

**AN EFL UNDERGRADUATE STUDENT LISTENING STRATEGIES IN
EXTENSIVE LISTENING**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the Sarjana Pendidikan Degree in English Language
Education**



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2022

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EXTENSIVE LISTENING**

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in the quotations and references are a scientific paper should.

Yogyakarta, August 2022



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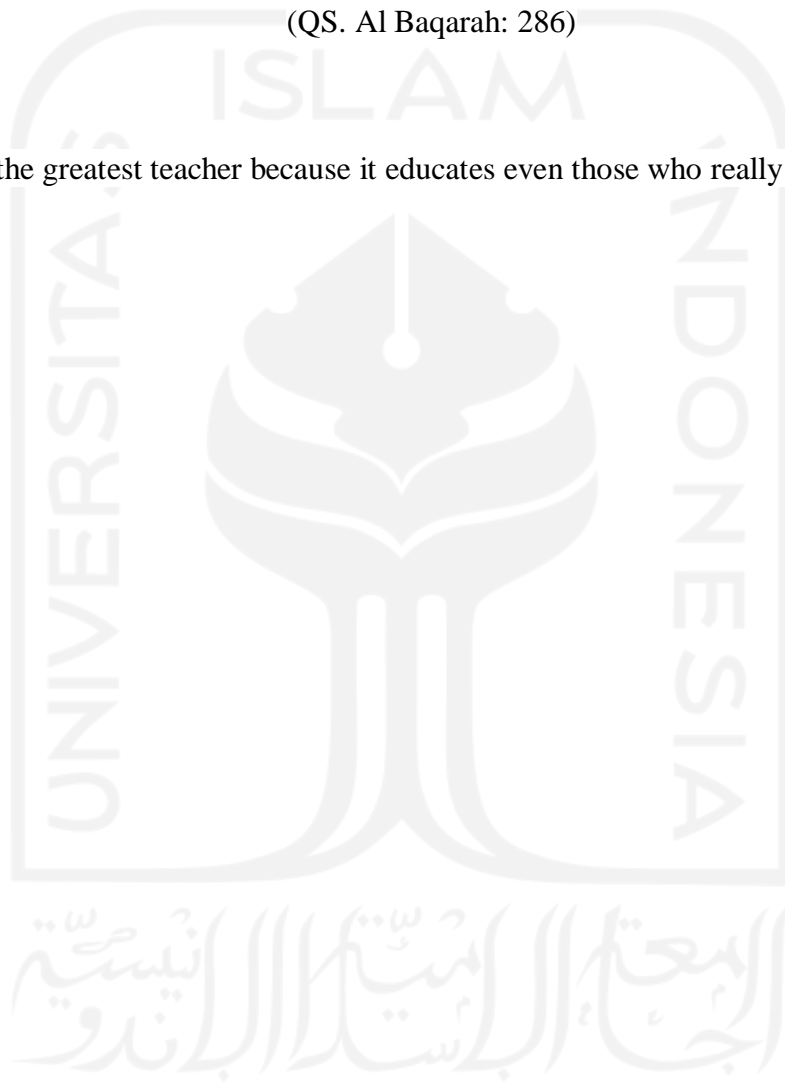
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MOTTO

“Allah tidak membebani seseorang itu melainkan sesuai dengan kesanggupannya”

(QS. Al Baqarah: 286)

Life is the greatest teacher because it educates even those who really hate to learn.



DEDICATION

Alhamdulillahirobbil 'alamin, in the name of Allah, the most Beneficent and the most Merciful. No God but Allah and Muhammad is His Prophet. I dedicated this thesis to myself, my beloved parents, all my lectures of English Language Education Department, and my friends who always motivate and guide me during the process of writing this thesis.



ACKNOWLEDGEMENT

Bismillahirrahmaanirrahiim, Praise and gratitude to Allah SWT, the Almighty for the mercy and the strength so that i could finish this thesis. Invocation and peace go to Muhammad SAW, his families and his disciples.

I would like to express my gratitude to my beloved lecture, **Mrs. Anandayu Suri Ardini, S.S., M.A.** for her guidance, advice, patience, valuable knowledge and support me in completing this thesis. . Additionally, I thank all my lecturers for the useful knowledge during my study in Indonesian Islamic University.

My Endless gratitude to all the people who always support and help the author during the process of writing this thesis, both in the form of contributions, as well as encouragement in making this study finish. I also would like to say sincerely appreciation to these following people :

1. **My parents** who are always by my side to support their children to complete their education and provide endless encouragement.
2. **Mrs. Irma Windy Astuti, S.S., M.Hum.** as the head of English Language Education Department.

3. **Mrs. Astri Hapsari, S.S., M. TESOL** as my academic supervisor who has helped and guided me in academic management since I was a freshman at university.
4. All my lectures of English Language Education Department who patiently teach me in the process and development. In addition, all of the academic staff who helped me from the beginning of my university until now.
5. All my closest friends who have accompanied me during my journey at university : dear Egi, Sekar, Monik, Tasya, Alus, Fani, Farah, Aurel, Milen, Pinkan, Namira, Wahyudi, Akbar, Kifly, and also all members of PG.

Yogyakarta, August 2022



Syalsabila Firdausiyah

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ABSTRACT

This study aims to analyse the strategies used by an EFL student in extensive listening. The participant of this study is the 2nd-semester students of the English department in Yogyakarta. This research used thematic analysis as the research design. Based on this type of research, namely qualitative research, A semi-structured interview was utilized as the tool. A semi-structured interview is one in which the interviewer does not follow strict to a planned set of questions. The data was collected through one direct interview and two additional interview to complete the information. The data showed that the participant of this study was quite successful in implementing extensive listening strategies that suit his needs. In short, from the strategies carried out by the participant, it is found that his extensive listening strategies was balanced, namely bottom-up and top-down because Joko understands the content more easily when he understands the essence of the material and the explanation of the material also easier to anticipate what he listens to and what he does not understand by lip movement and listening repeatedly. Thus, the researcher recommended for the future study to explore more deeply about strategies that are suitable to be used in extensive listening so that more strategies are generated from the top-down and bottom-up themes.

Keywords : EFL, thematic analysis, listening strategies, extensive listening.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Extensive listening (EL) is a way to improve students' listening skill in general. Vandergrift and Goh's (2012) asserted that a metacognitive approach to extended listening provides a framework for out-of-class L2 listening in an educational setting. The authors argue that in order to deal with authentic listening materials and frequent listening practice, language learners require structure and assistance. In order to have a good comprehensive listening program, the following three ideas should be followed. Variety, frequency, and repetition are the first three elements. Vandergrift and Goh (2012) stated that learners are exposed to the structural distinctions and pragmatic features of formal and informal, conversational and academic language through a range of text genres. Learners can expand their vocabulary by studying a range of topics in different circumstances. In addition, they should listen to material of various levels of difficulty. According to the principle of frequency, students can listen every day or week for a certain period of five minutes to an hour. The last theory deals with the cognitive benefit of repetition. Vandergrift and Goh (2012) added that hearing something more than once allows students to 'know the substance, wording and form of the spoken text' (p. 201). Second, there is structure and direction. From a metacognitive perspective, language learners must acquire a knowledge of good L2

listening skills, which are only partially enabled by podcast technology. When it comes to choosing the right podcasts, having some direction is essential. Podcasts offer variety, but because they are not organized by difficulty level, learners may get overwhelmed and even disappointed by inappropriate selections. Third, there is learning journals. In addition, Masrai (2019) asserted that L2 learners who engaged in informal activities improved their capacity to recognize and parse L2 material improved their listening fluency, and improved their overall listening comprehension abilities. Webb (2015) suggested that viewing L2 TV on a regular basis "may cover the requirement for higher L2 input" (p. 159), which is absent in many L2 learning environments. Aldukhayel (2019) added that a wide-ranging approach that can start in the classroom and be encouraged by the teacher must include videos. The main goal of a classroom visioning program should be to motivate students to follow language learning videos outside of class on their own time, as well as to enhance awareness of the benefits of language learning videos for learners, teaching them strategies to promote their understanding, and showing that understanding can become pleasurable by using a principle-based approach.

There have been many studies that discuss extensive listening and special strategies in it. Renandya and Farrell (2010) added that extensive listening is an efficient technique to teach learners how to understand oral material quickly and automatically. Extensive listening also provides listeners with the opportunity to hear a wide variety of voices and styles. There are phrases for extensive listening, such as listening to spoken texts just once. There are phrases to listen to extensively, such as

listening to a spoken text just once. Improve learning capacity and recall what has been learned using a combination of metacognitive, cognitive, and socio-affective strategies. In other words, students will use procedures and behaviors to increase their capacity to learn and recall what they have learned. This is backed by the theory supporting the language learning strategy. That's why it is important to conduct students' strategies and practice extensive listening to find out students' readiness in learning. Extensive viewing can help L2 learners cope with speech speed. One of the most significant barriers to learners' acquisition of L2 listening abilities is rapid speech speed (Wang & Renandya, 2012). L2 learners frequently struggle to grasp much of what they hear, not because the subject is difficult or they lack vocabulary knowledge, but because native speakers talk too quickly for L2 learners to comprehend the incoming input. Unfortunately, there is no research that focuses on top-down and bottom-up discussions in the Indonesian context. Therefore, this study aims to identify problems that occur in listening activities and to explore strategies used by Indonesian EFL freshman to see how they deal with listening difficulties in extensive listening.

1.2 Formulation of the Problem

The study seeks to answer the following research question :

What is the learner strategies to learn extensive listening?

1.3 Limitation of the Study

This study is limited to the 2nd-semester students from batch 2021 of the English department. The researcher chose this participant because he had good academic performance in class, was active and showed good listening skill.

1.4 Objective of the Study

The objective of this study is to investigate the learner strategies to apply extensive listening.

1.5 Significance of the Study

The result of this study is expected to help students to recognize their own strategies, evaluate, or add more strategies to fill the gap and hope they can do better in the future. The result of this study is able to facilitate lectures to find effective strategy to assist students in extensive listening. Moreover, the findings can be a reference to improve curriculum of the institution.

CHAPTER II

LITERATURE REVIEW

2.1 Extensive Listening

Asserted by Renandya and Farrell (2010) listening extensively is a good approach to get students to develop quickly automatically through oral language processing. Listening extensively helps listeners to hear a variety of voices and styles. It enables students to become used to speaking English naturally. When learners listen to news, movies and songs and more, they see the most significant words and phrase patterns that appear and can learn them naturally. When students listen extensively, they don't have to understand all they hear. All they have to do is strive to figure out more than previously (Joe 2005; Shizuoka and Waring 2003).

In language education and language courses, listening is a crucial ability (Nunan 1999). To develop their listening skills, students normally practice outside the classroom most of their time. Access to words, parsing, and memory processes are all necessary components of listening (Cook 1991). According to Vandergrift (1992 & 1997) and Yang (2009) listening is the complex and dynamic process in which the listener needs to notice, recall and perform in a socio-cultural context the distinction between language and grammatical structures, understand stress and intonation.

Bidabadi & Yamat (2012) stated that when students listen extensively, they focus basically on meaning instead of form. The objective is to make several target language

inputs available to students. Extensive listening has proved to bring substantial benefits, notably for pronunciation and speech, in terms of vocabulary and accent detection and productivity (Reinders and Cho 2010; Renandya and Farrell 2010). This means that extensive listening is a very important and crucial activity that students need to do to improve their listening skills contextually. With extensive listening, students will benefit greatly and their listening skills will be better starting from mastering vocabulary and detecting words that are not clearly heard.

Changes in sound from speaker to speaker, as well as different accents and background noise, can make learning words more complex. Students cannot employ 'preview' methods like skimming and scanning, and they can not control how fast they listen (Shizuoka and Waring 2003). Also previous study examined that the most major problem to successful listening comprehension is a lack of vocabulary knowledge (Masrai 2019). In the line, Bonk (2000) showed that higher listening scores were associated with greater vocabulary knowledge among Japanese university students learning English as a foreign language. Vocabulary is material that discusses, although not exclusively, about words. Words are different from other linguistic units such as phrases, where words can "stand alone" and still have meaning. Basically vocabulary is very important. With vocabulary, students can hone their listening skills because they will examine the words they hear and focus on what they hear. Therefore, vocabulary has an important role in listening.

2.2 Listening Strategies

Listening in a foreign language is a cognitively demanding task that requires complete concentration (Ridgway, 2000). It has also been argued that extensive listening, which refers to any type of listening activity that allows learners to get a large amount of comprehensible and pleasant listening material, may enable second-language listeners deal with their hearing impairments (Renandya and Farrell 2010). As they listen to a lot of material, learners tend to focus more on the content than the form. It is important for students to be exposed to a large amount of material in the target language, thus they require strategies for learning. A learning strategy allows students to respond and handle the learning circumstances in a reasonable and acceptable manner and allows students to assume greater responsibility for their own education, to become second and foreign autonomous language students (Yang 2009). The perceptions of learners in general and listening strategies will therefore have an impact on the kinds of strategy they use. As a result of listening strategies, students realize how important it is to provide motivation and concentration for listening. The listener is encouraged to set expectations for what they will hear in the text and then double-check what they have heard.

Similar to the reading strategy, listening strategies can be categorised as receptive strategies. Bidabadi & Yamat (2013) stated that listening for the basic concept, forecasting, making inferences, and summarizing all appear to be top-down strategies Bottom-up strategies, such as listening for specific details, detecting cognates, and detecting word-order patterns, depend on the language in the text, the

mix of sounds, words, and grammar that produces meaning. At the same time, Anderson (1983, 1995) believes that a student must participate in perception, parsing, and utilization when listening to a text for the first time in order to understand it. When they are faced to a listening text, however, most low-proficiency second-language learners are largely perception and parsing are more often practiced, but they seldom reach the point of use.

In a holistic top-down approach (moving from one element to the next), listeners rely on their previous experience and knowledge saved in their memory, focusing on interpreting the meaning rather than recognizing sounds, words and phrases (Field 1999). Listeners must constantly do some bottom-up processing of what they hear at the acoustic level in order to support top-down processing such as recognizing between various and familiar sounds (Lynch and Mendelsohn 2002; Nunan 2002, cited in Richards and Renandya 2002; O'Malley and Chamot 1990; Tsui and Fullilove 1998; Vandergrift 1997). In this process, methods from the bottom up or from the top down can be implemented. Last but not least, the memory processes are connected to the previous elements. As a result, listening is a key skill in foreign language schools and in language acquisition in general.

As ELT has evolved over the past 20 years, from language learning to communication to reading comprehension, and everything in between, strategies have evolved. Moreover, each problem with approaches is that there is still some misunderstanding about their meaning, which has often ranged from different, nearly irrelevant connotations that may have almost nothing to do with language acquisition—

such as that proposed by Wenden (1987), for example—to more relevant characterization studies, such as those provided by Oxford and Cohen (1992). Researchers typically argue over whether methods are conscious or unconscious, as the authors of the book point out. Strategy implementation entails intentional awareness on the side of the learner, according to their own judgement. As teachers, we must focus on the conscious. "If strategies are utilized instinctively and automatically, then explicit strategy training makes little or no sense," Oxford and Cohen (ibid.: 12) argue. Ridway (2000), eventually recommends which methods are suited for the challenges that occur, especially the significance of practice, 'authentic' texts for EFL students, differences between written and spoken text, and practical implications. According to Ridway (2000), the problem is not so much that skills and methods do not exist, but that because they can not be distinguished factually, and because practice would seem to be at least as good a thing of constructing them as explicit training, they are not improve the company for constructing a theoretical framework to metacognitive strategies, especially listening. By examining the nature of spoken text, Ridway (2000), make recommendations for listening lessons, and these recommendations from a text-based approach have numerous advantages over a strategy-based approach. Text is genuine, and it is understandable. Listening is the listener's interaction with the text. When this connection is established, there is no cognitive ability to act consciously. A text-based strategy prevents instruction in communication skills already possessed by students it is intrinsically redundant and patronizing.

This text-based method needed learners to enhance their communicative competence, and Ridgway then offered various text-based approach strategies. The following the most crucial thing is practice. The fastest route forward will be by classified, not necessarily real, texts. You are probably going to receive a lot of practice listening to texts that you do not understand. In listening, syntactic indicators are typically overlooked by semantic and pragmatic indicators like in reading (Ridgway 1994). In real time hearing, there is no cognitive room to use such strategies. There can be no deduction as we do when reading – the next part of the text has been processed already. At low levels, the teacher should not ignore the vital facilities for understanding the lip-reading and body language. Excessive dependence on audio indicates that easier texts must be used or understanding must be made more difficult. It also practices a form of listening that does not occur for very much time in real life. Conversations or other interactive settings of communication are fantastic ways of practicing understanding and getting away from ideational texts.

In the field of language education, listening is one of the most crucial abilities to have. Students must exercise their own listening abilities while receiving assistance from the teacher. Students are asked to listen extensively in order to practice their listening skills in a variety of contexts. One of the most significant issues with listening comprehension is a lack of vocabulary knowledge. As a result, overcoming listening difficulties requires the implementation of a strategy.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed thematic analysis. Thematic analysis is a poorly demarcated, rarely acknowledged, yet widely-used qualitative analytic method within psychology (Braun and Clarke, 2006). Thematic analysis is the primary method used to examine data in qualitative research. Research need rigorous procedures for data analysis, which involves a methodology that can support in objectivity. In qualitative research, rigorous topic analysis can provide objectivity to data analysis. Some researchers believe that thematic analysis is not a distinct approach of data analysis, but rather that it may support in the analysis of any qualitative research. In this research, the thematic analysis is applied for educational context in higher education.

3.2 Data Preparation

3.2.1 Consent Form

The consent form is a form of agreement between the researcher and the research respondents by providing a consent form. The consent form itself was given before the research was conducted by providing a consent form to become a respondent. The purpose of the consent form is so that the subject understands the aims and objectives of the study, and knows the impact. The researcher will make an official letter made by the university for the participants and make a

consent form containing the participant's consent whether or not to agree to be the object of research from the researcher.

3.2.2 Data Sources

The data source referred to here is where the data was obtained. The source of this data is obtained from the results of interviews with the participants. The process of making interview questions begins by consulting with the supervisor regarding questions that are in accordance with the components of the research instrument. After several consultations with the supervisor and finally finding the most appropriate questions, the researcher began to look for participants and asked the supervisor about the most suitable participants for this study. The supervisor then asked the researcher to take participants from the extensive listening class by asking for recommendations from the extensive listening lecturer. After the researcher asked the lecturer to recommend one person from the class, one participant from the 2021 batch was found as a participant in this study. Interviews were conducted for 2 hours. Participants were given 7 interview questions and then participants answered the questions. The interview process was carried out smoothly, but there were additional interviews via WhatsApp to complement the participants' answers that were still lacking. The results of the interviews were recorded using voice recordings and transcribed for analysis.

3.2.3 Setting and Participants

The setting of this research is private university in Yogyakarta. This campus is one of the best private campuses in Yogyakarta. Participants who contributed to this study were recruited from the extensive listening course conducted on the semester 2. The selected participant was Joko. The researcher met the lecturer of extensive listening course to ask for recommendations and she recommended Joko because he had good academic performance in class, was active and showed good listening skills.

3.2.4 Instrument

Based on this type of research, namely qualitative research, A semi-structured interview was utilized as the tool. A semi-structured interview is one in which the interviewer does not follow strict to a planned set of questions. Instead of a straight question and response approach, they will offer more open-ended questions, allowing for a dialogue with the interview. The interview will be conducted in English.

No	Construct	Conceptual definition	Components	Questions
1	Listening Strategies	Listeners rely on their prior knowledge	Top-down strategy: interprets a message through	1. When you listen to random information from video/audio recording, how did you usually

and investigating its try to understand the content?

experience context and 2. When you are doing an

stored in their employing his/her extensive listening activity, does

memory and background your reading experience help you

concentrate knowledge understanding the content of

on the your listening?

interpretation 3. When you do extensive

of the listening, how do you connect

meaning and summarize the information

rather than on you hear so that it can become

the new information that is in

recognition of accordance with the video/audio

sounds, you are listening to?

words, and

sentences

(Field 1999).

Processing of Bottom-up

what they strategy: The of native English (british,

hear at the clarity of the american, australian) affect your

acoustic level, acoustic speech understanding in listening?

to discriminate, for instance, between different and similar sounds, in order to facilitate the accompanying top-down processing (Bidabadi 2012).

signal, including hearing impairment, background noise, and foreign accents.

2. When you hear a speaker speak in a speech at a fast tempo, how can you understand what you hear?

3. When you hear a non-native english speaker like Thailand, Philippines speaking in English, how do you try to understand what they are talking about?

4. If you hear a video or audio that has background noise, what is your strategy so that you understand the content?

3.3 Data Collection

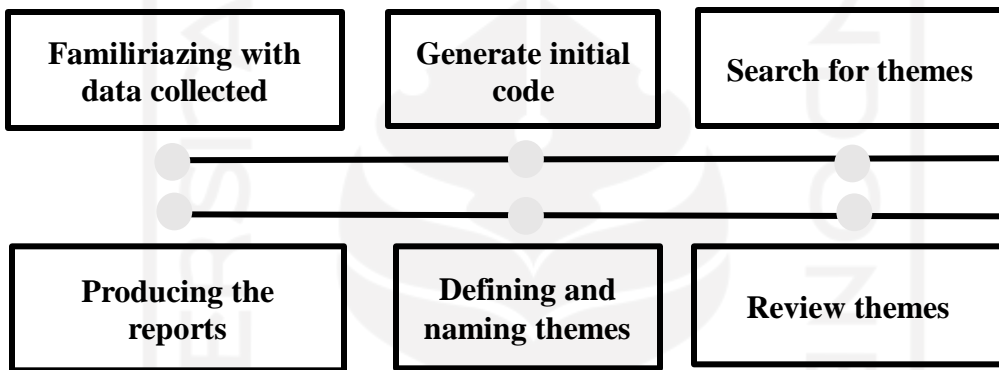
Data collection conducted by researchers is semi-structured interview. A semi-structured interview is one in which the interviewer does not follow strict to a pre-determined set of questions. Rather than a standard question-and-answer approach, they will offer more open-ended questions, allowing for conversation with the interviewee. One method of collecting data by way of interviews is to get information by asking directly to respondents.

The researcher prepares the questions framework in advance. In interviews, researchers not only ask questions, but also get information about other people's perspectives on extensive listening strategies. The main questions in this study will be asked to participants consisting of students with three levels of listening skills. All participants will be interviewed based on the questions that have been made, which does not rule out the possibility that more in-depth questions will arise in the interview process. Furthermore, the results of the interview will be validated. The estimated time required for each interview with participants is around 30-45 minutes and if the time has reached 45 minutes will be continued at the next meeting to avoid saturation of the participants which will affect the results of the interview. In the interview process, the researcher will record the interview with a voice recording device. The final goal in the research process is to collect as complete data as possible from various sources to get an idea of the right strategy to use in extensive listening lessons.

3.4 Data analysis

Data collection and analysis was carried out using thematic analysis. Thematic analysis is a poorly demarcated, rarely-acknowledged, yet widely-used qualitative analytic method within psychology (Braun and Clarke, 2006). This thematic analysis emphasizes the identification, analysis and interpretation of the meaning of what the participants said during data collection (Riesman, 2003). There are six phases of the theme analysis method can be followed to analyze the data. The first phase is familiarizing with data collected. The second is generate initial code. The third is search

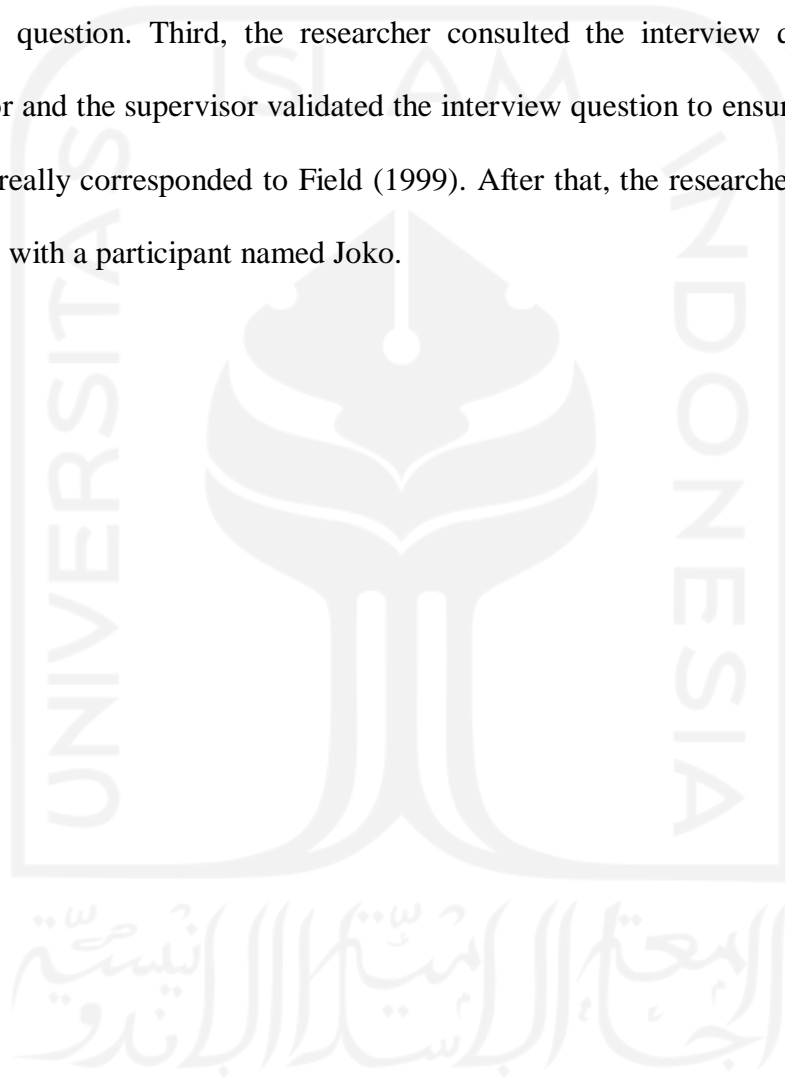
for themes. The fourth is review themes. The fifth is defining and naming themes and last phase is producing the reports. Thematic analysis is a data analysis approach used in qualitative research to collect descriptive data in order to answer the research question. After collecting the data, the researcher will go over it again and again, looking for emergent patterns, themes, sub-themes, and so on. This helps the researcher to divide the information into pieces.



3.5 Trustworthiness

Trustworthiness is the truth value. The trustworthiness of qualitative research is frequently questioned by positivists, because validity and reliability are not addressed as they are in naturalistic research. Researchers such as Silverman (2015) have explained how qualitative researchers might blend measurements that are mostly used in qualitative research. In order to remove themselves from the positive paradigm, many naturalistic researchers choose to employ terms. Based on the prior individual dataset project three, this proposal focuses on trustworthiness. In qualitative research, there are four criteria that indicate a reliable study. According to Frey, (2018), Credibility, transferability, validity, and dependability are the four factors to consider.

The steps taken by researchers to analyze data is one of the most important parts of research. Some of these steps are as follows : first, the researcher determines the conceptual framework refer to Field (1999). After that, the researcher formulated the interview question. Third, the researcher consulted the interview question to the supervisor and the supervisor validated the interview question to ensure the interview question really corresponded to Field (1999). After that, the researcher conducted an interview with a participant named Joko.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The data was collected from one 2nd-semester students batch 2021 of the English department through one direct interview and two additional interview to complete the information. After collecting the data, the researcher transcribed all the results based on participant answers. Afterward, the researcher plotted it into code, analyzed the data, and found some themes.

No	Construct	Element	Code
1	Top down listening strategies	Investigating its context employing	IC
		Background knowledge	BK
2	Bottom-up listening strategies	Hearing impairment & background noise	HIBN
		Foreign accents	FA

As presented in the table above, the construct that has been solved is coded. From the coding results, three themes are found. The top down theme is the importance of background knowledge to understand extensive listening. The bottom-up theme are the tricks to listening to challenging dialogues and the impact of the listener's familiarity with a particular English accent. First theme is, the tricks to listening to challenging dialogues. This one theme consists of Joko's strategies to anticipate the types of

dialogues that are difficult for him to understand. The types of dialogue that are difficult for him to understand are related to the speech tempo, the background noise, and random and unfamiliar information. In that one theme, there are several strategies that Joko used, namely finding the main ideas and drawing a conclusion, dividing into some segments, enriching vocabularies, activating subtitles, lips reading, listening repeatedly, and synchronizing subs and lips. The second was the impact of the listener's familiarity with a particular English accent. This theme is Joko's response to the type of dialogue that used a particular accent and Joko's reference to an accent that his ears have been familiar with for a long time. Third, the importance of background knowledge to understand extensive listening. This theme is Joko's way of understanding content by leveraging what he already knows. In short, from the strategies carried out by Joko, it is found that his extensive listening was balanced, namely bottom-up and top-down because Joko understands the content more easily when he understands the essence of the material and the explanation of the material. Joko is also easier to anticipate what he listens to and what he does not understand by lip movement and listening repeatedly.

4.2 Discussion

4.2.1 The Tricks to Listen to Challenging Dialogues

As mentioned in the findings, in this part, Joko's answer made the researcher conclude that the first theme obtained was tricks to listen to challenging dialogue. In

this research, the researcher defines challenging dialogues as having a fast tempo, background noise, and containing random and unfamiliar information. The first strategy used by Joko in listening and analyzing what he listened to was finding the main ideas and drawing a conclusion. The first was that Joko anticipated or responded to challenging dialogues because the dialogues were too fast. Joko's way of anticipating this problem was: to understand the core of the topic.

“when I get random information from a video or audio, to understand the content, of course, I have to understand the gist of the explanation of the video” (IC01)

Joko said that by understanding the essence of the material or its explanation first, he found it easier to know its contents. In line with that, Bidabadi & Yamat (2013) asserted that to get the gist of it, someone has to look for and pay attention to content, keywords and focus on what they are listening to. The next strategy that Joko used was dividing what he listened to into some segments. Joko summarized the information he listened to by understanding the speech's beginning and end in the video/audio he listened to. The next strategy that Joko used was enriching vocabulary. Joko said that if a person has sufficient vocabulary, it will be easy to understand the information without the need to analyze what was said.

“if someone has good English listening skills and vocabulary, then only by listening they can automatically understand the content of the random information.” (IC03)

Apart from enriching vocabularies, Joko also used strategies such as activating subtitles. Joko anticipated the video he was listening to by activating subtitles. Thus he still does not understand what he was listening to. He used subtitles when the material was in the form of a video that was not understood or could not be listened to clearly. The next strategy that Joko used was lips reading. Joko said that by paying attention to the movement of someone's lips when speaking, it would be easier to understand when you do not understand what is being said. Lips reading was one strategy to help Joko understand what the speaker was saying. Joko also used this listening strategy repeatedly. Listening repeatedly was very helpful for Joko because he could understand more quickly. If the dialogue was in the form of audio, Joko anticipated dialogue that was difficult for him to understand by listening over and over again. If there was disturbing noise, by listening repeatedly, he could listen well.

“if it is in audio form, I will try to repeat it many times, especially in the part where it is noisy until I can understand what I hear. Meanwhile, if it is in video form, I will read the lips movement of the speaker of the video.” (HIBN03 & HIBN04)

The last strategy used by Joko was synchronizing subtitles and lips movement. Joko anticipated the dialogue he listened to by synchronizing between subtitles and lips movement. Joko said that in this way, he could better understand what the speaker was saying.

4.2.2 The impact of listener's familiarity to a particular English accent

On this theme, Joko feels a positive impact when listening to different kinds of accents, especially British and American. When Joko listens to the dialogue with a British accent, he feels a significant influence in listening to his English because Joko was more familiar and accustomed to the American accent as he listen it more often. According to Joko, listening dialogue in American accent was more accessible and easier to follow than the British. Hashim M.A (2017) mentioned that the accent was the primary distinction between American and British English. Meaning that, when British or American people converse, they essentially distinguish themselves by the melodies of their various types. Algeo (2006) also stated that the latter claim was not entirely accurate because singing was an exception. It might be challenging to tell whether a vocalist was American or British when they have a distinctive accent since the song's musical melody could mask it. Unfortunately, the strategy used to neutralize the accent by listening to the song was not carried out by Joko. Instead, Joko still prefers an American accent. However, it does not stop Joko from being exposed to other types of accents, such as Mandarin, Thai, and the Philippines. Joko had difficulty in listening to various audios with various accent especially when they spoke in English. Still, Joko's way of anticipating the difficulty was to listen often to what non-natives say repeatedly so he could understand what they say.

“We can't immediately understand what they are saying because they still have their thick accent, like, when the Thai people speak English with their thick accent, it's a bit difficult to understand, but what we have to do is we have to listen to what they say

often, for example, on the part where we don't understand, we should listen the word over and over again so we can understand what it means." (FA04)

"Now, for the influence from native English such as British and American, especially for British English because it really affects my learning and practicing extensive listening because of the heavy accent. When only listening to the language it is a bit difficult to understand so it can affect me in extensive listening so that I can study English in depth." (FA01)

Accent becomes very influential on Joko on his listening. From the accent itself, Joko could distinguish between a British accent, an American accent, and an Australian accent. Hashim M.A (2017) mentioned that the accent of a person might reveal if they are from England, America, Australia, etc. This was so because race or nationality, and accent was closely related.

4.2.3 The importance of background knowledge to understand the extensive Listening

Background knowledge was needed when someone listens and intends to understand specific information in the speech they are listening to. In contrast to someone who listens but has no intention to understand the content, there was no need for background knowledge. For example, when listening to random information from a video or audio without background knowledge, it would be difficult to understand what was being listened to. However, if someone has good listening skills and vocabulary, then by listening to them a few times, one could immediately understand the content of the random information. Joko also anticipated that there would be

difficulties in listening, as previously mentioned, namely by reading the material first, this would make it easier to listen as well. Reading skills were also very useful to support extensive listening. When someone has good reading skills, reading comprehension would increase, interest in reading would increase, and reading speed would also increase so that the information absorbed when reading would also improve. It would also help to gather more background knowledge. The more you were able to read, the more your background knowledge improved.

"So, for reading skills, it is certainly very useful. Yes, before we do extensive listening. So that we can better understand what we listen." (BK01)

It was important to have the background knowledge to make it easier for someone to listen extensively. Starke (2021) stated that when a learner already possesses the prior information to facilitate a comprehensive grasp of the offered content, their level of comprehension increases. Because they were more secure in the subject area, these students could effortlessly evaluate and comprehend the material, explain their perspective, and deduce and summarize it.

"If someone has good English listening skills and vocabulary, then only by listening they can automatically understand the content of the random information." (IC03)

Joko said that by having adequate vocabulary skills, a person could better understand what was being listened to than someone with no background knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The aim of this study is to find out the strategies used by EFL students in extensive listening. After conducted semi-structured interviews with one of the students in Yogyakarta, the researcher conducted a thematic analysis and revealed several results as follows. The data were thematized into three themes which are the tricks to listening to challenging dialogues, the impact of the listener's familiarity with a particular English accent, and the importance of background knowledge to understand extensive listening. In conclusion, Joko as the participant of this study was quite successful in finding extensive listening strategies that suit his needs. In short, from the strategies carried out by Joko, it is found that his extensive listening was balanced, namely bottom-up and top-down because Joko understands the content more easily when he understands the essence of the material and the explanation of the material. Joko is also easier to anticipate what he listens to and what he does not understand by lip movement and listening repeatedly.

5.2 Suggestion

This study highly recommends exploring more deeply about strategies that are suitable to be used in extensive listening so that more strategies are generated from the

top-down and bottom-up themes. By adding more participants and objective questions, it reveals some suggestions and recommendations for future research. In addition, this research needs to be improved on the interview data collection instrument by adding broader and more objective questions in order to get better and more complex results.



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