which are appropriate with their needs.

2) Activating previous knowledge to the content of the audio being listened

Activating previous knowledge means trying to remember information that was previously taught or known, and try to apply it to the current activity. Out of 16 students, 8 students chose this process during English extensive listening practice. The result tells that by activating previous knowledge, it is important for students as there are many of them who do it.

The students were subsequently interviewed regarding their decisions to take this action. From some answers, almost all students have the same points. There are two different reasons said by the students during the interview. First, it is because the students can understand the meaning easily of an audio being heard when they try to remember what they have learned before. The second reason is about the confidence that students get when they try to activate their previous knowledge.

"The reason why I do this process is because I can understand what I listen to easily. When I'm listening to an audio and there is vocabulary I have learned before, I try to remember it so I can know the meaning." (Student A)

Student A's answer which becomes the representation of the other students who had the same answer reveals if the students can understand the audio easily when activating their previous knowledge. This could happen because when the audio consists of some materials that have been learnt by the students, by activating the previous knowledge, the students can easily comprehend the meaning of the audio they listen to. It becomes the major reason why the students do this strategy because many students said this reason in the interview.

"By trying to remember what I have learned previously, I can be more confident when doing listening practice. For example, when I listen to audio

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about daily life vlog, I'm confident because I have learned many vocabulary used for daily life. When I feel confident, I can understand better because I'm not nervous." (Student E)

Student E gave a different reason from the other student participants. She explained if the reason why she activates previous knowledge during listening is because she could gain confidence from it. When she listens to an audio and she knows if she has learned the materials before, it will make her be more confident during listening. Having confidence can influence her ability in comprehending the meaning of the audio she listens to. This is because she feels less nervous during the listening practice.

The students' answers about the reasons of why they activate previous knowledge when having Extensive listening practice show if there are two different reasons. The first reason, which was said by many students, is that the students can comprehend the audio better when they try to remember things they have learned previously. The second reason is students can gain confidence when they know the audio that they are going to listen contains materials they have learned before.

3) Predicting the next words

Predicting the next word entails making an educated prediction as to what the speaker will say after that. This is possible because the speaker's listeners are aware of the idea or subject under discussion. Additionally, there is a chance that the audience will guess the word the speaker used if they have heard something with a similar topic matter or sentence structure. Through the questionnaire, only 5 students who anticipated the next thing a speaker would utter after hearing an audio. The result shows that this process is not done by many students. However, there are still students who think this procedure is crucial for them in order to help them successfully comprehend the message that is intended to be communicated through audio.

The researcher interviewed students in order to find out why they used this procedure when practicing listening. Students' answers were not different between one another. All students who chose to predict the next word during listening revealed the same reasons. This reason relates to the ease with which students can understand the meaning of the audio heard when students predict what words the speaker will say.

"Usually when I watch a movie or series, I predict what words are going to be said by the character in the movie. I think because the sentence has the same pattern with what I have listened to before. I try to do it because it makes it easy to understand what I listen to." (Student D)

Student D's answer is an example of another student's answer, because other students also said the same thing. From these answers, the information that can be obtained is that students can more easily understand the meaning of a sentence they hear by carrying out predictive strategies. The strategy is to predict the next word that will be said by the speaker. Student D also explained more about why she could predict the next word that the speaker would say. She explained that if she is familiar with a certain sentence pattern, then she can guess if he encounters a sentence with the same pattern.

The findings show that although there are not many students who predict the next word while having English listening practice, there are some students who find this strategy to be helpful. According to some students, by predicting the next words it can make it easier for them to catch the words they hear and understand the meaning of what they hear. The way students predict what words the speakers will say is by associating them with the previous knowledge they have learned. For example, they have heard a sentence, then in the audio they hear they find the same sentence pattern. That is where students can guess what words will be spoken.

4) Trying to find the keywords in the sentence being listened

The meaning of this process is trying to find the word that is the key to a sentence so that the listener can infer the meaning of the sentence more easily. Of the total number of students who filled out the questionnaire, namely 16 students, 3 students chose this process in their English listening activity practice. The amount of students who do this process indicates that there are not many students who apply this strategy when having extensive English listening practice.

All of the students who conduct this strategy during extensive English listening explained their reasons for doing this process in the interview. There are several different reasons said by the students. Those reasons are because finding the keywords of the sentence could help them in comprehending the meaning of a listening audio.

"I usually will try to find the keywords in the sentence I listen to when I have difficulty in understanding it. I only focus on the words that I know." (Student G)

Student G said that she would find the keywords in the sentence that she listens to in the audio when she faces a difficulty in understanding it. There was a moment when she had difficulty in understanding each word she heard in the listening audio. To overcome this problem, she would try to find the keywords of the sentence by only focusing on the word she knows. Then, she would be able to understand the meaning of the sentence.

"Trying to find a keyword during listening makes me grow into more focus to listen to the audio that I listen to. This will make me understand the sentence more." (Student C)

What was said by Student C indicates that the reason why she tries to find the keywords in a sentence during extensive English listening is because she could be more focused. Instead of being distracted by the other words she does not understand and unfamiliar with, she only focuses on the words she has

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known and learned before. This is her way to have an efficient English extensive listening practice.

"I try to find keywords in the sentences I listen to so I will understand the meaning of the audio I listen to. This will make my time more efficient because when I could not understand, I will replay the audio and listen to it again." (Student H)

Student H said her reason to find the keywords during extensive English listening is due to the effectiveness. She explained when she could not get the meaning, she would replay the audio for once again until she could get the meaning. However, when she tries to find the keywords of the sentences she listens to, it will help her to comprehend the meaning. This strategy helps her to understand the meaning so that she does not have to replay the same audio for many times and can play another audio.

After conducting interviews with students, the finding shows if the students' reasons for carrying out this process were because not all the words spoken by English speakers could be understood by students. Sometimes, there are some words that students do not recognize. This makes it sometimes difficult for students to digest conversations. However, if students try to recognize some of the words they can hear, students will be able to guess the meaning of a sentence even though they cannot catch every word spoken by the speaker in the English audio.

5) Taking notes

This process requires students to make notes about anything heard during listening or after listening practice. Students can write about what they have heard, or they can write down vocabulary or new knowledge they got from the audio they were listening to. Out of 16 students, there are 9 of them who chose taking notes of the audio as their process in doing English extensive listening practice.

The students who chose taking notes during extensive English listening practice were interviewed. This attempt is to obtain the reasons for their choices. From the student interview answers that were collected, it was concluded that all students conveyed the same thing regarding their reasons for doing this strategy. What students convey is that they always write in notes about vocabulary words that they don't know the meaning of when doing English extensive listening practice.

"After I have finished listening to the audio, sometimes I am curious about the meaning of certain words that often appear in the audio I listened to. Then, I will write down the words with the meaning so I can read it later to memorize the meaning." (Student B)

The meaning of Student B's response is the same as the meaning of the responses given by the other students. According to the students' responses, it could be inferred that students take notes of vocabulary words that they do not yet understand in order to learn its meaning. This is done so that students can comprehend the meaning of the vocabulary when they come across it again when practicing English extensive listening in the future.

The result shows if some students take notes about new vocabulary they have listened to and try to find the meaning of the vocabulary. This attempt aims to make students able to catch and understand the sentences they listen to in future English extensive listening practice. According to the result, this listening strategy can be helpful for future listening practice because students can activate previous knowledge during listening about vocabulary they have learned.

b. The Appropriate Time for Students to Practice English Extensive Listening by using Authentic Materials in their own time

The students were asked to fill out questions in the questionnaire about the appropriate time regarding their activities in practicing English extensive listening in their own time. This question includes how many times in a week, how long is the duration in every practice, and when they usually practice their

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English extensive listening with the use of authentic materials. The students then were asked in the interview about their reason to choose certain choices.

1) How many times in a week the students practice English extensive listening in their own time

Each student may have a different answer regarding how many times a week they carry out English extensive listening practice by using authentic materials. This happens because each student has a different learning style. This study examines students' habits in carrying out extensive English listening practice independently in their free time. One of these habits is the number of times a week they practice these activities. The results of the questionnaire are summarized in the table below.

Table 4.3. How many times the students practice in a week

How many times	Number of students
1-2	2
3-4	7
5-6	4
More than 6 times	3

a) 1-2 times in a week

The result of the questionnaire shows if there are 2 students who practice their English extensive listening 1-2 times in a week. This number shows that there are not many students who practice 1-2 times a week. The students who chose to practice 1-2 times were being interviewed to dig more information about why they chose to do so.

"I chose to practice 1-2 times a week because I tend to get bored easily." (Student A)

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Based on Student A's answer, she said that the reason she practices her extensive English listening skills one or two times a week is because she could get bored easily. It means that Student A does not like having practices many times. She thinks if 1-2 practices are enough for her.

"I practice when I have free time. I don't have much time because I share it with other activities too." (Student D)

Student D said if the reason she practices the English extensive listening for 1-2 times is because she does not have much free time. She is the kind of learner who chooses to practice during her free time. However, Student D confessed that if she had other activities to do, she could not practice extensive English listening more often.

b) 3-4 times in a week

According to the questionnaire results, 7 students practice English extensive listening 3 to 4 times per week. This number indicates that a large percentage of students practice their English extensive listening in 3 to 4 times per week. To learn more about the reasons behind the students' decision, interviews with these students were conducted.

"My reason is that I usually practice listening in my free time, like at night before going to sleep. And the estimate is 3-4 times. I think that's enough to hone my listening skills." (Student D)

Answers from Student D indicate that she usually practices English extensive listening in her free time. Like for example when she was before going to bed, she would take advantage of the free time. And the free time is about 3 to 4 times a week based on estimates. She also revealed that the number of practices was enough for her to hone her English listening skills.

"I think 3-4 times in a week is an ideal time to practice my listening skill. If I do it every day, I will get bored." (Student E)

Student E said that she thinks practicing English extensive listening 3-4 times per week is the right choice. She thinks it is enough to have practice in order to improve her English listening skill with that amount of practice. Student

E also implied if she practices too often, she will get bored because she spends too much time practicing.

c) 5-6 times in a week

The results of the questionnaire showed that only 1 student chose to practice 5-6 times a week. This proves that there are only a few students who do extensive English listening in their free time 5 to 6 times a week. The student who chose this option was then interviewed to obtain information about the reasons.

"I match with my spare time. And I do it almost every day because almost every day I listen to music and watch videos in English as a hobby." (Student G)

Student G is one of the students who spends her free time almost every day honing her English listening skills. That is because her listening practice activities which involve listening to songs, and also watching videos in English are her hobbies. This makes her routinely practice her English extensive listening skill almost every day.

d) More than 6 times

From the results of the questionnaire, it can be seen that there were a total of 2 students who chose this option. This shows that there are a few students who practice extensive listening to English more than 6 times a week in their free time. Even though the results obtained are only a few students, it can be said that there are still students who spend more time doing extensive English listening than their other friends. The researcher conducted interviews with students to find out why they practice listening more than 6 times a week.

"I listen to English songs often and I consider it as English extensive listening practice because I also try to understand the lyrics of songs I listen to. If I count, maybe more than 6 times in a week." (Student H)

The answer from Student H indicates that she enjoys practicing English extensive listening because it means she also does her hobby. According to

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Student H, she often listens to songs that have English lyrics. While listening to the songs, she also tries to understand the meaning in which she considered it as a listening practice. Because she likes this activity and she usually does this often, she could practice her English extensive listening 6 times in a week.

2) Estimated duration of students' English extensive listening in one practice

In the questionnaire, a question asking the students how long one practice of extensive listening in English should take was presented to them. This effort aims to understand more about the learning habits of the students. Each student practices their thorough listening in English for a varied amount of time. The table below provides a summary of the questionnaire's results.

Table 4.4. How long the students practice English extensive listening in one practice

How long	Number of students
15-30 minutes	7
30-45 minutes	3
45-60 minutes	4
More than 60 minutes	2

a) 15-30 minutes

Out of 16 students, there were a total of 7 students who chose 15-30 minutes as the duration for them to conduct extensive English listening in one practice. This result shows if there are many students who chose to practice within this duration. The interview to know about the students' reason was also done. Students' answers all lead to the same conclusion if 15-30 minutes for one practice is an appropriate duration for them to have extensive English listening practice.

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"I usually have listening practice for 15-30 minutes because I like practice for a short duration, but I do it many times. I think it is more efficient for me." (Student F)

Based on the answer from Student F, she thinks practicing in a short duration but doing it many times is efficient. She is the type of learner who prefers to study briefly and not too long, but does it many times. The learning style of Student F was also mentioned by several other students in this study.

"I prefer to listen in 15-30 minutes because I can get bored easily with a longer duration" (Student A)

Student A's answer is different from what was said by Student F. She said if the reason for her choosing 15-30 minutes is because she could not learn too long or she could get bored. Having a practice in a shorter time is more efficient for Student A. Therefore, she considers 15-30 minutes of practice is an appropriate duration for her to conduct extensive English listening.

b) 30-45 minutes

As shown, there were 3 students who chose 30-45 minutes as the right duration for them to carry out extensive English listening. This number indicates that there are few students who spend their free time with this duration in one practice. The researcher conducted interviews with students who chose this option regarding their reasons for doing extensive English listening for 30-45 minutes.

"I think 30-45 minutes is the appropriate duration to practice my English listening. It is not too short and not too long." (Student D)

Student D said if she thinks practicing her English listening in 30-45 minutes is the appropriate duration. She then continued saying if that amount of duration is not too short and not too long. Not only Student D who delivered this reason, another student also said the same reason. The result indicates that the

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students chose to practice in 30-45 minutes because they think it is the appropriate duration for them.

c) 45-60 minutes

From 16 students, there are only 4 students who chose 45-60 minutes as the duration to do extensive English listening in one practice. This is a small number. The students who selected 45-60 minutes were then being interviewed in order to answer a question about why they choose to have English extensive listening practice within this duration. However, the students' answers are not varied because all of them said the same point.

"I usually need 45-60 minutes in one practice. It is not always like this because it depends on my mood. But 45-60 minutes is enough for me." (Student G)

Student G said that the duration spent on extensive English listening was not certain. That is because it all depends on her mood. But what she estimates is 45-60 minutes. She believes that this duration is sufficient for her to hone English listening.

d) More than 60 minutes

From the results of the questionnaire, there are a total of 2 students who chose a duration of more than 60 minutes. This shows that only a few students practice their English extensive listening for more than 60 minutes. The researcher then conducted interviews with students who chose a duration of more than 60 minutes to ask about the reasons for their choice. Answers from students refer to one reason, namely the duration of the audio chosen by students tends to be long.

"I chose 60 minutes because usually I watch movies and TV shows. The duration of a movie is more than 60 minutes. That is why I chose it." (Student H)

The answer from Student H indicates that the reason why he chose more than 60 minutes as a duration to practice English extensive listening is because of the duration of the audio she listens to. She said she usually watches materials that have a long duration, such as movies and TV shows. This makes her have a longer duration in doing extensive English listening for one attempt of practice.

3) When the students practice English extensive listening by using authentic materials

The students were also asked in the questionnaire regarding when they usually practice English extensive listening in their own time. This attempt is to know the students' learning habits. Each student probably has a different answer. The results of the questionnaire were summarized into a table below.

Table 4.5. When the students practice English extensive listening

When	Number of students
During spare time	9
On weekends	4
When students want to hone listening skill	3

a) During spare time

Out of 16 students who filled out the questionnaire, there are 9 of them who chose this option. This reveals if a lot of students in this study prefer to conduct English extensive listening practice during their spare time. It means every time the students have free time, they usually will use it to have extensive English listening practice. The students were interviewed to know about their answers in choosing this option.

"I chose to practice listening to English during my free time because at that time I had nothing else to do." (Student A)

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Student A said if the reason for her to practice English extensive listening during spare time is because she has nothing to do at that time. When she has free time amidst his busy life, she chooses to use that time to practice her English listening skills. Another student also said the same reason as Student A. The result reveals if practicing English extensive listening during spare time is an appropriate time for some students.

b) On weekends

Out of 16 students who filled out the questionnaire, there are 4 of them who chose this option. This reveals that there are only a few students in this study who conduct extensive English listening practice on weekends. This can happen because the free time that students have is not always on weekends or certain days. Sometimes on normal days they have free time between busy lives. The students were subsequently interviewed to get their explanations for their decisions.

"Usually on weekends I take a rest and do the activities that I like, for example watching movies and listening to songs. Sometimes I also practice my English listening when watching English movies or listening to English songs." (Student D)

Student D said if she likes practicing her English extensive listening on weekends. The reason is because on weekends, she usually takes a rest and does the activities that she likes. She mentioned listening to English songs and watching English movies as examples of the activities she likes to do. Therefore, she often practices her listening on weekends.

c) When students want to hone their listening skill

Three of the 16 students that answered the questionnaire selected this option. This demonstrates if only a small number of study participants engage in English extensive listening practice when they desire to hone their English listening skills. The students were subsequently interviewed to get their

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explanations for their decisions. The students' answer leads to a conclusion if they think the right time to practice or study is when they have a strong intention.

"I practice my English listening when I want to improve my English listening skill. The reason is because I like doing it when I have a strong intention to do it. When I don't have an intention or a good mood, I tend to be lazy." (Student C)

The answer from Student A shows that she is the type of learner who wants to practice or learn if she has a strong intention to do so. This is because she will feel lazy if she does something without intention. The results of this student's answer shows that it is not a certain day that determines the student's extensive listening practice in English, but it depends on the student's willingness to do it.

c. Tools the Students Used for English Extensive Listening Practice by Using Authentic Materials

In conducting English extensive listening practices by using authentic materials, students need some tools or equipment to support their activities. Each student might have different tools to use because they have different preferences and not all of them have certain equipment. In the questionnaire, the researcher asked about what tools the students use for their English extensive listening activity in their own time. The students were allowed to choose more than one equipment, which are smartphone, laptop, computer, TV, earphone, headphone, and radio. After that, in the interview, the researchers were questioned by half of the students about the students' reason regarding their choice. The results of the questionnaire are presented below.

Table 4.6. Number of students who use the tools

Tools	Number of Students
Smartphones	16
Laptop	11
Earphones	15

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Speaker	3

1) Smartphones

Out of 16 students who filled out the questionnaire, all of them chose smartphones as a tool to practice English extensive listening by using authentic materials. Half of the students were being interviewed about the reasons of why they choose smartphones

"I use my smartphone because I usually find audio for my listening practice with my smartphone. I think it is simpler and I can use it everywhere." (Student A)

The answer from Student A was based on the benefits of a smartphone, which is that it can be taken anywhere and used anywhere easily. Student A feels that portability and flexibility are important. Therefore she takes advantage of the use of smartphones for the learning process. An example of a learning process that can be done with a smartphone is using it as a tool to access audio needed during English extensive listening practice.

"With smartphones, I can practice everywhere and be more flexible. I also have many apps to find English audio for my English listening practice on my smartphone." (Student C)

Having almost the same answers as Student A, in the interview Student C revealed that she likes using a smartphone because it is flexible. She can access the materials whenever she wants. Apart from that, she also added that on the smartphone she has, there are many useful applications to access. The application is of course related to authentic materials which she can use as material for English extensive listening practice.

The students' answers reveal if smartphones are favorable because of their portability and flexibility to use. Their answers mostly said that smartphones are an item that is always carried everywhere, therefore they like to utilize the use of smartphones to support their English listening practices. Additionally,

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students enjoy using simple tools with complete features that can be used for English listening practices.

2) Laptop

From the questionnaire, the result shows that there are 11 students who also use laptops as equipment to practice English extensive listening. This indicates that there are quite many students who utilize the laptop for their extensive English listening practice. The students shared the reason why they chose a laptop during the interview.

"*I prefer using a laptop to a smartphone because the laptop screen is bigger. It makes me more comfortable when practicing English listening using movies or TV shows.*" (Student D)

Student D said that the reason she uses a laptop to practice English extensive listening is because laptops have bigger screens than smartphones. Student D said that she also uses a smartphone, but she is more comfortable using a laptop for that reason. For Student D, she is the type of learner who prefers a wide screen display during the learning process. This is because she feels satisfied when she practices her English extensive listening by using movies or TV shows as the authentic materials.

"*I use both a smartphone and a laptop. If I am at home, I often use my laptop because I think it is more proper. I will use my smartphone when I am outside.*" (Student F)

Student F explained that she used a laptop to do English extensive listening practice because she feels a laptop is more appropriate. She added that she will use the laptop when she is at home. However, if she is traveling or outside the home, she will use a smartphone. This relates to laptops being less portable due to their large size than smartphones.

The findings show that many students use laptops as equipment for having extensive English listening practice. Students tend to use laptops when they are

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at home since laptops are not as small as smartphones that can be carried everywhere. However, students said the larger screen of the laptop makes students feel more comfortable while listening to practice.

3) Earphones

From 16 students, there are 15 of them who chose earphones as equipment in English extensive listening practice. This result indicates how important earphones are to students for their English listening practice. The students then were interviewed about their reasons for choosing earphones.

"I use earphones because they can make me become more focused in listening to the audio. Without using earphones I can be easily distracted." (Student A)

Many students agree to Student A's reason as there are many of them who also said the same reason. Based on Student A and some of the other students' answers, earphones can help the students to not get distracted easily by their surroundings. Using earphones during English listening practice can assist students to be more focused.

"I use earphones because they can make the audio I listen to become clearer and they are easy to carry." (Student B)

Student B said the reason she chose to use earphones for her extensive English listening practice is because it can make the audio sounds clearer. With the help of earphones, the audio sound heard will be louder and clearer. Not only that, Student B also explained that earphones are easy to carry anywhere. Therefore, she likes to use this object as a tool for doing extensive English listening in her spare time.

4) Speaker

From the result of the questionnaire, out of 16 students, there are only 3 of them who chose speakers as an equipment for their extensive English listening

practice. The result shows a few students who use earphones for their listening practice. The students were interviewed regarding their reason for their choices.

> *"I use a speaker because the audio will be louder and clearer compared to when I do not use a speaker. I need a louder volume so I can catch the words spoken easily."* (Student C)

Student C explained in the interview if the reason she chose using speakers is because it produces loud and clear sound. When she uses a speaker to listen to an audio, she thinks the sound will be louder compared to when she does not use the speaker. The benefit of a speaker that can produce a louder sound becomes the major reason for the student's choice.

> *"I choose a speaker when I have a listening practice using movies. I think the experience of watching movies with a speaker is more fun. The audio that I listen from the speaker is loud and clear so it helps me in understanding what I listen to."* (Student G)

Student G also explained her reason during the interview. She said that she usually uses a speaker when she watches movies. It is because she can have a more fun experience. The louder sound that the speaker produces can help students to easily catch the words they listen to.

The result indicates that not many students use this equipment. Students prefer to use a headset instead of a speaker. However, speakers are still useful for some students because the use of speakers can help students in certain ways. The loud voice from the speaker makes it easier for students to catch the words spoken. Another thing is that the experience that is obtained through listening to audio by using speaker with not is different. Especially when students use certain authentic materials like movies or TV shows, it is more fun to use speakers.

B. Discussion

In this section, the researcher related the results of this research to the existing theory. If the results of this study have similarities with existing theories or there are previous studies that have similar results to the results in

this study, the researcher will interpret them further. Not only similarities, if there are differences between the findings of this study and existing theories, then this will also be explained further in this section.

1. **Types of Authentic Materials for English Extensive Listening**

The findings of this study showed if the participants in this research used various types of authentic materials and each of them had a different choice. The students' selection of authentic materials for English extensive listening practice in their own time are mostly based on their preferences. This is similar to the previous study which was conducted earlier. The finding also showed that through the process of having listening practice independently, the students also used various types of authentic materials based on their preference. Students valued the option to choose their own listening resources and the chance to connect those items with their own listening preferences and goals[85]. Because of the similarity of the findings, it could support the findings of this research.

The findings also revealed if song is the most used authentic materials among the other types of authentic materials for English extensive listening. Songs are favorable because the students enjoy listening to songs as their hobbies, therefore, they like using songs for listening materials. When students use materials like songs for their practice, they are admitted to be more enthusiastic and motivated in the language practice. This is similar to the previous discovery from a research done in 2020. The findings of that research implied that songs could boost EFL students' motivation in learning English. Additionally, incorporating songs into EFL lectures increases student engagement. Consequently, in order to increase students' motivation, English teachers might think about incorporating English songs into their lessons[86].

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[85] Ducker and Saunders, "Extensive Listening: Using Authentic Materials."

[86] Adara, "Enhancing EFL Learners' Motivation through Songs."

This proves that employing songs as learning materials can make students more intrigued and motivated to learn.

Another reason why students prefer to use songs is because they can find a lot of vocabulary in the song lyrics. Not only that, students said in the interview if they could memorize English vocabulary more easily with songs because songs contain rhythms or tones that help to remember vocabulary more quickly. This is linked to previous research of Tri Listyaningsih which tried to find the effect of listening songs to students' English skill. The finding showed if students who listen English songs will also expand their vocabulary knowledge since they learn new words through the songs they listen[87]. The findings indicate that because there are many vocabularies that can be obtained from listening to songs, students can learn a lot of new vocabularies.

Out of many genres of songs, in the interview, all students mentioned pop song to be the most appropriate genre to be used for English extensive listening practice. Their common reason is because pop songs are easy to listen to and match with their preferences. This finding is supported by Rusmiati and Siti's research who stated in their journal if the use of pop songs could improve students' English listening ability because the students' listening score increased after they listened to many English pop songs. According to this study, it is helpful to teach students English verb vocabulary by employing lyrics from pop songs[88]. The use of pop songs as listening material is believed to be a wise choice since pop songs contain a lot of vocabulary and can attract students' interest.

The finding of this research shows that all the students also chose movies as authentic materials to practice English extensive listening in their own time. The students said that by using movies, they could know how native speakers

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[87] Listiyaningsih and Surakarta, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," ACADEMICA (Journal of Multidisciplinary Studies) 1, no. 1 (2017): 48.
[88] Rusmiati and Siti Rahma Dewi, "Teaching Listening By Using English Pop Song."

speak in different contexts and pronounce vocabulary in the right way. Students' answer about how they could know the correct pronunciation of some vocabulary is supported by the findings in the previous studies. The findings showed that watching movies can help students pronounce words with greater clarity. After all, movies could assist students in better developing their thoughts while honing their pronunciation[89]. Another finding from different study was also found that the students' pronunciation was improved since the students post-test was higher than the pre-test[90]. Not only that, students seemed to have a big interest in movies for English learning. From the result of this study that is supported by several previous studies, it is shown that the use of movies help students to have a better understanding in pronouncing the correct English words.

Another reason which was told by the students during the interview is that they like using movies as authentic materials to practice listening because they can get a lot of vocabulary. This result is similar to the result of the previous studies done by Ismail in 2020. The finding of this research revealed if the students' vocabulary mastery was improved after using English movies for listening materials. The students' score in the post-test showed a big improvement[91]. Another previous study was done before to assist the researchers in identifying a potential remedy for the students' listening difficulties, which are mostly caused by the students' restricted vocabulary. By utilizing authentic materials, it becomes a good solution. In addition to the advantages that may be gained by using authentic materials, it is crucial to involve students in the learning process in order to raise their awareness and

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[89] Nurhasanah, Abdul Halim, and Weda Sukardi, "Improving English Pronunciation Using Drama Movie in EFL Classroom for Children" (Universitas Negeri Makassar, 2020).

[90] Nawal Aufa, "Using Movie to Increase Students' Pronunciation" (AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM – BANDA ACEH, 2017).

[91] Ismail, "The Use of English Movie in Teaching Listening (Pre-Experimental Design at SMP UNISMUH MAKASSAR)" (Muhammad University of Makassar, 2020).

encourage involvement[92]. This indicates that movies are effective for English listening practice.

The findings of this research reveal that the reason behind the students' choices of vlog videos for English extensive listening practice is because vlog videos contain authentic language. Students explained in the interview that they can listen to native speakers speaking English naturally for daily life activities. The students' reason is supported by the findings of some previous studies. Vlog videos can assist students in expanding their vocabulary as they have a keen interest in enhancing their language skills through vlogs[93]. There is also a previous study about the effect of using YouTube videos that include vlogs for the students' English listening skill improvement. Teaching listening comprehension using YouTube videos, including vlog, has a considerable impact. The majority of University of Lampung second semester students showed a substantial rise in their post-test scores compared to their pre-test scores[94]. From several findings, it can be concluded that the use of vlog videos for listening material can provide students with a lot of new vocabulary input which can later be useful for the development of their listening skills.

The findings also revealed various reasons about why the students chose using TV shows for their English extensive listening practice. Their reasons are because they like watching TV shows, they can get a lot of vocabulary and know how to speak with correct pronunciation and intonation. Based on students' answers about the reason they chose to use TV shows because they could understand the correct pronunciation, it is supported by a theory. The majority of students aspire to speak English accurately and fluently. They continue to recite words and phrases in order to accomplish this, but their oral

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[92] Hapsari and Ratri, "Extensive Listening : Let Students Experience Learning."

[93] M Ephifania Novelia, "The Use of Video Blog To Learn English Vocabulary" (Universitas Brawijaya, 2017), http://repository.ub.ac.id/id/eprint/1259.

[94] Shafwati et al., "The Use of YouTube Video toward Students' Listening Ability."

communication skills are still insufficient. They lack self-assurance regarding their vocabulary and language skills. And that presents a difficulty for teachers as well as students. With the rise in popularity and use of networks throughout all spheres of society, it is imperative to employ American TV shows to successfully engage students' interest in spoken English[95]. This means that the use of TV shows for listening practice gives a positive effect on the students' ability in pronunciation and vocabulary.

The finding of this research reveals there are 3 students who chose news clips for English extensive listening practice. The reason for the students' choices is because news clips contain authentic language and new vocabulary that is used by native speakers in real life context. This is supported by the finding of some previous studies conducted earlier. The students' reason for choosing news clips is because news clips contain information about the current issues that occur in the world. Students of all levels can learn English for a variety of purposes and strengthen their critical thinking skills by expanding their horizons through the use of English news broadcasts[96]. News clips are considered to not only be beneficial to show students authentic language, but also give the latest news that makes students more insightful.

There were 6 students in this study who were revealed to use cartoons as authentic materials for English extensive listening. The students' reasons for choosing cartoons are because cartoons have funny characters and so that students are interested in using cartoons. The students also said they can listen easily because cartoons contain easy English vocabulary to understand. A previous study which was conducted earlier about the effectiveness of cartoons for students' English listening revealed if the use of cartoon movie has a good

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[95] Zhou Bo, "On the Promoting Effect of American Dramas on English Learning," *Journal of Nanjing Industrial Vocational and Technical College* 9, no. 3 (2009): 89–91.

[96] Jinzhu Zhang, "Research on the Strategy-Based Instruction of News Broadcast Listening for English Minors in China," *Journal of Language Teaching and Research* 10, no. 1 (2019): 104.

effect in improving students' listening ability[97]. The finding of the previous study supported the result of this research because using cartoons can make students become easier to comprehend what they listen and it can improve their listening skill.

2. The Way SMAN 1 Gedangan Students Practice English Extensive Listening by Using Authentic Materials in Their Own Time

The result shows there are 11 students who prepare the topic before English extensive listening practice. The finding also shows if the students' reason for doing this process is because students can be more prepared before they do the listening practice and they said if they can have a better listening comprehension because they are more prepared. The finding of this study is supported by Vandergift's theory about preparing the topic as part of the pre-listening activity that can help students become better in understanding the meaning during listening practice. Students can determine and prepare what to listen in pre-listening activities, which then help them concentrate on meaning while listening. In order for listeners to get the most out of the listening material, this pre-listening acts as a preparation for them[98]. This theory supports the result of this study that students feel more prepared by determining what topic to listen to before listening practice.

The finding is also supported by a previous research done in 2006 about the effect of pre-listening activities for students' listening comprehension. The finding revealed if the students could improve their listening comprehension by having pre-listening activities that could help them to be more prepared and aware of what they will hear[99]. This proves that preparing the topic before

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[97] Sari, "The Use of Cartoon Movie To Improve Student'S Listening Ability At Senior High School 1 Rupat."

[98] Larry Vandergrift, "Facilitating Second Language Listening Comprehension: Acquiring Successful," *ELT Journal* 53, no. 3 (1999): 170.

[99] Fierda Mia et al., "THE EFFECTIVENESS OF PRE-LISTENING ACTIVITIES IN IMPROVING THE LISTENING COMPREHENSION OF GRADE XI STUDENTS OF SMAN 3 PALU," *e-Journal of ELTS (English Language Teaching Society)* Volume 5, no. 3 (2006): 59.

having important English practice could help students in their listening practice.

There are 14 students who chose to activate previous knowledge as their strategy in practicing English extensive listening in their own time. The amount of the students who do this process shows if this strategy is commonly used by the students for their English listening practice. Previous knowledge is the understanding that has become stored in the brains of listeners for a while and aids in making connections between what they listen and what they already know[100]. In this study, the students' said if their reason to conduct this strategy is because by activating previous knowledge, they can comprehend what they listen more easily because they have learned about those materials. This finding is similar to the theory that said if establishing connections with previously discovered or listened to topics might aid students' success with their listening practice[101]. It shows that the attempt to activate previous knowledge during listening is a crucial thing that the students can do.

The finding shows if there are 5 students who chose to predict the next words as the strategy for their English extensive listening practice independently. The finding also reveals if the students predict the next words during listening is an intention to make them easier in understanding what they are listening. Prediction is a fundamental technique for analyzing something using prior knowledge. The finding is similar to what was written in Yongmei's previous study. She stated if our hearing will be considerably more effective if we can correctly anticipate what we will hear next. The ability to predict things depends heavily on one's prior understanding of the surroundings and the language, as well as how much one knows about the speaker and what they are

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[100] Sitti Asriati, "Factors Affecting Listening Comprehension Achievement of Students (A Descriptive Study at the Third Semester Students of Muhammadiyah University Makassar)," *Research Gate*, no. October (2017): 2.

[101] Swathi Vanniarajan, "Language Learning Strategies: What Every Teacher Should Know by Rebecca L. Oxford," *Issues in Applied Linguistics* 1, no. 1 (1990): 117.

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saying[102]. This theory supported the students' answers in this research if predicting the next words during listening can be effective to do in order to make students become easier to comprehending the meaning of what they listen in the audio.

The finding shows that out of 16 students, there are 13 of them who chose to determine the keywords as strategy for their English extensive listening practice. The finding also reveals if the students do this strategy when they do not know certain words in the sentence that they listen. They will try to find the keywords in every sentence so they can interpret the meaning of the sentence that they listen to. This finding is similar to the previous study conducted in 2017. The finding of the previous study showed if students face difficulty in understanding each word of the audio that they listen, they still have the ability to infer the meaning. The students can focus on the words that they know in the sentence to understand the meaning of it. It also involves remaining composed and resisting the urge to get anxious out when faced with unfamiliar words[103]. It does not matter if students do not know every word they hear because they can use this strategy by finding keywords in a sentence to understand the meaning of it.

The finding shows there are 9 students who take notes after listening to audio in their English extensive listening practice. The result of the students' answers reveals if the students want to improve their vocabulary by taking notes to the vocabulary that they do not know. This attempt is done so they can have a better understanding in the next listening practice. This is supported by Listiyaningsih's previous study. In her journal, she stated if students may broaden their vocabulary by listening to English songs and taking notes, retaining the vocabulary that is rehearsed and finding synonyms for the words

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[102] Yongmei Jiang, "Predicting Strategy and Listening Comprehension," *Asian Social Science* 5, no. 1 (2009): 94.

[103] Sitti Asriati, "Factors Affecting Listening Comprehension Achievement of Students (A Descriptive Study at the Third Semester Students of Muhammadiyah University Makassar)," *Research Gate* (2017): 2.

that are used. When students increase their vocabulary by taking notes, they pay close attention and concentrate to the words that are said in English songs and then research the meaning of those words[104]. This makes students choose to record vocabulary that they do not know so that in the future they can expand their knowledge.

The finding of this study shows that all the students who participated in this study chose smartphones as their tools to have extensive English listening practice. Smartphones that can be taken anywhere and accessed at any time become their major reasons to choose smartphones. Students can learn nearly anytime and anywhere by obtaining or carrying their mobile devices from class to class because of their portability. There is a theory that supports the finding of this research. Smartphones provide benefits, one of which is rapid access[105]. Therefore, smartphones are likely used by the students for independent practice.

Some students also said that they can access everything through their smartphones that can support their English learning. The students' statements are similar to the existing theory about smartphones. The theory said if smartphones can be utilized to help in English language acquisition. Smartphones offer a variety of tools or websites for learning English, allowing users to enhance their knowledge base. The use of increasingly sophisticated technology is expanding quickly, and many different forms of technology are still being updated. Smartphones are one of the renewable technologies, and their widespread use has led to a rise in the number of applications used for communication, productivity, education, and entertainment[106]. Because of the

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[104] Listiyaningsih and Surakarta, "The Influence of Listening English Song to Improve Listening Skill in Listening Class."

[105] Andrea Barker, Greig Krull, and Brenda Mallinson, "A Proposed Theoretical Model for M-Learning Adoption in Developing Countries," *Proceedings of mLearn* 10, no. 8 (2005): 226, http://mlearn.org/mlearn2005/CD/papers/Barker.pdf.

[106] M Bano et al., "Mobile Learning for Science and Mathematics School Education: A Systematic Review of Empirical Evidence. Computers & Education," *Computers & Education* 121, no. 18 (2018): 31.

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benefits that smartphones have for English learning, students like utilizing it as a tool to support their English learning.

The findings of the study shows that the students' reason for using laptops is because they can access everything on their laptops and they feel comfortable because laptops have wider screens than smartphones. This is similar to the finding in the previous research about the use of laptops for EFL learners. The finding of the previous research revealed that the majority of students agreed that using laptops in EFL classes could be helpful and speed up the learning process. The students stated that they take pleasure in using laptops for communication, productivity, learning, and entertainment purposes as well as for English learning[107]. As a result, laptops might be a useful tool for students who want to learn English.

Many of the students who took part in this study selected earphones as their equipment of English extensive listening practice. The reason behind their choice is because they can avoid distraction when listening to audio so that they can be more focused. This is similar to the finding of the previous research about factors that influence students' English listening difficulties. The finding revealed if the physical environment, such as noises can hinder the students' English listening. Therefore, they need something to help them overcome that distraction, for example by using earphones[108]. Noises can trigger students to have difficulty in listening which is why many students prefer to use earphones when they have English listening practice in their own time.

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[107] Reza Dashtestani, "The Use of Laptops for Learning English as a Foreign Language (EFL): Merits, Challenges, and Current Practices.," *TESOL International Journal* 9, no. 1 (2014): 110.

[108] Meilisa Trismasari, Sudarsono, and Eni Rosnjia, "Factors Influencing English Listening Difficulties," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 5, no. 12 (2016): 6.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusion of this study's findings and suggestions are discussed in this chapter. The conclusion is regarding the findings in this study which are about the types of authentic materials used by SMAN 1 Gedangan students for English extensive listening practice in their own time and how they do it. While for the suggestions, it will be addressed to the students, teachers, and future researchers.

A. Conclusion

There are several points that can be concluded by the researcher about this study. Those are mentioned below:

1. The findings revealed various types of authentic materials used by SMAN 1 Gedangan students for extensive listening practice in their own time. Those authentic materials based on the order of the most number are songs, movies, TV shows, vlog videos, cartoons, and news clips. From this study, it can be seen that students are able to choose which type of material suits them. Students can independently determine which materials are suitable for use in English extensive listening practice. The students tend to choose types of authentic materials that are interesting to them, accessible, and easy to comprehend. The other criteria that become an important thing in selecting authentic materials for English extensive listening is whether the authentic materials can make students become easier in the process of independent practice.

2. Regarding how SMAN 1 Gedangan students practice English extensive listening in their own time, they use some strategies that they usually do. The strategies used by the students based on the order of the most number are preparing the topic, taking notes, activating previous knowledge, predicting the next words, and determining the keywords. The students are able to conduct a strategy that could help them in having independent practice of English extensive listening. The students also have their practices during their spare time with different duration from each other. This indicated that each

student has their own way in time management. In conducting extensive English listening practice, the students utilized the use of some tools, such as smartphones, laptops, earphones, and speakers. The students take advantage of several equipment to make it easier for them to carry out extensive English listening practice by using authentic materials.

B. Suggestion

The researcher have a number of suggestions given to various parties. The suggestions provided here is targeted towards students, teachers and future researchers.

1. For teachers

Teachers are expected to begin encouraging and guiding their students to practice English extensive listening on their own. It is hoped that the study's findings would give teachers some insight into the kinds of authentic resources that students find engaging and can be modified for use in the classroom to make learning more fun. It is intended that teachers would learn from the results of this study that students have various learning habits and styles.

2. For future researchers

It is anticipated that more studies on this topic will be conducted by other researchers. There are more issues that can be investigated in more depth by other studies, perhaps in terms of other English skills. Other researchers can examine students' practice in using authentic materials to hone their reading, speaking, or writing skills outside the classroom or independently.

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