

EFL Students' Perception on Online Extensive Listening Practices

A Thesis

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

Education



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RATIFICATION SHEET

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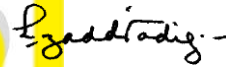
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STATEMENT OF WORK 'S ORIGINALLY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 23 Mei 2022


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MOTTO

"O you who believe, make patience and prayer your helpers. Surely Allah is with those who are patient." (Surah Al-Baqarah: 153).

"And do not (feel) weak, and do not (also) be sad, because you are the highest (degree), if you are believers." (Surah Ali Imran: 139).



DEDICATION

To myself who is always strong to finish this thesis.

To my parents who always give the best support, encouragement and prayers to be able to finish this thesis well.

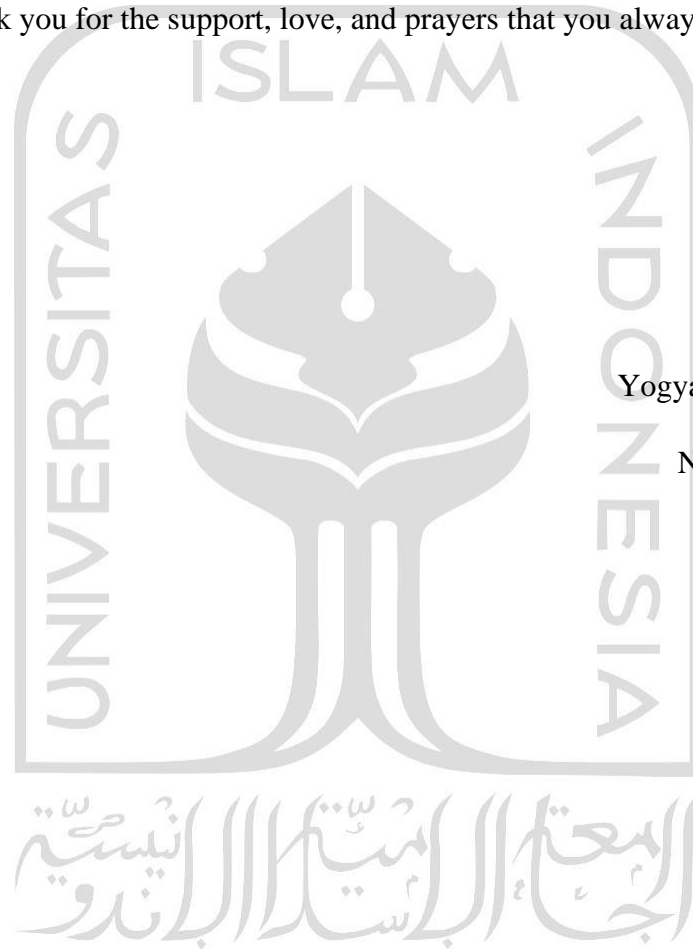


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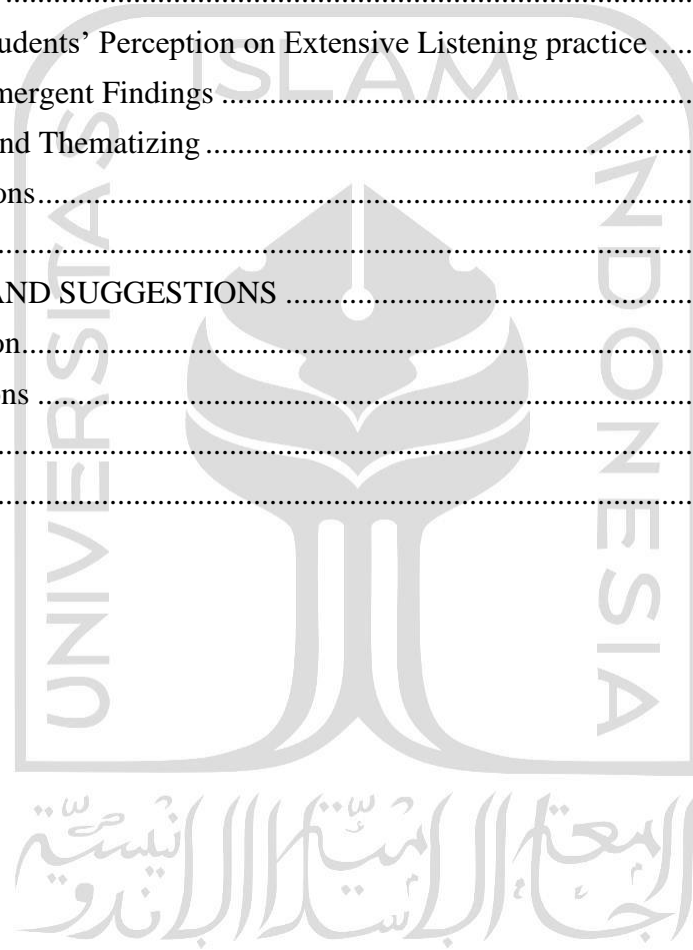
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TABLE OF CONTENT

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
STATEMENT OF WORK'S ORIGINALLY.....	iv
MOTTO.....	v
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Identification of the Problem.....	3
1.3. Limitation of the Problem.....	4
1.4. Formulation of the Problem.....	4
1.5. Objectives of the Study.....	4
1.6. Significances of The Study.....	4
CHAPTER II.....	6
LITERATURE REVIEW.....	6
2.1. Extensive Listening in EFL context.....	6
1. Online Resources For Extensive Listening.....	7
2. The Use of Online Resources for Extensive Listening.....	8
2.2. Research Flow.....	10
CHAPTER III.....	12
RESEARCH METHODOLOGY.....	12
3.1. Research Design.....	12
3.2. Data Preparation.....	12
1. Consent form.....	12
2. Data sources.....	12
3.3. Participants and Settings.....	13

3.4.	Data Collection Technique	13
3.5.	Data Analysis Technique	15
3.6.	Trustworthiness.....	17
CHAPTER IV.....		19
RESEARCH FINDINGS AND DISCUSSION		19
4.1.	Findings	19
4.1.1.	Students' Perception on Extensive Listening practice	20
4.1.2.	Emergent Findings	24
4.2.	Coding and Themating	26
4.3.	Discussions.....	27
CHAPTER V		31
CONCLUSION AND SUGGESTIONS		31
5.1.	Conclusion.....	31
5.2.	Suggestions	31
REFERENCES		33
APPENDICES		38



List of Tables

Table 1. Interview questions. 14
Table 4.1.2. Example of the interview transcript, coding, thematizing, and code 26



List of Figure

Figure 1. Research Flow..... 11



List of Appendix

Appendix 1 Letter of Permission..... 38
Appendix 2 Interview Transcription..... 39



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ABSTRACT

This study aims to investigate student's perception about their extensive listening practice. This study employs qualitative research. Three participants were involved in this study. They were students from batch 2018 of English Language Education and they were selected based on three criteria including: students had passed Intensive and Extensive Listening courses, students who enjoyed to listen to audio or video independently, and students listened to audio/video using English subtitles. Data were collected through semi-structured interviews. As a result, students have the same perceptions with theory of Ivone and Renandya (2019) about four perceptions of extensive listening. In addition, they fulfill eight perceptions of the theory Widodo and Rozak (2016) as the considerations to choose online resources for extensive listening. Besides that, there are three emergent findings about students' perception on extensive listening, including : 1) EL is easy to access; 2) EL uses complexity materials; 3) EL is to support their academic needs. Furthermore, there are two emergent findings about their perceptions as the considerations to choose online resources for extensive listening, including: 1) they prefer well-known and reliable source of learning; 2) they tend to choose affordable cost for subscribing the sources. Further implications are also proposed in this thesis.

Keywords: *extensive listening, online resources for extensive listening*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the context of language teaching, online resources have an important role for English teachers and students to find learning materials. One of the advantages of the online resources is that the materials provided on the websites are easy to find. Students can even access the materials at anywhere and anytime beyond their English lesson. For this reason, online resources could probably be the best resources for extensive listening. Extensive listening is the activity that can be carried out by students inside and outside the classroom. In addition, Extensive Listening (EL) is characterized as a method of language teaching and learning by exposing a number of understandable and pleasurable materials that are provided in the target language over a long period of time for language learners (Ivone & Renandya, 2019). In the context of listening resources, there are eleven types of online resources that can be used for extensive listening including “audiobooks, storytelling websites, spoken word and news websites, interviews, videotapes, TV, Youtube.com, movies and dramas, academic lectures, speeches, and virtually any type of music that has comprehensible lyrics” (Holden, 2008, p. 11). Many of these online resources provide the opportunity for students to be able to listen to a lot of the materials, get good and free materials, and get new insight.

Considering many of those online resources and the positive impacts aforementioned, students need to consider several things in choosing the resources for extensive listening. Finding the right resources is an important key to achieving

success in extensive listening. If students choose difficult materials, they will experience frustration, so they can not listen to the material fluently (Waring, 2008). Therefore, in this study, the researcher investigates the students with good experiences in extensive listening to share their perceptions on online extensive listening practice.

A number of studies had investigated students' perception on online extensive listening practice. Wahidah and Luthfiyyah (2018) analyzed the experience of students taking English courses in practicing extensive listening activities through a listening journal. By giving some links of online resources for students to use as listening materials. The results reported that most students just choose three online resources (Youtube, songs, and movies). In choosing these online resources, they have the reasons, including: Youtube provides a lot of the materials, it is easy to access, the song has a short duration, it is interesting and they like watching movies. Another study, Iswahyuni and Gozali (2019) investigated ELT learners perceptions about extensive listening practice in the class. By using questionnaires technique, the researcher found that the implementation of extensive listening practices gave a positive response of learners. Because, they can choose the materials/ video according to their interest in which they choose the materials/ video that they enjoy, easy to understand, and easy to get. Further study, Gavenila, Wulandari, and Renandya (2021) explored the factors that were considered by students of English language education in choosing TED as the resources for extensive listening and the benefits of using TED. By using three techniques such as listening journal, interview and questionnaire, they mentioned six factors that were considered by them,

including: duration, speaker, dialect, pace, and vocabulary complexity. In addition, the using of TED provided many benefits, one of them was that it can develop other skills.

Although a lot of research uses a mix method (i.e. the study of Gavenila et al., 2021) and quantitative method (i.e. the study of Iswahyuni & Gozali, 2019) to investigate students' perception on online extensive listening practice, to the best of the author's knowledge, there has not been a detailed study using qualitative methods on the students' perception on online extensive listening practice. Related research using qualitative methods is still rarely found. Therefore, the present study examining how do students perceive their extensive listening practice using qualitative methods is urgent to conduct.

1.2. Identification of the Problem

Generally, problems often experienced by students in extensive listening activities are that they have any difficulty in listening to audio or video, students anxiety in listening activity, and lack of vocabulary. Chen (2016) explained that students at a university in Taiwan still experience difficulties in extensive listening activity even though they choose the TED resource themselves. The problems experienced by students were not only in aspects of vocabulary but also in aspects of sounds such as accents, linking sounds, and homophones and another problem is loss of focus. From this problem, the researcher did a preliminary interview through WhatsApp to some English language Education students in Indonesia. The researcher wanted to know what resources they use in extensive listening and whether they had any difficulty in listening to the resources.

Based on the result, they mentioned three kinds of resources that they often used for extensive listening, including songs, film, and video on Youtube. One of them told that listening to songs is a routine activity carried out everyday by her. Furthermore, I asked them whether they have any difficulty in listening to songs, films, or videos on Youtube. They explained that they have difficulty listening to those resources. There was a main difficulty that they often experienced, i.e. speed of the speaker. Meanwhile, other difficulties are unfamiliar vocab, and incomprehensible idioms or slang words.

1.3. Limitation of the Problem

Considering the identification of the problem and due to practical constraints, this present study focuses only on investigating what the perceptions that students have about extensive listening.

1.4. Formulation of the Problem

This present study attempts to answer this questions: How do students perceive their extensive listening practice?

1.5. Objectives of the Study

This current study, therefore, attempts to : Investigate students' perception about their extensive listening practice.

1.6. Significances of The Study

Practically, the results of this study will give benefits for:

1. For English Language Education students

By getting new perspectives on students' perception on extensive listening, students of English Language Education can consider their ability, goals and needs in selecting online resources for extensive listening. Thus, they can choose the right materials according their ability, goals, and needs.

2. For other students from other major

Based on this research, it provides new insight for students of other major related students' perception on extensive listening as well. Because, their background is not English students and of course they do not know about extensive listening. By knowing this perception, they can apply these perceptions as a guide for them to practice extensive listening outside of class.

3. For English teacher

The benefits of this study not only for students but also for the teacher. By knowing students' perceptions on extensive listening, the teacher can choose the material according to students' perception or the teacher can provide the opportunity for students to choose the materials that they want. Thus, students can enjoy and understand the material used for extensive listening.

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CHAPTER II

LITERATURE REVIEW

2.1. Extensive Listening in EFL context

A large and growing body of literature has explained the definition of extensive listening. Renandya and Farrell (2011) described extensive listening as an activity that helps students to listen to easy-to-understand and enjoyable material such as activities carried out by the teacher in the classroom (reading aloud) and independent listening carried out outside the classroom (listening for pleasure). In addition, Renandya and Jacobs (2016) added that extensive listening is a listening activity with the normal pace to understand materials in general by emphasizing a meaning, so students can choose a number of materials that are inspiring, interesting, and linguistically appropriate within a certain time.

In EFL context in Indonesia, there are some types of activities of extensive listening, including: just listening activity, listening while reading text, listening while watching a video, and combining all three activities at the same time, and listening while shadowing or overlapping (Ivone & Renandya, 2019). In addition, Wahidah and Luthfiyyah (2018) mentioned some activities for extensive listening such as learners can listen the materials through web, learners can replay recording and video, learners can determine the materials to listen for enjoyment, learners can listen while writing, learners can listening anytime.

From these activities, there are several differences to apply these activities. The activities based on Ivone and Renandya (2019) refer to students' need who have the problem in their comprehension ability. By applying some these activities

according to their problems, this can help them to understand the context of the material that they listen. Meanwhile, the activities from Wahidah and Luthfiyyah (2018) refers to listening activity do not have provisions in conducting it. Students have the freedom to do these activities according to their need, convenience, desire and purpose.

1. Online Resources For Extensive Listening

Resources in the literature about language education can include “authentic materials, teaching materials, equipment or, in a broader sense, funds” (Palfreyman, 2006, p. 4). In the context of language learning, students can not only access resources offline but also they can access resources online. Nowadays, there are many online resources that can be used by students for learning English, especially for extensive listening. Ivone and Renandya (2019) categorizes online resources for extensive listening into three groups including: (1) audiobooks; (2) videos available on the internet; (3) informative talks on TED websites. Specifically, several researchers have also mentioned online resources for extensive listening such as the series of The BBC World Service, i.e. News English Extra and News about England, CNN News (Peterson, 2010); Breaking News English, Monthly News Digest Online, BBC News English, Daily ESL, eZ Slang, ESL Cyber Listening Lab, Ello, Video jug, and the series of Podcast, i.e. BBC Podcasts, ESL Listening, Learn Songs, English Feed, ELT Podcast, Business English, Splendid Speaking Podcasts, Elementary Podcast and Business Podcast (Peterson, 2010; Amir, 2018). In addition, Sheppard (2014) identified seven online resources for extensive listening including Randall’s Listening Lab, Voice of America special English, ESL Podcast,

Documentary videos from PBS, Stories from NPR, Youtube, and TED Talks. Furthermore, Widodo and Rozak (2016) found three online sources that are most accessed by students for extensive listening include Youtube, online radio, and online television. They reported that these three online resources were designated as resources for students to investigate and then apply in their target language.

2. The Use of Online Resources for Extensive Listening

Several studies have conducted research on English listening skill using online resources such as using podcasts (Wiyannah, 2015); and vlog (Aldukhayel, 2019). These studies have found that using those online resources could bring positive impacts for the students, such as: enhancing their listening skill, improving both top-down and bottom-up listening strategies, developing their pronunciation, and adding new vocabulary (Wiyannah, 2015; Aldukhayel, 2019). Furthermore, the using of websites such as Randall's ESL Cyber Listening Lab (Lin & Dyu, 2014); and British Council video and Podcast (Movahedi et al., 2017) could provide benefits for students, such as: developing listening comprehension and improve students ability in guessing the meaning indicated in the body languages (Lin & Dyu, 2014).

Considering the many resources available to listening, criteria are needed for students to be able to select online resources for extensive listening. In language learning, extensive reading is always related to extensive listening. Because, extensive listening is recognized as the sister of extensive reading (Waring, 2011). It means that the criteria for selecting resources for extensive reading are the same as the criteria for selecting resources for extensive listening. Day and Bamford (2002) mentioned ten principles of extensive reading such as using easy materials; using a

variety of material topics; learners can select the material according to what they want; the purpose of extensive reading is to enjoyment, knowledge and common comprehension; reading is a prize in itself; the speed of learners in reading is fast; reading is independent and quiet; teacher has a role to direct and help students to read extensively; and teachers act as role models for reader. Contrastly, Waring (2008) emphasized four important things that students need to consider in selecting the appropriate materials for extensive listening include: students can comprehend 90% or more of listening materials, students can comprehend 90-98% of vocabulary and grammar that is used in listening materials, students can listen and understand the materials without pausing the recording and students can enjoy listening materials that are used.

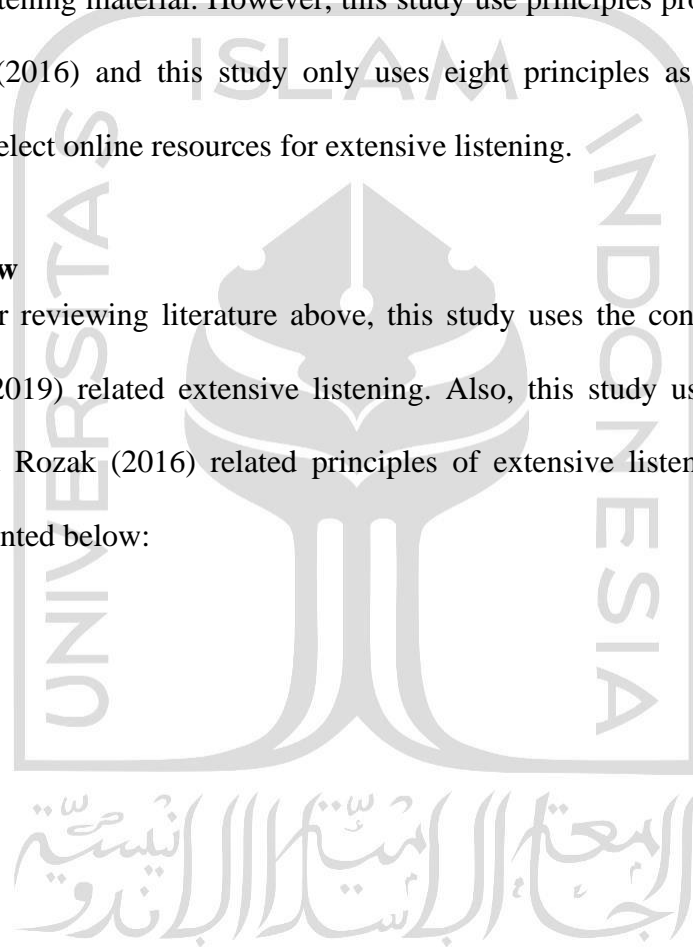
Furthermore, based on ten principles of extensive reading according to Day and Bamford (2002) which includes extensive listening use easy materials; use a variety of material topics; learners can select the material according to what they want; the purpose of extensive reading is to enjoyment, knowledge and common comprehension; reading is a prize in itself; the speed of learners in reading is fast; reading is independent and quiet; teacher has a role to direct and help students to read extensively; and teachers act as role models for reader. Widodo and Rozak (2016) adapted ten principles for extensive listening including: (1) students choose the materials that are easy to understand; (2) students listen to source material in various types and topics; (3) students are free to choose audio or video that they want to listen; (4) students need to listen to a lot of oral information; (5) listening have three purposes such as listening for enjoyment, listening for get general knowledge

and listening for general comprehension; (6) listening is a gift in itself; (7) listening is the process of meaning making; (8) listening is a personal experience; (9) teachers as a guide to help students to learn to listen; (10) teachers as a role models for students.

The studies presented so far have identified the principles in selecting extensive listening material. However, this study use principles proposed by Widodo and Rozak (2016) and this study only uses eight principles as consideration for students to select online resources for extensive listening.

2.2. Research Flow

After reviewing literature above, this study uses the concept of Ivone and Renandya (2019) related extensive listening. Also, this study uses the concept of Widodo and Rozak (2016) related principles of extensive listening. The research flow is presented below:



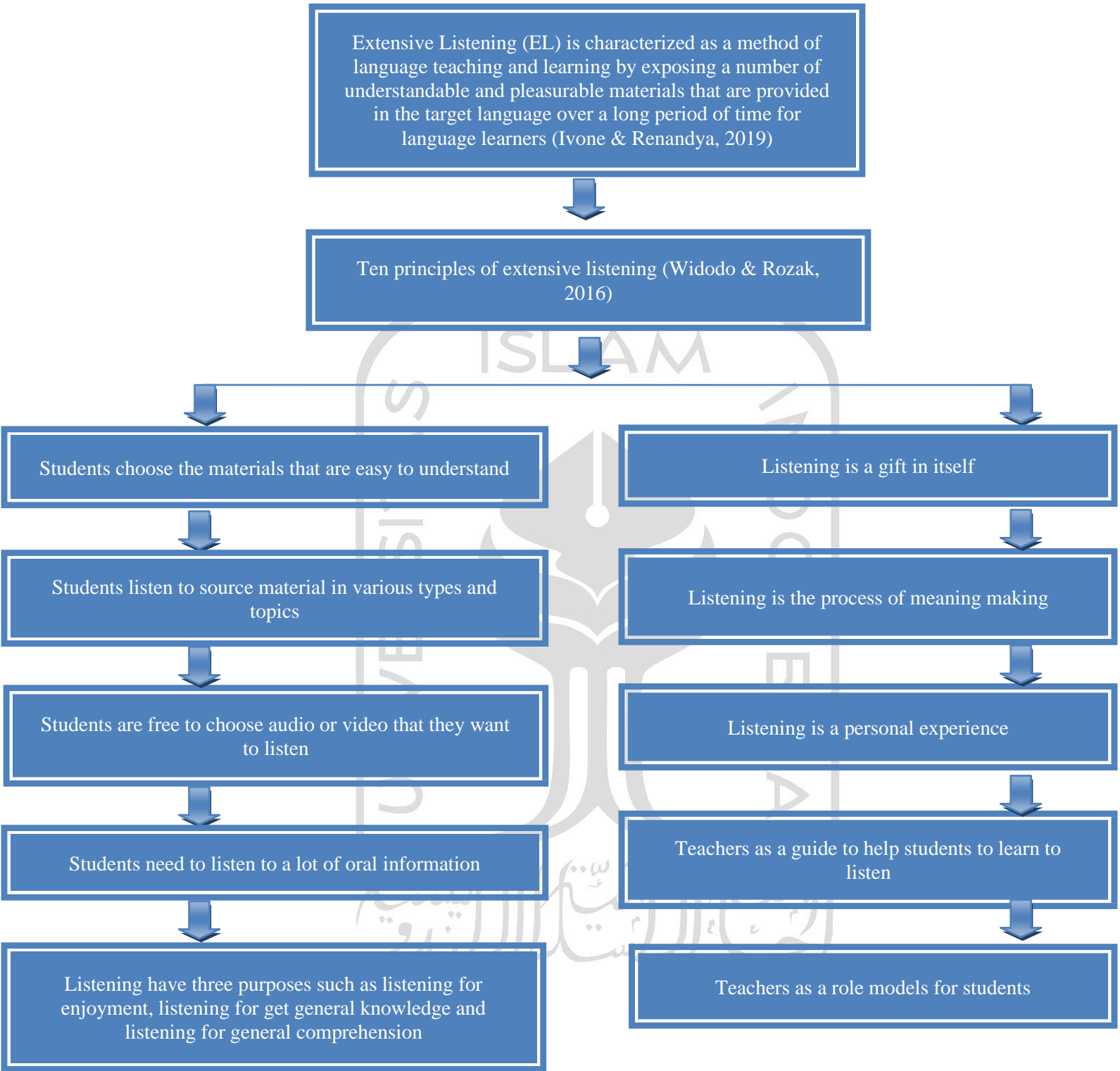


Figure 1. Research Flow

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The purpose of this study is to investigate students' perception about their extensive listening practice. This study employs qualitative research. Qualitative research is an exploratory study of lived experience and everyday life in the world conducted in a natural setting (Magilv & Thomas, 2009). Specifically, the researcher employs descriptive design which is an example of qualitative research. Descriptive design describes a comprehensive overview related to the activities that are carried out in daily life in certain events (Sandelowski, 2000).

3.2. Data Preparation

Data preparation includes, consent form and data sources.

1. Consent form

In this part, the researcher asked permission before conducting an interview to participants, i.e. students from the 2018 batch of Language English Education. After they were willing to become participants, the researcher sent an informed consent form to participants.

2. Data sources

In this research, the data was collected from the interview. The researcher used the interview as a source to get information from the participants that were needed in this research.

3.3. Participants and Settings

Three participants were recruited in this study. They were students from the 2018 batch of Language English Education. They also were students of one of the private universities in Indonesia. Considering many students from Batch 2018 from English Language Education, the researcher chose three participants that met three criteria. First, students had passed listening courses (i.e. both Intensive and Extensive Listening). Second, students who enjoyed to listen to audio or video independently. Third, students listened to audio/video using English subtitles without using Indonesian subtitles.

3.4. Data Collection Technique

In qualitative research, there are four types techniques in collecting data: observations, interviews, documents and audiovisual materials (Creswell & Poth, 2016). In this study, the researcher used interviews because the researcher wants to know how the perception of students from 8 semester about extensive listening during practiced extensive listening for a long time. Thus, interview was used in this study. The researcher specifically used semi-structured interviews because the researcher wanted to know more about students' perception in practicing extensive listening, so the questions given was not structured. Thus, this research was not only involved predetermined questions but also additional questions that have not been previously determined.

In the table below, the researcher used a construct about extensive listening and principles for extensive listening. In these principles, there are ten principles that have been determined by Widodo and Rozak (2016) for extensive listening. However, the researcher only used eight principles because these principles refer to

students' needs and students' convenience in doing extensive listening. Meanwhile, two principles refer to the role of teachers in supporting students to do extensive listening, which is not related to students' perception about selecting online resources for extensive listening.

Table 1. Interview questions.

Construct	Conceptual Definition	Components	Interview Questions
Extensive listening (Ivone & Renandya, 2019)	Extensive Listening (EL) is characterized as a method of language teaching and learning by exposing a number of understandable and pleasurable materials that are provided in the target language over a long period of time for language learners.	<ol style="list-style-type: none"> 1. EL use understandable materials. 2. EL use understandable and pleasurable materials. 3. EL is provided in target language. 4. EL is practiced in a long period of time. 	1. How do students perceive their extensive listening practice?



Principles for extensive listening (Widodo & Rozak, 2016)	Principles for extensive listening is the consideration of students to choose the material sources to practice listening.	<ol style="list-style-type: none"> 1. the material is easy 2. provides a number of types and topics of materials 3. free to choose audio or video that students want to listen 4. listen to a lot of oral information 5. listening for enjoyment, getting general knowledge and comprehension. 6. listening is a gift in itself 7. the process of meaning making 8. personal experience 	2. How do you choose online resources for Extensive Listening?
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3.5. Data Analysis Technique

This study used Braun's thematic analysis in analyzing the data. Braun (2006) explained that thematic analysis refers to the process of identifying, analyzing and reporting the result of data. He mentioned six phrase in analyzing the data include:

1. Familiarizing yourself with your data

In this phrase, the researcher did transcript of the data after the researcher collected the data. Then, the researcher read the data shortly and I checked to make sure that all data were complete. After that, the researcher re-listening

recording to make sure that the data matched with interview recording. Then, the researcher read carefully and understood every transcription to find the interesting ideas. Also, the researcher read the explanation of theory that used in this study because it was related to themes that used in phrase 3.

2. Generating initial codes

After the researcher found the interesting ideas, the researcher reread the transcription to make sure whether these interesting ideas were in accordance with the explanation of the theory used in this study. If yes, the researcher put a mark on the ideas, then the researcher conducted coding. After that, the researcher gave codes on the data.

3. Searching for themes

In this phrase, the researcher analyzed the data that has been coded. Then, the researcher determined themes on the data. The themes refer to the theory that used in this study and also beyond theory. After that, the researcher adjusted the codes in the previous phrase with the themes that have been determined in this part.

4. Reviewing themes

After that, the researcher re-checked the data that had been analyzed in the phrase previous and the researcher also ensure whether the theme matched with these ideas.

5. Defining and naming themes

In this phrase, the researcher re-identified these themes to make sure these themes have no sub-themes.

6. Producing the report

Furthermore, the researcher immediately presented the result of the analysis the data by writing in chapter 4.

3.6. Trustworthiness

In the research process, the researcher needs to find out to what extent the findings in research can be trusted. This study used the criteria of trustworthiness to ensure it. Adaptation of four criteria from Guba (1981), Shenton (2004) describes four criterias include: credibility, transferability, dependability, and confirmability. Credibility refers to a researchers' attempt to confirm their study is measuring something that is truly intended. There are fourteen terms that can be used to measure it. However, this study uses term of triangulation. In this study, the researcher uses different method, participants, and location from the previous research that examines the same topic. Then, transferability explains that a study can be implemented in other conditions by considering several things, so that future researchers can fully understand the research content. For this reason, the researcher explains the limitations of this study and explains in more detail the number of participants and the time of data collection.

In another criteria, dependability is an approach that allows other researchers to produce the same findings using the same topic. In this study, the researcher described various processes regarding data collection and analysis in detail. Furthermore, confirmability is related to objectivity. There are two things that need to be ensured that the findings are equivalent to objectivity, namely based on the experience and thoughts of the respondents. In this study, the findings are based on participants' perceptions in

extensive listening practices, which means that they already have experience in extensive listening practices before.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1. Findings

This part provides the result of data findings that were collected through an interview. Data findings were divided into some certain themes and code. Themes and code were used to support the findings and discussions. In this part, the researcher held interviews for three days, on 17, 19 and 21 January 2022 through Zoom Meeting. In conducting of the interview, the researcher interview one by one in different days. They were three participants involved in this study. They were students of English Language Education batch 2018. For the first participant, the interview was held for 24 minutes. Then, interviews of the second and third participants were held for 35 minutes. The information that was collected focused on their perceptions about extensive listening. In this study, interview questions based on two theoretical constructs about extensive listening and principles of extensive listening. After the researcher finished the interview, there is a data analysis process including, transcription, generating initial codes, searching for themes, reviewing themes, and producing the reports. The result of findings is presented below.

No	Findings	How students perceive their EL practice
1.	Main Findings	EL uses understandable materials EL uses pleasurable materials EL is provided in target language EL is practiced for a long period of time EL material is easy EL provides a number of types and topics of materials Students are free to choose audio or video that students want to listen Students listen to a lot of oral information

		<p>Students did EL for enjoyment, getting general knowledge, and comprehension</p> <p>Listening is a gift in itself</p> <p>EL is the process of meaning making</p> <p>EL is a personal experience</p>
2.	Emergent findings	<p>EL is easy to access</p> <p>EL uses complexity materials</p> <p>Students listen to well-known and reliable source of learning in EL</p> <p>EL uses affordable cost for subscribing the sources</p> <p>EL supports their academic needs</p>

4.1.1. Students' Perception on Extensive Listening practice

a. Extensive listening uses understandable materials

Extensive listening uses understandable materials is the first finding of extensive listening emerged from the participants' perception. Both participants in this study revealed the same thing about extensive listening. Nina explained that the material of extensive listening is considered easy to understand. Moreover, Clara explained that she had no difficulty in understanding the material of extensive listening. This is because she used material resources i.e film in which film has transcription. It means Clara also thinks that the materials for extensive listening are easy to understand.

b. Extensive listening uses pleasurable materials

The second finding is to use pleasurable materials. From three participants, there is only one participant who perceives extensive listening uses pleasurable materials. Clara explained that the material of extensive listening is definitely fun for daily life, because we have the opportunity to choose resources that we like.

c. Extensive listening is provided in target language

The further finding is extensive listening is provided in target language. This perception means that extensive listening does not only use English for practice, but extensive listening can also use other languages, so students can practice extensive listening by using the language that they want to learn. Nina admitted that she likes songs from Japanese bands, but sometimes she listens to those songs in the English version.

d. Extensive listening is practiced for a long period of time

Another finding is extensive listening is practiced for a long period of time. This perception refers to the period of time used by students in practicing extensive listening. Nina described her experience in practicing extensive listening, she started practicing since she was child in which she liked to watch Spongebob which has no subtitles, so she only listened and watched it. Then, when she in elementary school, she also watched the series which has no subtitles.

e. The material is easy

This perception refers to consideration for students to choose materials according to their ability. In line with this definition, Clara claimed that the first thing that she considered in choosing online resources is to adjust the content that fits her proficiency.

f. Provides a number of types and topics of materials

The next perception is about providing a number of types and topics of materials. This belief is also applied by Clara. Clara considered

a variety of types and topics of online resources that she chose for extensive listening. Based on the interview, Clara chose Youtube as the first online resources that she mentioned. By using Youtube, Clara clarified topics that she had seen, one of them is about students' life. This topic talked about the life of a student who comes from Thailand who studies at the University of Washington.

- g. Free to choose audio or video that students want to listen

In addition, Clara also applied the perception about freedom to choose audio or video that students want to listen to. In line with this perception, Clara provided the reason why she chose this content (about students' life at Washington university) for extensive listening. She said that this content relates to her because this content talked about students' life.

- h. Listen to a lot of oral information

Other perception is to listen to a lot of oral information. It refers to student listening activities which are not only done once, but students do listening continuously which means students have specific time to listen to the audio/ video for extensive listening. Ifa admitted that she can listen to music for hours. Meanwhile, she limits the time in listening to learning materials, i.e. one and a half hours.

- i. Listening for enjoyment, getting general knowledge and comprehension

The following perception is listening for enjoyment, getting general knowledge and comprehension. This perception means students'

goals in practicing extensive listening. In this perception, both participants applied the same perception, however they have different goals. Ifa stated that the purpose of listening is listening for comprehension in which she wanted to add vocabulary by listening to the music. In contrast, Clara explained that she practices extensive listening not for learning but for having fun like listening to the music, podcast, film, etc.

j. Listening is a gift in itself

Furthermore, listening is a gift in itself. This perception refers to the listening activity that has been embedded in students' lives which means extensive listening activity is the part of students' life experience. In line with this perception, Clara described that she always listens to the music without stopping such as when she does work and wakes up.

k. The process of meaning making

In this perception, Nina experienced the process of meaning making in watching films without subtitles. She explained that when she watched the cartoon, she felt confused about what they were talking about. But, when she always paid attention to the cartoon, she can understand what they were talking about.

l. Personal experience

The last perception is personal experience. It refers to students' convenience in practicing listening. Clara admitted that she always rewatched the video that she likes and it is repeated many times.

4.1.2. Emergent Findings

a. Accessibility/easy to access

Emergent findings are found in this study. All participants perceive extensive listening as the activity is easy to access. Nina assumed that extensive listening is easy to access, because she can access the internet to search online resources for listening practice such as Youtube, Spotify, Tik Tok and other videos.

“ In my opinion, the accessibility of extensive listening is very easy because the internet is easy to access such as we can access Youtube and Spotify. Also, there are many video that can not only be watched on Youtube but also on Tik Tok”
(EL/ACCESS/NI/032)

b. Complexity materials

In addition, all students perceive the same things about extensive listening not only providing easy materials but also providing complex materials. When doing extensive listening, they often got random levels of materials, yet they still chose to listen to them, no matter its difficulty. Based on the interview, Ifa explained that extensive listening is difficult in terms of high level materials especially when the speakers talk fast and also it is probably using vocab which is not familiar to her. However, she still chose to listen to it because she wanted to know more about the material at an advanced level.

“Maybe, the difficulty of extensive listening is that if the material level is high, the speaker definitely speaks quickly. Also, the materials use unfamiliar vocabs that make me not know it”
(PEL/COMPLEX/IFA/17)

c. Well-known and reliable sources of learning

Furthermore, well-known and reliable sources of learning. In this perception, students believe that online resources that are well-known must be reliable too and they provide good contents. In applying extensive listening, Nina choose Youtube because she believes that Youtube is a reliable resources in which it provides complete content. Moreover, she can watch debate videos not only at the Indonesian level but also at the world level.

“I choose Youtube to watch debate videos, because Youtube is an online resource that provides the most other sources. i.e Youtube provides debate videos not only at the Indonesia level but also at the world level. Also, my seniors recommend the debate videos on YouTube in which the debate videos on YouTube have good quality”
(PEL/WELL/NI/56)

d. Affordable cost for subscribing the sources

Then, this perception about affordable cost for subscribing to online sources. It refers to the price in which some online resources offer an affordable price for students who want to subscribe to online resources for learning purposes. In line with this definition, Clara revealed that the reason she chose Youtube, because she does not have to pay to subscribe to this online resource.

“I choose Youtube, because it is free”
(PEL/COST/CL/44)

e. Support their academic needs

The last perception is to support their academic needs. It refers to students' need in practicing extensive listening. There are two participants

who claim that extensive listening can be done to support their academics. The first is Clara, she admitted that she practiced extensive listening to make herself like native speaker.

“To make me sound like a native speaker”
(PEL/SUPPORT/CL/46)

The second is Nina, she explained the reason for choosing the video debat is to know how other people argue and also it is a necessity for her who wants to join in a debate event.

“My reason to choose debate (in extensive listening) is I want to know how other people argue and also listening to debate is an obligation for me who wants to take part in the debate competition”
(PEL/SUPPORT/NI/48)

4.2. Coding and Thematizing

In this part, the researcher conducted coding to get interesting ideas. Furthermore, the researcher classified four themes about extensive listening from Ivone and Renandya (2019) and eight themes about principles of extensive listening from Widodo and Rozak (2016). Then, the researcher made codes to give labels based on the result of analysis of coding and themes.

Table 4.1.2. Example of the interview transcript, coding, thematizing, and code

Sub- ject	Line	Transcription	Coding	Themes	Code
I	009	In your daily life, have you ever listened to podcasts or other resources?			
R	010	I most often listen to	Listening	Provides a	

<p>podcasts for general purpose only. In addition, I sometimes listen to the materials of BBC and Youtube for learning. Also, I sometimes used Youtube to search for TOEFL audio. At that time, I joined TOEFL and I listened to Youtube to train my listening skills.</p>	resources	number of types and topics of materials	PEL/TYPE/IFA/010
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4.3. Discussions

This part provides the interpretation that had been analyzed based on the themes in the construct theoretical of this study. Furthermore, this part describes how students' perception about their extensive listening practices.

In practicing extensive listening, students in this study confirmed that they have same perceptions about extensive listening based on the theory from Ivone and Renandya (2019); Widodo and Rozak (2016). However, not all students have same perceptions as other students. From three students in this study, there is only one student who perceive extensive listening material is easy. This perception refers to her consideration in choosing online resources for extensive listening. Because, she wants to know how far she could understand the material from resource that she chose. From this statement, it is supported by Waring's (2008) theory who mentioned four considerations in choosing the right materials for extensive listening including : students can comprehend 90% or more of listening materials, students can comprehend 90-98% of vocabulary and grammar that is used in listening materials, students can listen and understand the materials without pausing the recording and students can enjoy listening materials that are used. In

addition, there are some perceptions that all students perceive about extensive listening. This perception is free to choose audio or video that students want to listen in which extensive listening activity give the opportunity for students to choose any resources/ topic that students want to listen. Clara revealed that she chose topic for extensive listening is about students' life because it is related to her in which she is student, so she wants to know how student's life at universities outside Indonesia. Regarding this statement, it is supported by Ducker and Saunders (2014) who explained that the fundamental benefit of independent extensive listening is learners could use materials that they selected by focusing on topics and contents that they were interested in. Furthermore, the perception about extensive listening is personal experience. One of the students do not experience bored in practicing extensive listening but she enjoyed re-watching the movie that she had watched before. Based on this statement, it shows that Clara likes to do repetition in extensive listening activity. It means Clara can understand listening materials deeply. It is added by Goh and Vandergrift (2011) about one of the principles i.e. repetition in which they explained that repetition is listening to material repeatedly by providing cognitive advantage to students because repetition makes students familiar with the content, terminology, and the structure of oral language.

Besides that, there are five emergent findings that students perceive about extensive listening. Students have perceptions that extensive listening is easy to access. This is because students can access the internet to practice online extensive listening. One of the students mentioned several resources used for extensive listening such as Youtube, tiktok, spotify and other videos. From the statement above, it shows that the internet plays an important role in finding online resources for extensive listening. By using the

internet, students can easily access online resources for extensive listening. This is supported by Lauwereyns (2016) who asserted that the development of digital technology today allows students to access the materials for extensive listening via mobile smartphones and internet. Moreover, students can access the materials for free from a number of websites on the internet. Furthermore, students not only have same perceptions about the activity of extensive listening but they also have same perceptions about extensive listening uses complexity materials. Ifa stated that she like to choose complex material, because she has curiosity about the material of extensive listening in high level. Based on this statement, we can know that the materials for extensive listening not only provide easy materials but also provide complexity materials. This is supported by Duckers and Saunders (2014) who revealed that authentic materials for extensive listening are complex because texts that are sometimes too fast, too complex, or difficult to pronounce. The further perception is well-known and reliable sources of learning. This perception refers to their consideration to choose online resources for extensive listening. Nina has perception that she chose Youtube for extensive listening because it is a reliable resource and it can provide many contents. Regarding Nina's experience, the research participants of Widodo and Rozak (2016) also experienced the same thing in which they choose Youtube because Youtube is a trendy resource among digital natives and Youtube has a lot of videos about any topic. In addition, this is proven by previous research which always embedded well-known and reliable sources as the recommendation for extensive listening, such as: Youtube, BBC, CNN, Podcast, etc. Other perception is affordable cost for subscribing the sources. This perception refers to consideration to choose online resources for extensive listening. One of the students explained that she chose Youtube

for extensive listening because Youtube is free, so she can access Youtube easily. This statement is supported by Matsuo (2015) theory that revealed that YouTube is learning resources through video that students can access for free. In addition, there are a number of other online resources that can be accessed for free. This is supported by Povey (2016) who stated most of the websites for extensive listening such as Podcast, Ted Talks, BBC, ESL lab, etc., can be accessed for free by having smartphones and access to the internet, so students and teachers do not have to spend money to access them. The last perception is extensive listening is support to students' academic needs. Clara and Nina revealed that they practicing extensive listening to make herself like native speaker and as Nina's need to be competent in debate. From two statements, they believe that extensive listening can be used for academic purposes in which they can get insight or knowledge from the source material used. It is in line with the findings of Widodo and Rozak (2016) who reported that their participants revealed extensive listening activity could expand their knowledge and also it could support and tailor their learning needs.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

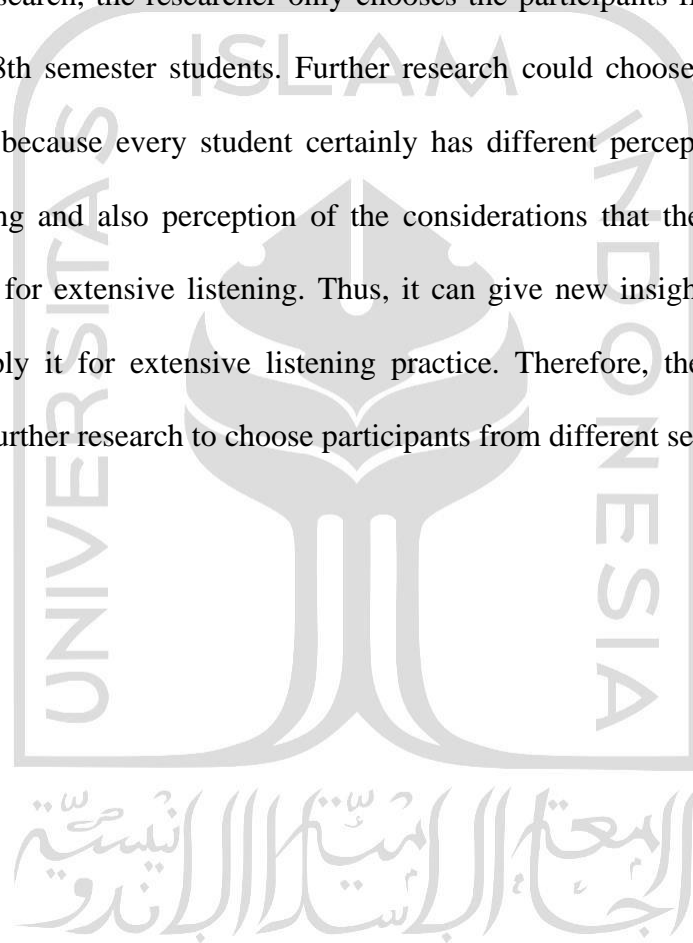
The purpose of this study is to investigate student's perception about their extensive listening practice. Based on the the result of interview, students have the same perceptions with theory of Ivone and Renandya (2019) about four perceptions of extensive listening. In addition, they fulfill eight perceptions of the theory Widodo and Rozak (2016) as the considerations to choose online resources for extensive listening. Besides that, there are three emergent findings about students' perception on extensive listening, including: 1) EL is easy to access; 2) EL uses complexity materials; 3) EL is to support their academic needs. Furthermore, there are two emergent findings about their perceptions as the considerations to choose online resources for extensive listening, including: 1) they prefer well-known and reliable source of learning; 2) they tend to choose affordable cost for subscribing the sources. Further implications are also proposed in this thesis.

5.2. Suggestions

Extensive listening is the activity that is carried out in and out of the classroom, it means the English teacher needs to introduce online resources that are free and easily accessible to students. Thus, students can choose online resources according to their abilities. Furthermore, students of English Language Education need to make sure their abilities in listening skill, so that when they practice extensive listening independently, they do not have a difficulty in listening to audio or video that they choose. Meanwhile, for students of other majors, it is important to know perception about considerations that

can be used to choose online resources for extensive listening, so they can apply some perceptions to choose online resources for extensive listening. Also, they need to know the perception about extensive listening because it can give them new and broader insight for them to know that extensive listening provides easy materials, so they can practice extensive listening by choosing the materials according to their abilities.

In this research, the researcher only chooses the participants from batch 2018 in which they are 8th semester students. Further research could choose participants from semester 3 to 6 because every student certainly has different perception in perceiving extensive listening and also perception of the considerations that they have to choose online resources for extensive listening. Thus, it can give new insight for students and teachers can apply it for extensive listening practice. Therefore, the researcher gives suggestions for further research to choose participants from different semesters.



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APPENDICES

Appendix 1 Letter of Permission



FAKULTAS
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Tanggal : 07 Januari 2022
Nomor : 037/DPS/70/DURT/1/2022
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia
Yogyakarta

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Nurul Aulia Dewi
Nomor Induk Mahasiswa : 18322139
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Banatul Murtafi'ah, S.Pd., M.Pd.
Judul Skripsi :

"students' belief in applying extensive listening by using online resources."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Banutul Murtafi'ah, S.Pd., M.Pd.

Appendix 2 Interview Transcription

Transcription 1

Participant : lfa
 Time : 13.10-13.34
 Date : Monday, 17 January, 2022
 Place : Zoom

I : Interviewer
 R : Respondent

Sub ject	Line	Transcription	Coding	Code
I	001	Boleh di descripsikan pengalaman kamu dalam practice extensive listening?		
R	002	Dulu aku kelas nya sama sir a***, pas sama sir adam kemaren sempet kelasnya basic nya kaya games-games gitu, terus sir a*** kaya ngasah pengetahuan umum gitu lewat audio kadang juga lagu2 gitu, pokoknya ngasah tentang vocabnya kita.		
I	003	Berarti kalo dari materinya, itu dipilihin dari sir adam?		
R	004	Iya materinya dari sir a***, jadi kita tiap kali kelas tu gatau gitu mau materinya kaya gimana		
I	005	Materinya tuh kaya gimana, menyenangkan kah atau gimana?		
R	006	Kalo pas itu si kaya umum2 aja, kaya lagu2, pengetahuan umum gitu, nyenengin cuman mungkin ga terlalu ngebekas di aku, aku udah lupa, tapi nyenengin, asik juga		
I	007	Materinya biasanya offline or online?		
R	008	Pas itu kayanya udah disediain gitu, kan itu kelasnya yang di perpustakaan, jadi kadang kita ga melulu pake headset,		

		jadi sir adam nyediain materi yg di luar audio cuman kita tetep harus dengerin teman-teman kita, jadi listeningnya tetep dapet sama ngelatih speaking nya		
I	009	Di keseharian kamu, kamu sering dengerin kaya podcast gitu atau apapun itu?		
R	010	Yg tadi ya kalo yg umum2 gitu, yang paling sering dengerin musik, podcast juga, kadang kalo pengen kaya emang bener2 spesifik pengen belajar gitu, dengerin materi bbc radio, terus youtube terus juga, dulu ikut toefl, buat ngelatih listening toefl kadang suka buka youtube buat cari2 audio listening nya toefl	Listening resources Student's need Listening resources Use English Student's need	PEL/TYPE/IFA/010 PEL/FREE/IFA/010 PEL/TYPE/IFA/010 EL/TL/IFA/010 PEL/FREE/IFA/010
I	011	Kalo dalam materi, biasanya kamu dapet dimana, biasanya dengerin offline atau online?		
R	012	Aku gatau offline or online, pokoknya download app, aku lupa namanya apa, pokoknya toefl application, disitu ada kaya practice listeningnya, terus juga podcast bbc, radio, podcast lain ttng materi bhs inggris pokoknya buat ngelatih bhs inggris aja	Listening resources	PEL/TYPE/IFA/012
I		Kamu enjoy ga selama practice extensive listening?		
R	013	Enjoy selama aku emang pengen ngelakuin itu dalam artian ttng materi tadi ya belajar bhs inggris, aku enjoy		

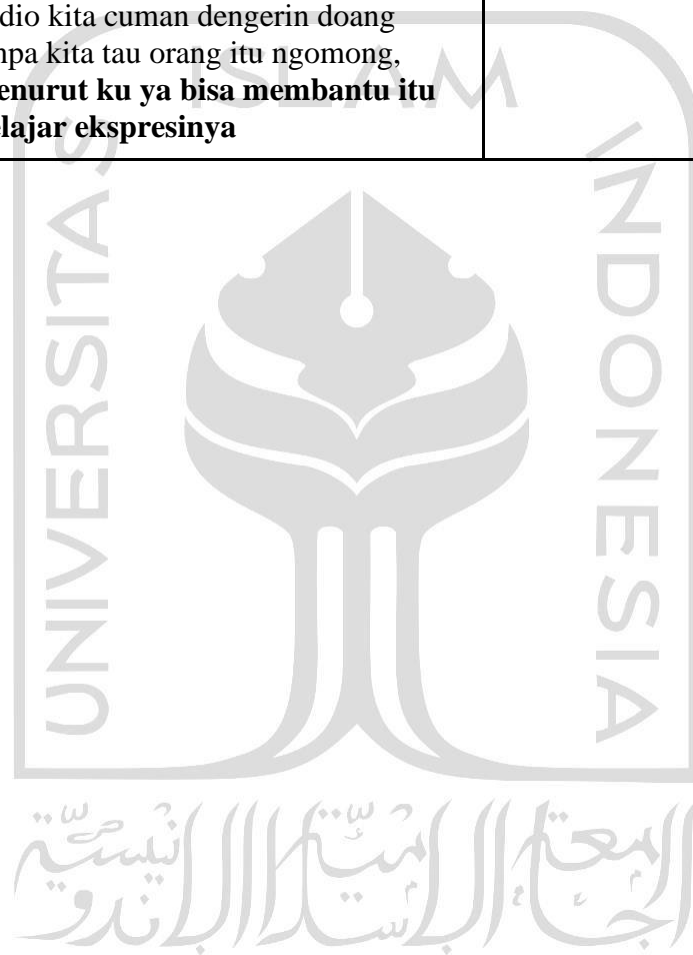
		aja, kalo lagi pengen ya. Tapi kalo pengen yg santai2 aja, kaya nambah2 vocab ya cuman dengerin musik , kan dengerin musik juga nambah vocab kita	Listening for comprehension	PEL/LEKC/IFA/013
I	014	Menurut kamu extensive listening mudah di lakukan atau ada kesulitan ga?		
R	015	Karena jaman sekarang udh canggih kita bisa play dimana2, cuman modal kita pake gadget gitu, kita udh bisa dengerin apapun, buat ngelatih listening kita spesifiknya bhs inggris, jadi gampang2 aja si, soalnya kan sourcesnya banyak, gampang, di youtube ada, spotify banyak, podcast, googling juga banyak, aplikasi juga di download gampang. Jadi ya gampang	Accessibility	EL/ACCESS/IFA/015
I	016	Menurut kamu, materi yg kamu dengerin, ada kesulitan ga dalam materinya buat el?		
R	017	Biasanya kan kalo gitu, ada levelnya. Mungkin kesulitannya semakin tinggi levelnya, jadi kaya biasanya semakin cepet si pembicaranya, mungkin kesulitannya disitu. Terus juga kadang ada vocab yg aku gatau, kan kemaren aku ngecek gitu, aku kan bahasa inggris nya yg intermediete, mereka kadang suka pake vocab yg advance english gitu, jadi aku biasanya strugglanya disitu.	Difficult materials	EL/COMPLEX/IFA/017
I	018	Kamu intermediete, tapi kamu tetap ngedengerin level itu ya?		
R	019	Suka kepo aja gitu lo, level yg atas tu gimana		
I	020	Gimana kamu milih online resources yg kamu sebutin untuk extensive		

		listening?		
R	021	<p>Kalo aku, sekarang kan ig gitu ya, awalnya google, aku suka searching2 aja git, mau ngelatih listening gitu, terus aku cari keyword nya buat ngelatih listening, disitu biasanya ada rekomendasi web2 gitu, aplikasi ini, terus aku coba kaya, kan dia dikasih tau ulasannya, aku milih2 yg bagus itu ini, terpercaya ini, salah satunya kaya bbc kan terkenal banget kan ya,</p> <p>ada di rekomendasiin podcast bbc, radio bbc, itu salah satunya gitu cari dari google. Terus ig biasanya ada iklan2 gitu kan, itu kan bikin aku penasaran, ini kayanya bisa ngelatih skill ga cuman listening tp skill lain, terus aku coba download2 gitu. Kebanyakan dari itu si kalo ga googling sendiri ya dari platform yg ngiklanin gitu</p>	Reliable sources	PEL/WELL/IFA/021
I	022	Berarti kamu caranya yg terkenal gitu ya?		
R	023	Karena kalo yg terkenal udah terpercaya gitu aja	Reliable sources	PEL/WELL/IFA/023
I	024	Tadi udah ngejelasin kamu sering ngedengerin toefl, selain dari toefl itu, kalo kamu listening, kamu ngedengerin tentang apa aja topiknya?		
R	025	Biasanya lebih seneng dengerin tentang perihal lingkungan, pendidikan, pendidikan pun juga pendidikan anak, lebih ke random si, apapun itu. kalo podcast, podcast nya jg random jg, mau tema apapun itu.	Listening topics	PEL/TYPE/IFA/025
I	026	Oh berarti kamu lebih sering nya dengerin yg random gitu ya?		
R	027	Huum, kalo pun mau yg serius gitu ya		

		topik2 yg aku pahami aja gitu		
I	028	Boleh kasih contoh topiknya yg kamu pahami?		
R	029	Lingkungan, biasanya yg bahas tentang iklim, pencemaran air, habitat hewan di hutan sama laut, hewan2 yg terancam punah, pemburuan penangkapan liar, terus kalo pendidikan yg tentang pendidikan anak sama parenting	Listening topics	PEL/TYPE/IFA/029
I	030	Kenapa kamu milih topik itu?		
R	031	Soalnya itu yg keseharian aja si, sama kalo misal kepo aja, pokoknya random lah pengen dengerin itu		
I	032	Berapa lama kamu dengerin video/ audio menggunakan sumber online tersebut?		
R	033	Kalo yg umum kaya lagu2 biasa, bisa sampe berjam2, tapi kalo yg buat materi belajar, itu paling aku batesin cuman sejam setengah, karena aku juga ga mematok banyak2 gitu kalo belajar bhs inggris, yaudah aku sanggupnya 1 jam setengah	Listening duration	PEL/ORAL/IFA/033
I	034	Biasanya kalo dalam seminggu berapa kali kamu latihan el?		
R	035	Tapi ga yg terus2 an ya, biasanya 3 hari, tapi waktunya bisa random juga, ga cuman 1 setengah jam bisa lebih, ya tergantung sanggup ku berapa.	Student's convenience in listening	PEL/PE/IFA/035
I	036	Knp kamu mendengarkan video/audio itu menggunakan sumber2 itu?		
R	037	Soalnya itu tadi udh terpercaya gitu sumber2 nya, biasanya juga yg mereka bicarakan tu menarik gitu, misal bbc radio kaya interview2 gitu kan antara penyiar dan narasumber, itu tuh		

		menarik aja gitu, narasumbernya banyak yg diundang yg menarik2, topik yg dibicariin asik gitu		
I	038	Berarti alasan kamu itu karena penasaran dan karena menarik, jadi dengerin itu ya?		
R	039	Hehm		
I	040	Biasanya kalo dengerin kaya gitu tujuannya buat apa si?		
R	041	Biasanya kepo, biar rasa keponya terjawab, terus jg kadang kalo tau2 kan suka muncul ada rekomendasi gitu, yaudah yg penting ngeklik aja gitu, terus aku juga ngelatih gitu tanpa aku pause, aku pengen tau aku bisa nangkep seberapa jauh pembicaraan mereka. Soalnya jg ngelatih accent mereka klo british kadang suka ga ketangkep kan omongan ky gimana, kalo amerika masi bisa lah masih suka jelas, cuman kl british kalo yg ngomongnya cepet, aku suka ga ketangkep apa yg mereka omongin, jadi ngelatih kemampuan ku untuk nangkep yg dimaksud pembicaraannya apa	Listening for comprehension	PEL/LEKC/IFA/041
I	042	Selain itu, ada ga si video/ audio yg kamu denger, terus kamu dapet pengetahuan atau informasi gitu?		
R	043	Kalo kemaren yg aku nonton itu, jadi aku pernah nonton video ttng isu2 climate change, dari situ aku kaya tau info2, oh harusnya gini gitu, gimana caranya ngurangin climate change, mengurangi kaya membantu bumi itu, dari video itu aku dapet informasi, tambahin ilmu gitu	Listening for getting general knowledge	PEL/LEKC/IFA/043
I	044	Dalam el, menurut kamu el bisa ga si kamu memahami ekspresi tertentu dalam bahasa inggris? maksudnya		

		sesuatu yg belum kamu tau jadi tau setelah nonton video/audio ini		
R	045	Menurut ku bisa, yg tdi aku jelasin, kan aku dengerin atau nonton. Sebenarnya nangkep makna lebih enak sekalian nonton, soalnya aku jadi belajar pengucapannya, kan mulutnya bisa diliat gitu kan gimana cara ngucapinnya, kalo audio kita cuman dengerin doang tanpa kita tau orang itu ngomong, menurut ku ya bisa membantu itu belajar ekspresinya	Meaning-making	PEL/MM/IFA/04 5



Transcription 2

Participant : Clara
 Time : 20.20-20.55
 Date : Monday, 19 January, 2022
 Place : Zoom

Sub ject	Line	Transcription	Coding	Code
I	001	Boleh di jelasin/ di deskripsikan pengalaman kamu dalam latihan extensive listening?		
R	002	kan tadi di jelasin ya dalam jangka waktu yg lama, jadi mungkin itu secara praktek el ku ga ya maksudnya dalam jangka waktu yg lama sengaja belajar buat listening itu ga, cuman secara unconscious aja kaya lewat aku nonton film, dengerin musik, dengerin podcast, kaya gitu2 itu tuh kaya for fun aja bukan khusus aku buat belajar.	Listening for enjoyment	PEL/LEKC/CL/002
I	003	Kan kemaren di matkul ada matkul extensive listening, boleh di ceritain ga pengalamannya, ngapain aja kegiatannya?		
R	004	Kalo di matkul el si yang aku inget karena udh lama banget, ya standar si kaya listening, terus mungkin lebih kaya udh mulai ke listening yg rada complex gitu, kan ada intensive, ada extensive		
I	005	Kalo dari materinya, menurut kamu materinya gimana buat el, maksudnya kaya apakah materinya yg bener2 harus yg buat belajar atau yg buat fun pas di kuliah		
R	006	Sebenarnya tergantung learning goals nya kita ya, kita tuh belajar listening		

		<p>itu buat meningkatkan conversational kita maksudnya meningkatkan conversational secara academic, karena yg formal atau informal tetep beda kan, kalo kamu cuman buat level up kemampuan mu buat bahasa inggris sehari2, kamu nonton series aja udh cukup, apa kamu ngedengerin lagu itu udh cukup tapi ketika kamu butuh untuk kepentingan academic secara formal, kamu butuh yg formal2 juga, maksudnya yg terstruktur juga, ga yg bahasa yg udah ada serapan dari budaya bahasa gaul selain idioms, segala macem. Kalo yg di el kan lebih kaya gitu kan, yg lebih buat academic lebih buat formal. Sebenarnya kaya gitu untuk ngasah kemampuan kita buat interaction in daily life itu kurang tapi mungkin secara academic udh cukup, karena balik lagi sesuai goals tadi kebutuhannya apa. Dan kontennya menyesuaikan kebutuhan</p>	Academic materials	EL/COMPLEX/CL/006
I	007	Tadi kan di kuliah kalo dlm keseharian kamu, kamu biasanya dengerin apa si yg paling sering kamu pake resources online gitu?		
R	008	<p>Resources online yg sering di pake jelas dari lagu, kaya di lagu itu biasanya, kalo kamu dengerin lagu yg rada putus2 gitu, kan ada line2 yg indah, yg bagus yg bisa kamu pake, itu ngebantu banget si kalo dari lagu, terus lagu itu menurut aku bisa kaya lebih kita ekspresif gitu lo, karena dari lirik2 nya itu kan ada yg ngena gitu, maksudnya feeling kita, condition emosional kita saat itu, itu menurut aku, kadang kita membicarakan emosi2 yg kita rasakan, kadang kita belum bisa lah, maksudnya emosi ini tu bilangannya apa, sebutanya apa, itu lagu sebagai medium aku untuk belajar lebih ekspresif dan bisa ya</p>	<p>Listening resources</p> <p>Meaning-making</p>	<p>PEL/TYPE/CL/008</p> <p>PEL/MM/CL/008</p>

		<p>itu lah tadi feeling jadi kata2, jadi tau istilahnya apa, kondisi ini kek mana ngomongnya, kaya gitu.</p> <p>Kedua, biasanya dari youtube,</p> <p>aku tuh suka nonton vlog anak2 gaul kuliahan gitu,</p> <p>kan mereka biasanya pake slang2 gitu ya ngomongnya yg natural lah intinya, belajar dari situ jg buat aku bisa ngerespon, misal kalo aku ngobrol sama foreigner, aku bisa ngerespon secara natural gitu, ga yang kaku2 banget, ga yg akademik gitu</p> <p>Dan series (netflix) yg aku tonton itu, kayanya ini ga masuk ke listening, soalnya kadang yg aku tonton itu, bukan series yg english speaking,</p> <p>tp kadang aku ganti, kan kalo di netflix itu kadang ada yg udh di dubbing jdi bahasa inggris itu, nah itu kadang2 aku dengerin itu. kamu tetep bisa belajar content yg kamu denger, i mean itu bhs inggris tapi bukan dari film produksi inggris, misal kamu suka korea, tapi kamu ingin dengerin itu sebagai konten bhs inggris, bisa kamu lakukan sekarang, itu bisa jadi bahan belajar juga.</p>	<p>Listening resources</p> <p>Favorite content</p> <p>Listening resources</p> <p>Use English</p>	<p>PEL/TYPE/CL/008</p> <p>PEL/FREE/CL/008</p> <p>PEL/TYPE/CL/008</p> <p>EL/TL/IFA/008</p>
I	009	Berarti ada 3 sumber yg kamu pake, lagu, youtube, sama netflix		
R	010	Sejauh itu iya, tadinya aku ada podcast, tapi sekarang aku jarang dengerin lagi		
I	011	Menurut kamu materi yg kamu dengerin mudah dipahami ga si atau		

		ada kesulitan buat materi untuk extensive listening itu?		
R	012	Kalo kesulitan si ga ya, misal film, film kan ada transcript bhs inggris nya kan, itu juga bisa ngelatih 2 sense menurut aku, sense untuk listening, sense untuk reading, kecepatan baca kita. Terus kalo di youtube, youtube kan sekarang ada transcript nya jg, tapi kalo aku, aku usahain biar balance gitu apa yg ada dipikiran dan aku lihat itu aku sebisa mungkin pk transcript yg bhs inggris gitu loh, jadi kamu ga niat belajar tapi kamu belajar, kamu lihat sambil dengerin gitu, kalo misal ada kata asing kamu bisa liat transcriptnya, terus kamu bisa play back juga, kalo di spotify kan sekarang udh ada lirik gitu kan, jadi lebih mudah cara kita belajar	Understandable materials	EL/UND/CL/012
I	013	Jadi materi yg di pakai untuk el mudah di pahami ya, jadi gaa terlalu sulit?		
R	014	Mudah sekali (dipahami)	Understandable materials	EL/UND/CL/014
I	015	Menurut kamu materinya tu menyenangkan ga si, misal kaya akademik itu kan bosenin, kalo misal buat keseharian materi extensive listening itu menyenangkan ga si?		
R	016	Kalo yg buat keseharian jelas menyenangkan, karena kan kita ada chance untuk memilih gitu, memilih apa yg kita suka, film apa yg kita suka. Misal aku lgi suka sama korea, aku bisa ngerubah dubbingnya, jadi kontennya tetep aku suka, dan aku dapet belajarnya, dan aku dapat funnynya jg.	Fun materials	EL/PLE/CL/016
I	017	Berarti kamu pas milih materi itu liat dl kamu suka atau ga, jadi ga asal pilih		

R	018	Iyaa, gitu enak nya, karena kalo misalnya kita dengerin apa yg ga kita suka, emang semudah tu nyantol, ga juga kan, malah ga fun belajarnya		
I	019	Berarti kamu enjoy ya sama extensive listening		
R	020	Enjoy banget		
I	021	Apa si kelebihan dan kekurangan dari el practice ini?		
R	022	<p>Kalo dari source yg aku tadi, kalo film mungkin kita terbatas ya , maksudnya kan ga semua film itu klik dengan apa yg kamu suka, dan kalo untuk belajar ga semua nya bisa seutuhnya menjadi sumber belajar mu, karena kan kalo film atau series gitu kan ada misal yg kaya kasar2 gitu, pokoknya pinter2 kita menyesuaikan konteks, maksudnya banyak hal disana bagus, tapi ga bisa kita pakai disini gitu loh, misalnya ada umpatan2 kaya gitu, slang2 yg ibaratnya bukan budaya kita gabisa di serap oleh budaya kita. Terus, ya kalo misalnya pake source yg dari series atau film harus mudah menyerap juga, pinter2 nyaring2 juga, karena kan, kenapa ya...</p> <p>Yg pertama banyak adegan tidak senonoh, yg kedua banyak kebiasaan mereka yg ngumpat2 gitu, maksudnya orang barat kan lebih liberal ya secara attitude, nah itu yang perlu disaring</p>	Meaning-making	PEL/MM/CL/022
I	023	Jadi ga langsung dengerin ya, tapi liat konteksnya dulu ya		
R	024	Kalo misalnya kaya gitu juga dari series itu, mereka biasanya kaya bener2 pake yg mereka pake di kehidupan sehari2, sedangkan kalo bahasa kan kaya di formal dan informal formnya berbeda bgt, dan	Meaning-making	PEL/MM/CL/024

		<p>orang2 sana tuh biasanya kaya biar interest nya lebih mudah, mereka ga terlalu memperhatikan grammar jg, nah itu nanti kalo kita serap juga, ga bagus juga kan. Misal kaya kemaren yg amerika yang konten aku buat itu yg grammar itu, maksudnya itu kan kaya really quickly, mereka tu kaya jadi budaya mereka ngomongnya real quick, jadi mereka tuh ga pake adjective dalam tanda kutip, membuang ly dibelakangnya. Salah satu kebiasaan tapi yg udah jadi umum gitu.</p> <p>Nah itu ga bisa sepenuhnya kita serapkan, harus kita saring jg, karena kalo kita ngikutin, itu sebagai source learning kita, bener2 yg kita serap, nanti kalo kita practice di writing, speaking, di konteks yg formal itu, kita bakal salah</p>		
I	025	Kalo kelebihanannya?		
R	026	<p>Kalo kelebihanannya ya aksesibilitas, maksudnya mudah diakses kaya kita pake youtube aja free kan, itu youtube udah jadi university, maksudnya kamu mau belajar apa aja, source nya ada di youtube, kaya bener2 dari segala macem lah ada di youtube. Kalo di netflix ya kamu bayar lah dikit. Kalo spotify, kamu ga bayar juga bisa, kamu bisa dapet transcript, kamu bisa dapet hiburan, dapetin segala macem. Kelebihan satu lagi ya itu bisa match sama apa yg kamu suka, jadi kontennya bisa kamu pilih gitu loh. Kalo misalnya secara akademik kan, apa yg di kasih guru/ dosen mu, kamu telen aja, tapi ketika kamu punya resources yg kaya gitu2, itu kan bisa kamu pilih apa yg kamu suka, jadi learning nya fun gitu, ga kaya belajar, nikmatin aja.</p> <p>Yang pertama kan aksesibilitas, yg</p>	Accessibility	EL/ACCESS/CL/026

		ketiga fleksibel, jadi kamu belajar nya kapan aja, itu sih salah satu kemudahan dari el.		
I	027	Menurut kamu mudah atau sulit buat dilakuin sehari2 atau dalam perkuliahan?		
R	028	Kalo dilakuin, sudah pasti mudah kan tadi ada acces dan fleksibel		
I	029	Ada 3 sources yaitu youtube, neftlix, sama lagu, gimana sih kamu milih ketiga sumber itu buat el?		
R	030	Milihnya, jadi sebenarnya dulu ya aku buat ngelatih english proficiency ga cuman listening, writing, speaking, dll jadi yg aku tonton ga cuman itu, dulu dengerin podcast2 yg pake bhs inggris, ted talks, tapi bagi aku ted talks itu kontenny terlalu berat untuk ku, karena kontennya kan yg muncul2 itu di ranah education banyak cuman kadang2 kita butuh explore yg lain, itu tuh yang mereka bawakan terlalu berat dan bahasa nya terlalu sulit untuk level ku saat itu, jadi kemudian aku menyesuaikan konten2 yg pertama sesuai dengan kemampuan ku, maksudnya dengan level bahasa segini tu aku bisa ngerti ga si, bisa aku serap ga si maknanya. Terus, akhirnya sampai lah kepada youtube, karena youtube kan lebih luas dari pada ted talks maksudnya sumbernya jg lebih banyak, kalo ted talks terbatas pada siapa yg dipilih untuk menjadi pembicara disitu dan menyampaikan speech atau pidato yg sesuai dgn expertnya dia, kan kalo youtube lebih luas lagi, ada level2 yg bisa kita pilih, orang2 yg misalnya kaya tutor2 gitu, youtuber2 gitu sesuai sama reference kita lah, kita pengennya kek mana itu	Student's ability Listening resources	PEL/EASY/CL/030 PEL/TYPE/CL/030

		di youtube lebih luas. Kalo lagu kan menyesuaikan feelingnya kita juga, ya ya enak2 aja.		
I	031	Biasanya kalo dengerin di tiga sumber itu, biasanya topiknya tentang apa aja si?		
R	032	<p>Kalo aku di youtube biasanya aku tonton , aku tu biasanya tonton orang vietnam lin thru wong itu siapa namanya, nah itu bahas keseharian dia sebagai mahasiswa di jord washington university, dia suka cerita ttg sosial politik, terus di real life nya juga dengan bhs orang sana, dia born inggris di amerika, maksudnya untuk dijadikan sumber itu, itu bukan ngomong bhs inggris yg ngaco, ga, lin itu orang yang bahasa inggris cukup gaul tapi terstruktur, dan dia orang2 yg suka pake kata2 yang indah kaya gitu jadi aku suka.</p> <p>Nah itu, pertama topik yg itu maksudnya yg relate dgn aku, dia student vlog maksudnya mahasiswa yg suka vlog2 gitu</p> <p>Terus aku suka yg buat self improvement, kaya dari school of life, cara kamu manage stress, referensi buku apa yg bisa kamu baca di umur ini, misal untuk lebih ngedevelop diri kamu untuk bisa berkembang, itu aku suka</p> <p>Ya kaya.... gitu sih</p>	<p>Listening topics</p> <p>Related topics</p> <p>Listening topics</p>	<p>PEL/TYPE/CL/032</p> <p>PEL/FREE/CL/032</p> <p>PEL/TYPE/CL/032</p>
I	033	Itu gimana kamu milih topik itu?		
R	034	Karena kadang si lin itu atau siapapun yg aku dengar, kan mereka ngikutin trend ya. Kita sebagai anak jaman now, itu kan kadang2 homo ya pen tau yg lagi ngetrend itu apa2 jadi	Curiosity	PEL/FREE/CL/034

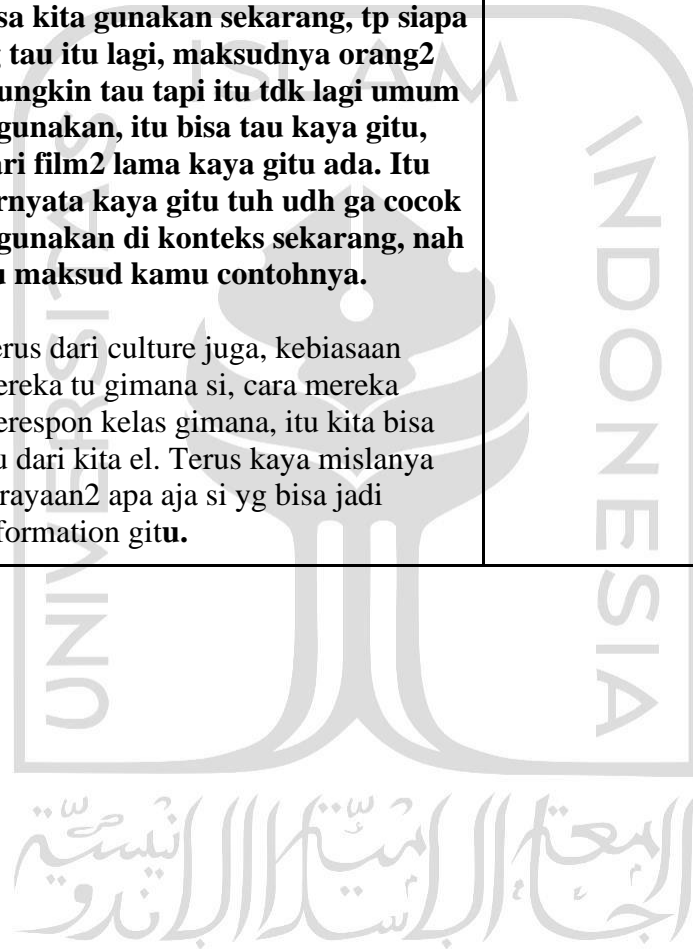
		tuh kaya mereka tuh ngasih apa yg kita cari, jadi ya ya enak aja gitu. Jadi mereka tu memberikan apa yg kita butuhkan apa yg kita pengen gitu, kan kita kepo.		
I	035	Gimana kamu bisa nemu topik kaya gitu		
R	036	Krn preference kan kaya gitu, kaya sebenarnya kita bisa nemu A karena emang kita suka a yg kita tonton a, terus kemudian yg di algoritma, platform yg kita yg kita tonton kan, misal kaya ig, kalo misal kita suka liat buku2 gitu, resensi/ rekomendasi, nanti di explore kita yg muncul akan kaya gitu modelnya, jadi aku tuh di lit melihat orang2 yg, ini loh ada orang2 yg mungkin bakal kamu suka, yg suka bikin video kaya gini, jelasin kaya gini. Aku secara otomatis gitu jadi mengeksplorasi gitu.		
I	037	Jadi kamu milih topik itu dari yg sebelumnya kamu suka, terus berlanjut?		
R	038	Iya, merembet		
I	039	Biasanya kamu kalo dengerin audio atau video Menggunakan online resources itu Kaya gitu2 berapa lama si?		
R	040	Kalo sehari yg udah pasti lebih dari 3 jam, karena lagu ya, kalo lagu ya, spotify tu salah satu source yg aku pakai buat listening, itu kadang aku bangun tidur yg aku setel lagu, yg aku mau kerja yg aku setel lagu dan itu non stop. Terus kalo misal udah bosen lagu, udh cape nyanyi, yg aku setel netflix. Kaya gitu, jadi yaudah, ketika aku berpikir aku mendengar gitu	Listening duration Student's habit	PEL/ORAL/CL/0 40 PEL/GIFT/CL/04 0

I	041	Biasanya kalo dlm seminggu minimal/ maksimal berapa kali?		
R	042	<p>Tiap hari, aku dengerin lagu, aku nonton.</p> <p>Jadi aku tuh ada series yg aku suka banget judulnya the bodyguard, itu series dari inggris. kaya aku suka series itu nyampe aku dibawa accentnya gitu loh, saking aku sukanya.</p> <p>itu tuh aku rewatch berkali2 terus, Ada lagi film yang kata2 nya bagus, jg aku rewatch berkali2, karena aku suka, aku jadi menyerap kata2 dia, little woman jg aku suka. Kan aku jadi pandai berkata2 nantinya.</p>	<p>Listening duration</p> <p>Repetition</p>	<p>PEL/ORAL/CL/04</p> <p>PEL/PE/CL/042</p>
I	043	Kamu ada 3 sumbernya youtube, lagu, sm netflix , kenapa kamu milih ketiga sumber itu, kan ada banyak sumber lainnya ?		
R	044	<p>Kenapa milih itu, karena yg pertama tdk bayar, terus kalo netflix bayar, kalo pun bayar itu cuman 30 rb sebulan, aduh itu murah sekali untuk di jadikan sumber belajar yg terbatas, itu murah banget loh. Spotify juga, aku sampe sekarang masih pake spotify yang gratisan dan aku fine2 aja dan itu sama sekali tidak mengganggu experience listening ku, meskipun ada iklan tp iklan cuman berapa menit, abaikan saja, kaya gitu. yg pertama murah dan yang kedua yg penting kamu ada koneksi internet itu bisa jalan kapan aja dan dimana aja, dan konten2 nya bagus, maksudnya ada banyak pilihan konten, kalo misalnya tadi yg di ted talks , itu kan kontennya terbatas ya maksudnya yg mereka bikin aja tp kalo misalnya di youtube, spotify, netflix yang</p>	<p>Cost</p> <p>Accessibility</p> <p>Listening resources</p>	<p>PEL/COST/CL/044</p> <p>EL/ACCESS/CL/044</p>

		produksi tu banyak banget orang yg memproduksi konten banyak sekali		PEL/TYPE/CL/044
I	045	Terus selanjutnya biasanya kalo dengerin kaya gitu2 tujuannya untuk apa si?		
R	046	Biar aku kaya sounds like a native, aku target ku sekarang aku bisa berbicara dan menulis yg beneran ky mereka, kan sebenarnya selama ini yg di ajarkan sm guru2 kita dari smp adalah bhs inggris yg diterjemahkan literal ke bhs indonesia dan itu templatnya nyampe sekarang masih kaku, kaya how are you today, im fine and you thank you dan bla bla, sampe sma kaya gitu aja, ngasih rumus, kita ga diajarin in a way, orang sana tuh seperti apa si interaksi, jadi itu aku pengen natural gitu, kan listening itu yg kita denger mempengaruhi bagaimana yg produksi speaking kita dan writing kita, jadi penting, biar aku tu kaya mereka gitu ga cuman aku kemampuan bhs inggris ku bagus tp sebatas literal terjemahan dari sana ke sini, maksudnya aku bisa mengolah informasi yg bener2 exact tapi kata2nya bagus, indah	Listening for academic	EL/SUPPORT/CL/046
I	047	Berarti sekarang tujuannya untuk itu kaya native, terus ada lagi ?		
R	048	Ya karir akademik, maksudnya kan pengennya nanti bakal lanjut studi, jadi kemampuan listening ku, ya harus bagus. Iya itu si 2 yg menurutku jadi main reason aku setiap hari mendengarkan.	Listening for academic	EL/SUPPORT/CL/048
I	049	Karena kamu sering banget setiap hari listening , menurut kamu bisa ga si el ngebantu kamu memahami ekspresi tertentu dlm bahasa inggris?		
R	050	Bisa banget (Meaning making)		

I	051	Boleh di kasih contoh, gimana		
R	052	Hmmm yg aku pahami itu apa?		
I	053	Contohnya expresi tertentu dri bhs inggris, misal dari yg sebelumnya kamu ga tau, tapi pas kamu tonton ini, oh kamu jadi tau gitu		
R	054	Ohh kaya misalnya kalo basicnya tuh idiom, mereka kan suka pake idiom kan. Tapi contohnya tuh apa ya, maksudnya yg aku tonton byk banget		
I	055	Dari pengalaman kamu aja deh, yg mungkin kmu sadar, oh ternyata pas kmu tonton ini, kamu jadi tau ini. intinya nangkap makna		
R	056	Kamu tau ga fancy2 word kaya gitu, maksudnya kata2 dlm bhs inggris bukan secara umum digunakan tapi itu bagus ketika kamu gunakan itu, kamu bisa meningkatkan bhs inggris kamu, bentar... aku pernah nulis ini, aku jadikan caption, jadi aku harus mengucapkannya, karena ini sebuah kebanggan, exquisite taste in your conversation katanya keindahan taste ketika kamu berada dalam sebuah conversation, kaya gitu, kan kalo di film2 yg rada quote lama gitu kan kata2 nya indah gitu ya, mereka cenderung lebih putus gitu, untuk meningkatkan your exquisite taste	Meaning-making	PEL/MM/CL/056
I	057	Jadi vocab2 yg ga umum lah tapi bagus buat di pake		

R	<p>Dan itu bisa digunakan di konteks sekarang, kan kadang ada idiom/ slang yg dia tuh sebenarnya bahasa itu kaya ngikutin trend, contohnya dalam bhs indo kaya dulu ada kamseupay, itu masih bisa di pake di sekarang kita bhs indonesia tp udh ga trend lagi, nah bhs inggris jg sama, ada beberapa idiom yg digunakan di tahun 80 an, itu masih bisa kita gunakan sekarang, tp siapa yg tau itu lagi, maksudnya orang2 mungkin tau tapi itu tdk lagi umum digunakan, itu bisa tau kaya gitu, dari film2 lama kaya gitu ada. Itu ternyata kaya gitu tuh udh ga cocok digunakan di konteks sekarang, nah itu maksud kamu contohnya.</p> <p>Terus dari culture juga, kebiasaan mereka tu gimana si, cara mereka merespon kelas gimana, itu kita bisa tau dari kita el. Terus kaya mislanya perayaan2 apa aja si yg bisa jadi information gitu.</p>	Meaning-making	PEL/MM/CL/057
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Transcription 3

Participant : Nina
 Time : 16.20-16.55
 Date : Friday, 21 January, 2022
 Place : Zoom

Subject	Line	Transcription	Coding	Code
I	001	Boleh di deskripsikan/ di jelaskan pengalaman kamu dalam el practice?		
R	002	<p>Jadi ini bener2 udh aku lama banget. Dari pas kecil si pas awal permulaannya, jadi kaya diawali aku sama aku nonton nickelodian , kaya semacam spongebob, gitu2, di tv gitu karena kan pas sd belum terlalu internet ya, jdi masih ngandalin tv, kebetulan waktu itu udh langganan indovision. Cuman karena aku nontonnya nickelodian bukan ky global tv, jadi emang ga ada subtitle nya gitu . jadi aku tuh gimana ya, itu kan aku berpikir pas aku kecil, ih seru ya lucu secara kartun, karena kan anak kecil seneng namanya kartun. Meskipun aku kecil ga ngerti gitu apa yg diomongin sm spongebob salah satu kartun yg aku tonton, jadi kaya aku tuh dengerin tapi kaya jg memperhatikan aksensi karakter2 itu, baru aku mudeng, oh maksudnya ini dan aku ketawa, tapi ada juga kaya ga ngerti. Itu awalnya.</p> <p>Itu kaya berkembang lagi pas kelas 5, itu aku tonton series gitu, kalo kamu tau kaya macam aycurly gitu2 salah satunya, aku nonton, tapi jg gaada subtitle,</p> <p>jadi aku kaya “aduh ini apa ya,</p>	<p>Long term</p> <p>Meaning-making</p> <p>Long term</p> <p>Meaning-making</p>	<p>EL/LPT/NI/002</p> <p>PEL/MM/NI/002</p> <p>EL/LPT/NI/002</p>

		<p>ngomongin apa ya” tapi terus aku perhatiin aja gitu, kaya konteksnya ini apa, mimiknya apa, baru aku oh mudeng, at least aku ngerti lah garis besarnya apa.</p> <p>Terus ya kurang lebih si kalo mengenai fun way secara listening si, kalo aku secara garis besar mau kartun, movie, lagu juga termasuk lagu dari us ada yg ku sering denger, tapi kadang kala kaya aku jg,</p> <p>jadi ky misalnya aku denger lagu band jepang tpi band ini juga nyanyi versi inggrisnya, jadi aku kadang denger lagu musik gitu2 jg, itu salah satunya, ya sama debat si. Itu debat termasuk extensive bukan ya?</p>		<p>PEL/MM/NI/002</p> <p>EL/TL/NI/002</p>
I	003	Kamu debatnya nonton videonya atau ngelakuin debat?		
R	004	Nonton video debat ada,		
I	005	Termasuk, tp di sumber online gitu kan?		
R	006	<p>Iya (yg debat). Nah jadi itu untuk musik, lagu, film sama kartun.</p> <p>Terus kalo pas kuliahnya, itu kan udah mulai pandemi, nah itu disitu, cukup cepet si adaptasinya, kita gitu. Karena waktu itu ky kemendikbud masih adain lomba debat, jadi kaya kita tetep cari cara si kaya pake google meet, memang sebetulnya sebelum pandemi juga udah ada, kaya video record debat tapi di youtube atau fb atau rekaman aja gitu. Itu sebagai latihan anak2 debat termasuk aku, untuk persiapan lomba, ya aku nonton itu, itu tontonnya bukan untuk fun way ya, tapi untuk biar bisa krn memang</p>	<p>Use another language</p> <p>Listening resources</p> <p>Long term</p> <p>Listening for academic</p>	<p>PEL/TYPE/NI/006</p> <p>EL/LPT/NI/006</p> <p>EL/SUPPORT/NI</p>

		kewajiban si menurut aku. Karena memang aku pengen pelajari cara argumentasi yg bener gimana, ya akhirnya aku dengerin speech orang gitu, ya gitu si kurang lebih.		/006
I	007	Berarti kamu saat ini sumber yg sering kamu pake itu, musik sama debat gitu ya?		
R	008	Hmmmm, kalo saat ini lebih musik, iya si musik		
I	009	Berarti, kalo musik itu kamu biasanya, kenapa kamu dengerin musik itu?		
R	010	Karena enak aja sih, karena satu selera sama aku dan lebih yg biasanya si yg hits gitu si.	Related resources	PEL/FREE/NI/010
I	011	Kalo untuk debat?		
R	012	Kalo aku untuk buat bisa mempertajam kritikal thinking si sebenarnya.	Listening for comprehension	PEL/LEKC/NI/012
I	013	Berarti selain dari itu, ada lagi ga sumber online nya?		
R	014	Ohhh kayanya aku pernah deh main game tp versi bhs inggris.	Listening resources	PEL/TYPE/NI/014
I	015	Tapi ada listening nya gitu ya?		
R	016	Ada, dialognya, full inggris		
I	017	Menurut mu, kan tadi kamu dengerin lagu, kan kalo lagu ada lirik nya, menurut mu mudah di pahami ga si sama kamu? Kamu tu kalo milih lagu cari liriknya kaya gimana?		
R	018	Kalo aku cari lirik ketika mau nyanyiin si, jujur. Apa ya, kalo bisa di nyanyiin sih, kan ada ya lagu rock yg ga bisa di nyanyiin, kaya entah terlalu cepet, kaya reff tetep aja ga bisa di		

		nyanyiin. Ya aku paling kalo nyari lirik, kalo emang mau nyanyiin. Tapi kalo aku baca lirik terus ada arti bagus atau kosa kata yg asing gitu, ya aku cari		
I	019	Meskipun lagu yg kamu pilih, liriknya sulit, itu kamu tetep dengerin ga ?		
R	020	Tetep dengerin,		
I	021	Meskipun sulit gitu liriknya?		
R	022	Iya tetep gapapa		
I	023	Kalo debat, apakah ada kesulitan?		
R	024	Pasti ada si sulitnya, terutama kaya mungkin orang kan ngomongnya beda2, kaya ada cepat banget, ada yg cepat tapi kontennya susah di pahami, ada yg pelan, bukan pelan si normal tapi gitu deh, requires knowledge more. jadi kalo aku kesulitan gitu, ada kali kaya lebih 5 kali aku tonton ulang lagi, kaya ngulang seperkian detik terus play terus dengerin, oh maksudnya ini, terus aku bukan hanya sekedar dengerin. Karena aku tipe yg kalo belajar, itu lebih nyantol kalo aku nulis, jadi sambil aku dengerin, itu kaya biar aku mengerti gimana si flow berpikinya dia gimana, ya aku catet, gimana si cara membikin argumen itu, ya dengan aku nyatet, biar kebayang gitu, jadi dengan cara diulang2 kali, dan pelan2 si intinya.	Difficult materials Repetition	EL/COMPLEX/N I/024 PEL/PE/NI/024
I	025	Jadi kalo dari kamu si, kamu tu sesulit apapun kontennya, kamu tetep dengerin konten itu ya?		
R	026	Iya tetap si diusahin nya		
I	027	Menurut kamu konten2/ materi yg ada di debat atau di musik itu menyenangkan ga? Maksudnya kamu		

		enjoy ga sama itu?		
R	028	Hmmmmmm, aku overal secara general untuk yg berkaitan sama bhs inggris menikmati si meskipun ada kesulitannya tersendiri, kalo kaya lagu, gimana ya, aku tu sebenarnya terus terang tu listening activity justru diantara aktivitas lainnya yg jarang aku lakuin gitu, nah terus aku tu tetep lakuin listening kaya dengerin lagu, kaya sambil nugas, karena memang seneng aja si denger lagu yg berbahas inggris. tapi untuk debat, ya aku seneng aja si untuk belajar lagi, nah kebetulan krn memang aku joinnya club debat bahasa inggris jadi kaya akan di ekspos sama debat bahasa inggris, ya seneng aja si, oh ternyata ada hal2 yang belum aku tau lo, kaya gitu.	Student's need	PEL/FREE/CL/028
I	029	Jadi kamu sama listening itu, kamu ngerasa seneng ya?		
R	030	Iyaa (ngerasa senang dgn listening bhs inggris)		
I	031	Ada kesulitan ga si atau kemudahan selama kamu practice el?		
R	032	Kalo kesulitan itu iya, karena memang kaya tdi listening itu activity yg menurut aku yg terjarang aku lakuin di antaranya, jadi aku tuh kurang bisa cepet nangkep gitu, kaya eh itu ngomong apa ya tadi. Kadang tuh aku masih butuh dengerin lagi si atau ya berulang2 kali. Itu untuk semua overal listening activity si. Kalo kemudahannya, mungkin untuk pertama kali denger tu aku langsung nangkep garis besarnya ini, cuman kadang ada details2 kecil yg mungkin sebenarnya itu penting tp ga aku notice, jadi itu sering si kejadian ke	Repetition	PEL/PE/NI/032

		<p>aku, kaya aku notice juga, memang aku jarang dengerin bahasa inggris di antara lainnya, jadi ya itu si kaya untuk gampangnya paling itu. terus kemudahan secara akses, menurut aku akses sangat mudah jg karena kaya browsing internet kan gampang sekarang.</p> <p>kaya di youtube, spotify, terus macem2 gitu, terus kaya video udh banyak jg, sekarang video ga cuman di youtube, kaya kita bisa jg dengerin di tiktok misalnya, ya dari bermacam2 gitu, ya menurut aku lebih gampang aja si secara akses, kaya gitu.</p>	<p>Accessibility</p> <p>Listening resources</p>	<p>EL/ACCESS/NI/032</p> <p>PEL/TYPE/NI/032</p>
I	033	Jadi kemudahannya lebih banyak ya, jadi kemudahannya dari aksesibility ya		
R	034	Ha ah aksesibility sama nangkep garis besarnya		
I	035	Berarti mudah nangkep garis besarnya, berarti menurut mu materi untuk el berarti mudah ga?		
R	036	Hmmmm gimana ya, ya bisa terbilang mudah si, tapi bukan yg mudah banget si	Understandable materials	EL/UND/NI/036
I	037	Menurut mu kelebihan dan kekurangan dari kegiatan el ini?		
R	038	Kalo menurut aku kelebihanannya itu, pasti ini si enak kalo bljr bhs inggris dengan fun way, artinya kalo fun way itu pilihan aku sendiri, ky aku berpikir aku pengen lebih terbiasa listening activities, pasti aku bisa dengerin lagu, atau aku nonton film berbahasa inggris, atau mungkin aku main games, tpi voicenya jangan jepang tpi bhs inggris, itu kan diberi kebebasan untuk aku memilih. Menurut aku itu sangat kekuatan dari el		

		Kalo kekurangannya, menurut aku jadi membikin aku jadi playing in the safe zone si, karena kan itu di satu sisi berarti aku yg milih yg menurut aku nyaman2 aja, tapi misalnya kalo aku nyaman2 nya ini aja, sebenarnya bisa yg lain, tapi aku milih ini2 aja, mungkin bisa jadi terlihat aku kurang nantangin diri gitu si mungkin aku pikir.		
I	039	Tadi kan kamu nyebut kamu suka dengerin yg pake bhs jepang, tapi kamu switch ke inggris ya?		
R	040	Iya, jadi itu kan aku suka main games, nah cuman tu as much as possible aku justru malah pengen pake bhs jepang, pake bhs inggris kalo ga nemu bhs jepang, tapi aku tetep dengerin si dialognya.	Use another language	EL/TL/NI/040
I	041	Tapi ujungnya kamu pake bahasa inggris?		
R	042	Kalo secara general lebih bahasa jepang malah		
I	043	Tapi kalo kaya lagu2 gitu bhs inggris?		
R	044	Iya kalo lagu bhs inggris, klo debat bhs inggris juga		
I	045	Tadi kan kamu nyebutin ada 3. Kalo debat sebelumnya biasanya nontonnya dimana?		
R	046	Youtube si, zoom bisa, kaya sambil lomba gitu, disport, iya itu sih paling seringnya itu.		
I	047	Tadi kamu sebutin youtube, lagu terus games, kenapa si kamu pilih 3 sumber itu buat el?		

R	048	<p>Jadi kalo aku melihat kalo games sama musik itu lebih kaya kebiasaan aku dari kecil si gitu, krn memang ada hubungannya,</p> <p>klo aku belajar itu ga bs diem gitu, jadi aku perlu adanya musik lah buat semangat aja gitu.</p> <p>Selain aku pengen buat ningkatin bhs inggris, ya aku sekalian deh dengerin lagu bhs inggris, kadang bosan jg dengerin bhs jepang sama korea terus. Kalo games, karena memang hobi si, salah satu hobi ku, kaya semacam dengerin lagu lah, kalo main game.</p> <p>Kalo debat, karena bagi aku kewajibannya itu si, sebagai anak debat yg mau lomba, dan aku pengen tau argumentasi orang2 lain gimana, ya cara cepetnya si nonton video mereka.</p>	<p>Student's habit</p> <p>Student needs</p> <p>Listening for academic</p>	<p>PEL/GIFT/NI/048</p> <p>PEL/FREE/NI/048</p> <p>EL/ACCESS/NI/048</p>
I	049	Jadi alasannya karena kebutuhan kamu yg debat itu. biasanya, kamu dengerin lagu, main games sm nonton debat, tujuannya untuk apa si, kalo debat mungkin yg tadi udh dijelasin ya?		
R	050	Ya kurang lebih sama si kaya gitu kalo debat		
I	051	Kalo lagu?		
R	052	Ya buat having fun pertamanya si	Listening for enjoyment	PEL/LEKC/NI/052
I	053	Kalo games?		
R	054	Iya untuk having fun jg si	Listening for enjoyment	PEL/LEKC/NI/054
I	055	Bagaimana si kamu milih online resources ini untuk el, maksudnya kenapa kamu nonton debat di youtube, jadi pertimbangan kmu milih ini buat		

		el?		
R	056	<p>Kalo debat itu, karena yg paling bnyk source nya di youtube gt jadi ga hanya limited ke indonesia debating, tp aku bisa jg nonton tingkat dunia, kalo aku dengerin lah, jadi krn lengkap dan direkomendasi sm kating, nih kamu coba nonton ini, pahami lah itu, aku dengerin lah, karena lengkap dan memang debate yg bagus bgt itu di youtube gitu, jadi aku nonton di youtube seringnya.</p> <p>Kalo musik itu, aku tuh gantian si antara youtube sm spotify, ya karena memang biasanya kan khusus musik tu antara 2 itu, ya nyamannya itu, gampang aksesnya si</p> <p>Kalo game, sims misalnya aku sm kamu main sims, aku main sims sm kmu kan ga bisa ketemu, kalo aku liat genrenya dulu, kan ada yg genre bisa saling bertemu dan ga bertemu, terus sesuai ga sama jenis yg aku suka, maksudnya aku tuh suka game yg adventure sm yg misterius, misterius tu ky sinopsisnya kaya squid game, ada game jepang itu mirip bgt plotnya kaya squid game. nah itu aku lihat lebih ke kontennya si gitu ketika itu kontennya udh srek ke aku, nah itu ngikutin lah si listeningnya, krn aku udah srek itu dalemnya, yaudah aku jalanin aja gitu.</p>	<p>Reliable sources</p> <p>Accessibility</p> <p>Related content</p>	<p>PEL/WELL/NI/056</p> <p>EL/ACCESS/NI/056</p> <p>PEL/FREE/NI/056</p>
I	057	Berarti pertimbangan kamu milih itu, klo dari debat, itu dari krn youtube banyak menyediakan video2 gitu kan, kalo lagu krn kamu udah merasa nyaman sama resources itu, kalo games itu lebih ke konten ya.		
R	058	Iyaaa		

I	059	Biasanya topik apa si yg kamu dengerin untuk el?		
R	060	Kalo lagu itu, lebih ke genre si antara pop atau rock si. Tp kalo topik, kadang tuh aku suka dengerin video penjelasan kaya, ada tuh yg versi indonesia, jadi kaya ngejelasin sesuatu hal yg kompleks jadi mudah gitu. Mungkin kamu ngerti maksud ku yg mana, cuman aku lupa, nah itu biasanya aku jg dengerin itu untuk kebutuhan debat aku, aku dengerin topik yg tentang kehidupan, psikologi, feminis , yg paling jarang itu international relation, politik menurut ku itu jarang yg aku lakuin, pernah jg tentang ekonomi. Tapi yg paling sering yg kehidupan, psikologi, dan feminis, itu topiknya si	Listening topics	PEL/TYPE/NI/060
I	061	Pertimbangan kamu kenapa kamu milih topik itu?		
R	062	Bagi aku, topik psikologi, kehidupan dan feminis itu karena aku senang si, aku suka hal2 berbau filosofis gitu, kaya hal2 yg berbau kehidupan gitu, ada dasarnya aja. Tapi kalo misalnya ttng international relation, aku membayangkannya susah gitu kren kalo politik tu harus tau perkembangannya, jadi kaya dan aku ga telaten ngikutinnya, yaudah lah aku lebih enjoy yg tadi kehidupan, psikologi, feminis. Kalo lagu, aku senang gitu dengerin lagu rock gitu , kaya kadang kan aku lebih fokus belajar diatas malem gitu, kadang kalo malem itu bikin ngantuk, tp kalo denger lagu rock secara drumnya, gitarnya, itutuh lebih enak aja gitu, ngebit. lebih ke instrumental klo aku secara lagu sama vocalnya, vocalnya tuh harus gitu deh	Favorite topic Favorite genre	PEL/FREE/NI/062 PEL/FREE/NI/062

I	063	Itu kamu kalo lagu, kan suka sama rock, itu kamu pilihnya random, atau kamu udh tau ni lagu ini favorit kamu jadi kamu sering dengerin, atau gimana?		
R	064	Aku ulang2 terus sampe udh jenuh lah	Repetition	PEL/PE/NI/064
I	065	Jadi itu lagu yg udh kamu sukain ya		
R	066	Ada kali seminggu sama kali lagunya		
I	067	Menarik. Biasanya kamu kalo dengerin video debat atau lagu, itu berapa lama si biasanya ?		
R	068	Eeeee , menurut aku kalo lagu bisa setiap hari si, cuman berapa lamanya, aku kurang ngitung ya, tapi pasti ada setiap hari at least setengah atau satu jam dalam tiap hari itu , ada dengerin bhs inggris cuman ga tiap hari ya berdasarkan kebutuhan jg si terutamanya, dan ada pengennya	Listening duration	PEL/ORAL/NI/068
I	069	Kalo debat?		
R	070	Kalo debat, lagi ga si sebetulnya. Lagi ga, jadi lebih ke lagu si.		
I	071	Kalo lagu itu biasanya lebih sering dengerin di spotify atau youtube?		
R	072	Kalo bhs inggris lebih ke youtube si		
I	073	Kalo spotify?		
R	074	Spotify itu ada inggrisnya, cuman lebih ke jepang		
I	075	Berarti untuk sekarang kamu seringnya dengerin lagu ya?		
R	076	Iyaaa (dengerin lagu)		
I	077	Menurut kamu bisa ga si el bisa		

		membantu kamu memahami ekspresi tertentu dalam bahasa inggris? misal, kamu sebelumnya gatau ni tentang A terus pas kamu tonton A ini, kamu jadi tau. Jadi hal2 yg belum kamu tau, kamu jadi tau gitu		
R	078	Ohhhh iya bisa banget,		
I	079	Apakah kamu mengalami proses meaning making		
R	080	<p>Tentunya iya, terutama kalo di debat si. Tp kalo lagu tu, kadang kan ada yg memang dibuat banget dari perasaan song writer itu, kadang aku lebih paham tentang misal cinta, sahabat, struggling to live alive, kaya aku lebih kebayang dari kacamata orang tu gimana si, oh dari mereka tu ky gini. Terus kalo debat, pasti banyak si artinya, karena kaya aku jadi lebih ngerti aja si, awalnya aku ga ngerti ni tentang climbing chance, seberapa insecure nya gitu, ternyata pas dengerin tu, oh ternyata sefire banget ya, kaya sampe demo dimana2, sampe grita tumbler tu sampe bersama orang2 lain jg protes gitu, kaya sampe politician man nya jg ikut takut krn banyak orang muda nya gitu, itu salah satunya.</p> <p>Sebenarnya meaning making tu sangat membantu si secara dlm melalui el, cuman bagi aku yg paling impactful itu ya hal2 yg ku lakukan untuk keperluan debat si utamanya.</p>	<p>Meaning-making</p> <p>Meaning-making</p>	<p>PEL/MM/NI/080</p> <p>PEL/MM/NI/080</p>