

**Students' Perception on Extensive Listening at English Study Program PSDKU  
Maluku Barat Daya**

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**ABSTRACT**

This research addresses a significant gap in language learning research by investigating students' perceptions of extensive listening, a crucial yet understudied component of language learning. Despite its proven effectiveness in improving listening skills, more is needed to know about students' experiences and attitudes toward extensive listening. This study filled this gap by exploring students' perspectives at Pattimura University's campus in Southwest Maluku. By using a quantitative method and Likert scale questionnaires, the research revealed a positive student attitude toward extensive listening classes and activities. These findings have important implications for language learning practices, highlighting the need to consider students' perceptions in designing practical, extensive listening activities. This study contributed to bridging the gap between theory and practice, in enhancing our understanding of extensive listening' role in language learning.

*Keywords: Extensive Listening, Students' Perception, Listening*

**INTRODUCTION**

Listening is the most challenging skill to learn out of all four language skills (Riddell, 2003). Listening is one of the most challenging activities for most students. It is undoubtedly the most challenging skill that students must master because it calls for intense concentration and careful listening in order to comprehend and respond to the speaker. Gilakjani (2011) cites Underwood's definition of listening as the process of actively focusing on a speaker's message and attempting to derive meaning from it. Furthermore, according to Lisa, listening is the most frequent kind of communication in daily life. We may better grasp the world around us through listening, which is one of the components of effective communication. In fact, listening is essential for the growth of other abilities like speaking, reading, and writing.

English language learners often struggle with developing their listening skills, which is an essential part of language acquisition. Extensive listening is used to improve students' listening comprehension and fluency. It involves exposing students to a large quantity of spoken English, both inside and outside the classroom, without focusing on specific details or grammar structures. The main goal of extensive listening is so that the students get to do a lot of meaningful listening practice. Renandya (2012, p.4) Pointed

out that the primary goal of extensive listening is to provide our students with a massive amount of comprehension practice.

Perception refers to the way individuals interpret and understand their experiences, including their learning experiences. Eccles & Wigfield (2002) propose that learners' perceptions of their ability and value of listening activities, as well as the expectations of others, impact their motivation and behavior. Hence, perception plays a crucial role in shaping students' attitudes, beliefs, and behaviors toward listening activities. Students' perceptions of extensive listening can influence their motivation, engagement, and, ultimately, their listening skills development.

Based on the preliminary study that the researcher conducted by doing an observation in an extensive listening class of the 5th semester, the researcher found that students tend to take longer time to answer or respond to questions that their lecturer asked, even though the question that is being asked is not so tricky, this shows disengagement and limited improvement in their listening skill, hence is why the researcher is interested in conducting this study to find out the students' perception on extensive listening. By exploring students' perceptions, this research seeks to identify potential challenges that may hinder their engagement and motivation in this type of activity and provide insights into how to enhance their listening skills.

To sum up all the explanations stated above, the researcher would like to take the title "Students' perception on extensive listening at English study program PSDKU MBD" to learn the students' perceptions of extensive listening.

## **METHOD**

This research used a questionnaire to collect data from participants. The questionnaire featured a Likert scale with five response options (1-strongly disagree, 2-strongly agree, 3-neutral, 4-agree, 5-strongly agree). The questionnaire underwent a validation process to ensure its accuracy and reliability before being utilized in the research.

The questionnaire consisted of 16 questions designed to gather participants' views and attitudes towards extensive listening, seeking to understand their perspectives and experiences; the questions themselves were divided into four categories.;

1. Students' interest in extensive listening, to understand how engaged students are with extensive listening and what motivates them, Question number 1, 2, and 3 are related to this category.

2. Students' problems with extensive listening: This question reveals the challenges students face when practicing extensive listening. Questions 4, 5, 6, 7, and 8 pertain to this category.

3. The effectiveness of extensive listening, to give insights into how well extensive listening works in improving language skills. Question numbers 9, 10, 11, 12, and 13 are classified into this category.

4. The feasibility of extensive listening: This will help us understand how practical or feasible it is to implement extensive listening in the curriculum or classroom setting. Question numbers 14, 15, and 16 fall within this category.

To analyze the questionnaire, the researcher utilizes the same formula that Nana Sudjana (2013) used to analyze the result of the questionnaire and will be presented in this formula :

$$p = \frac{F}{N} \times 100\%$$

Where            P = Percentage  
                      F = Answer frequently  
                      N = Number of Respondents  
                      100 = Constant Number

The researcher examined data from the questionnaire and to gain a deeper understanding of the participants' perceptions. By integrating the findings, the researcher was able to develop a more robust and nuanced interpretation of the participants' perspectives on Extensive listening to enhance their listening skills.

## **RESULT AND DISCUSSION**

The questionnaire was separated into four categories: student's interest, student's problem, how effective extensive listening is, and the feasibility of extensive listening in class.

here are the result

### **1. Student's interest**

Out of 22 respondents, 76% of them chose "strongly agree", which suggests that they have a solid positive inclination towards extensive listening. They likely find value in this activity and believe it can benefit their language-learning journey significantly. At the same time, the remaining 24% who selected "agree" also demonstrate a positive attitude towards extensive listening, albeit with a slightly lesser intensity. In comparison, 0% chose "neutral," "disagree," and "strongly disagree." They may acknowledge the benefits of this practice and are open to incorporating it into their language-learning routine. The questionnaire revealed insights into students' levels of interest in extensive listening. It indicates that students generally find extensive listening activities engaging, and they perceive them as attractive. From the result that can be seen in the first figure, that high percentage suggests that students recognize the benefits of extensive listening

### **2. Student's problem**

Based on the findings, it appears that 25% of the participants chose "strongly agree," while 46% chose "agree," and 26% chose "neutral" when asked about their problems with extensive listening. In comparison, 0% chose "disagree" and "strongly disagree." This indicates that a significant portion of the students have identified challenges or difficulties with this particular activity. The questionnaire results have shed light on the specific challenges students face when engaging in extensive listening. It highlights common difficulties such as understanding accents, fast-paced speech, or unfamiliar vocabulary. Furthermore, the results uncovered additional issues that hinder students' ability to comprehend and respond effectively to audio or video Materials.

### **3. The effectiveness of extensive listening**

90% of the participants chose "strongly agree," while 10% chose "agree" when evaluating the effectiveness of extensive listening, and 0% chose "neutral," "disagree," and "strongly disagree." This indicates that a majority of the students hold a positive perception of the impact and value of extensive listening; the questionnaire results also provide valuable insights into how students perceive the effectiveness of extensive listening in improving their language skills. By examining their responses, it identifies that students believe that extensive listening has positively impacted their listening comprehension, vocabulary development, overall fluency, and other language learning aspects.

### **4. Feasibility of extensive listening**

Based on the result, 40% of the participants chose "strongly agree," 27% chose "agree," 27% chose "neutral, 6% chose "disagree, "while 0% chose "neutral," "disagree," and "strongly disagree." when considering the feasibility of implementing extensive listening in the classroom setting. This suggests that a majority of the students find it feasible to incorporate extensive listening activities during class time. From the questionnaire, the researcher gained an understanding of students' perspectives on the feasibility of integrating extensive listening into the classroom setting. This explores their opinions on factors such as available resources, time constraints, potential benefits, and suggestions they have for enhancing the implementation of extensive listening activities.

## **CONCLUSION**

1. In terms of students' interest in extensive listening, the questionnaire likely revealed varying levels of engagement. Some students express enthusiasm and enjoyment when engaging with audio materials, finding them intriguing and beneficial for language learning. Others might indicate a lack of interest or difficulties in connecting with the content, potentially due to personal preferences or challenges in understanding authentic speech. In short, when learners are engaged and enthusiastic about listening materials, they are more motivated to invest time and effort in improving their listening skills.

2. Regarding students' problems with extensive listening, the questionnaire might have identified common issues reported by participants. This could include difficulties in understanding accents, colloquial expressions, or fast-speaking speakers. It is essential to expose students to different speech rates and accents to develop their ability to understand diverse speakers. Additionally, some students mentioned challenges related to concentration, maintaining focus during extended listening sessions, or managing distractions.

3. To understand the effectiveness of extensive listening, extensive listening activities, such as listening to podcasts, audiobooks, or engaging in natural conversations, can positively impact learners' vocabulary acquisition, grammar proficiency, and pronunciation skills. The questionnaire results provided insights into students' perceived improvements in their language skills. Participants may have preferred to enhance their listening comprehension, vocabulary acquisition, or increased confidence in understanding spoken language through regular extensive listening practice.

4. Finally, the feasibility of extensive listening in the classroom could be explored based on the questionnaire responses. Students have shared their thoughts on the practicality of incorporating extensive listening activities within the class schedule, the availability of resources, or any suggestions for optimizing its implementation. It's a must to integrate technology and multimedia resources to make extensive listening more accessible and engaging for learners.

The researcher strongly suggests that future research should expand its focus and incorporate other essential skills, like reading and writing, to provide a more comprehensive understanding and not only focus on extensive listening skills.

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