CHAPTER 2
LITERATURE REVIEW

Within this section, the researcher discusses the theories about the research issue. This section is divided into two subsections: the theoretical framework and the studies of relevant research. The initial section of this chapter presents theories related to the present study, while the subsequent section examines a review of prior research studies conducted on the same subject matter.

2.1 Theoretical Framework

This part of the particular section centers on a comprehensive review of the existing literature about the subject matter, explicitly covering extensive listening activities and the various strategies employed in listening.

2.1.1 Extensive Listening

The pedagogical approach of Extensive Listening (EL) has been consistently emphasized to provide students with the necessary auditory input. Ivone and Renandya (2019) described extensive listening as a language teaching and learning strategy that promotes language learners to be exposed to many pleasurable and simple-to-understand materials over a long period. According to Renandya and Farrell (2011), learners are exposed to various listening activities that provide a great deal of understandable and enjoyable material. The most crucial factor is that learners have adequate opportunities to engage in meaningful listening practice. In line with this, Graham and Santos (2015) claimed that learners are not expected to comprehend every detail, but they should have a general comprehension and enjoy listening to such material.

As seen from the preceding definition, extensive listening is an activity that consists of a wide variety of listening material that does not require the listener to grasp every word or sentence spoken but rather to understand the content of the listening text as a whole. The most important aspect of this activity, according to Renandya (2012), is that the language must be understandable, and the content must be engaging and entertaining

if students are to engage in continuous listening practice. In addition, extensive listening activities are not limited to classroom settings but can also be completed outside of the classroom.

2.1.1.1 Aims of Extensive Listening

In their study, Ivone and Renandya (2019) identified the five primary objectives of Extensive Listening (EL): First, providing learners with numerous understandable spoken texts over an extended period, which develops their comprehension and listening abilities. In this case, learners are provided with a selection of listening materials that are either at or slightly above their comprehension level, allowing them to engage in listening activities not only temporarily but also continuously. Second, it gives students a joyful and pleasurable listening experience by allowing them to listen to their favorite topics. One aspect of extensive listening that cannot be eliminated is the opportunity for learners to select engaging and relevant listening material. Thus, apart from learning to listen, they can also enjoy extensive listening activities to prevent boredom.

Third, enhancing the ability of learners to comprehend spoken texts as a whole by focusing their attention on content rather than grammar or syntax. In contrast to intensive listening, extensive listening activities require students to comprehend the material as a whole instead of every word the speaker says. Fourth, increasing the rate at which learners can detect language features such as sounds, words, sentences, and grammar as they are heard in a text, thereby enhancing their ability to listen to texts spoken at a natural pace. As students engage in more extensive listening activities, they will become familiar with the terms and phrases used in the listening text, making it easier to process the information they receive.

Fifth, increasing listening motivation and confidence by making the process pleasurable and manageable. Aside from that, learners can organize their learning activities more independently due to the

availability of extensive listening materials that can be accessed anywhere, at any time.

2.1.1.2 Extensive Listening Materials

Extensive listening resources have developed with the development of technology and the spread of the internet. The field of English as a Foreign Language uses audio, video, and other forms of multimedia to help its students learn the language. Holden III (2008) stated that the following can all be considered extensive listening materials: audiobooks, storytelling websites, spoken word and news websites, interviews, videotapes, television, YouTube, films and dramas, academic lectures and speeches, and virtually any genre of music with understandable lyrics. Numerous resources are currently accessible, shareable, and downloadable over the internet.

The most commonly used auditory mode materials are audiobooks, podcasts (Alm, 2013; Cross, 2014), and other video-type potential materials available on the internet, such as fiction, non-fiction, movies, tutorials, talks, documentaries, videocasts, serials, news, TV shows, and video clips on youtube.com, videojug.com, and video.google.com (Ivone & Renandya, 2019). They could be modified and adapted in terms of content, pace, and appearance with relative ease due to their digital format. Hence, the student can adjust the materials' speed according to their comprehension level.

2.1.1.3 Benefits of Extensive Listening

According to Ivone and Renandya (2019), Extensive Listening (EL) offers various benefits. First, EL is motivating because students listen to materials they enjoy and understand. This motivates students to engage in more extensive listening activities because they can choose the information that interests them. Comprehendible and entertaining EL materials encourage students to maintain their focus on the target language. Second, EL naturally develops listening fluency and recognition of spoken texts. This results from frequent engagement in

extensive listening activities; thus, learners progressively familiarize themselves with the words and phrases used in listening texts over time. As a result, learners' concerns will be eased, enhancing their ability to comprehend the speaker's speaking speed.

Third, EL significantly improves aural comprehension because it enables students to comprehend spoken language more accurately and fluently (Renandya, 2012). In this case, extensive listening activities can be conducted in various methods, such as listening while reading, to help students distinguish between the spoken and written forms of the words. Fourth, EL is flexible because it can be conducted outside the classroom. In addition to being able to be performed wherever the learner desires, extensive listening can also be obtained at any time and from any location due to the rapid expansion of the internet, which provides various accessible and even downloadable listening resources.

Fifth, EL improves learning independence because students can select their learning materials and evaluate their learning process and progress (Chang, 2012). When engaging in extensive listening activities, learners control what, when, and how they hear aural texts. Consequently, when they listen to content that meets their specific requirements and preferences, they develop the habit of independent study. Last but not least, EL emphasizes the exercise of all language skills that can strengthen the use of L2 in real-life situations (Yeldham, 2016). For students to participate in the activities they find appropriate and interesting, various exciting and diverse listening materials are provided for extensive listening activities. This allows students to utilize the target language they frequently hear in the media in their daily lives.

2.1.1.4 Extensive Listening Activities

Extensive listening activities involve more than just listening and the exclusive use of auditory input. Ivone and Renandya (2019) claim that learners should listen to texts matching their proficiency, comprehension level, and interests. Nevertheless, the available

materials are sometimes too complex for their level, and additional textual or visual input should be provided to make them more understandable. Students can perform five listening activities during extensive listening: listening only, shadowing/overlapping (active listening), reading while listening, listening and viewing, and combined listening, viewing, and reading activities.

1. Listening only

   "Listening only" involves students listening to and appreciating auditory texts without viewing images or reading text. Students enjoy listening to the audio text during the "listening only" activity. They might even do it while walking, driving, or cooking as a background activity. Students at the beginner and low-intermediate levels may find this type of listening too challenging; therefore, the text used must be easy or very easy (Renandya & Farrell, 2011).

2. Active listening (Shadowing/overlapping while listening)

   Shadowing and overlapping are two active listening strategies that improve fluency, correct pronunciation errors, and automate word and phrase comprehension (Renandya & Farrell, 2011). Yonezawa and Ware (2008) described overlapping as reading the text or script out loud while listening. Proficient listeners can read at the same rate as the speaker. On the other hand, shadowing is repeating sentences without looking at the text after hearing a meaningful section of English. Consequently, the listener follows the speaker like a shadow or an echo.

3. Reading while listening

   "Reading while listening" allows learners to use texts in both auditory and textual formats and read the script while listening to a chunk, for instance, songs and song lyrics, podcasts and audio scripts, and audiobooks. This listening activity can increase students' comprehension of the aural texts, expand their vocabulary,

focus on pronunciation, stress, or intonation, and connect spoken and written words and phrases. However, Yeldham (2016) indicates this activity may only boost comprehension briefly. It may encourage students to rely on written material, a scaffolding rarely found in real-world listening.

4. Listening and viewing

"Listening and viewing" is an everyday activity when viewing audiovisual texts or videos. Videos are usually easier to understand than audio recordings since they provide visual and aural information. Extensive listening can be done with serials or random movies. When students watch serials in order, this is called "narrow viewing". Ivone and Renandya (2019) state that this activity will help them understand the story by giving background information on the characters, relationships, setting, and plot.

5. Combined listening, viewing, and reading

Combining listening, viewing, and reading improves vocabulary and comprehension. Listening, viewing, and reading subtitles help learners, especially when watching complex television programs (Webb, 2015).

2.1.2 Listening Strategies

In developing listening comprehension skills, students need to be exposed to extensive listening materials in the target language. Therefore, the utilization of effective listening strategies becomes crucial to learners. According to Bao and Guan (2019), language listening strategies refer to students' methods to effectively comprehend and engage with listening texts in real-time. Therefore, the efficient implementation of these strategies requires the capacity to engage in cognitive processing and the knowledge of appropriate actions to take when encountering difficulties in comprehending a text. These strategies are divided into three primary categories: metacognitive, cognitive, and socio-affective (Vandergrift, 1997).

1. Metacognitive Strategies

Metacognitive strategy is a way to learn that involves thinking about or knowing about the learning process, planning for learning, monitoring learning while it is occurring, or self-evaluating learning after the task. According to Bao and Guan (2019), the concept of planning includes the thought processes involved in developing an understanding of what is required to complete a listening activity. The term "monitoring" pertains to the mental procedure by which individuals check, verify, and correct their understanding of a given information. Next, the evaluation process involves assessing learners' listening comprehension by comparing their results against an internal standard of completeness and correctness. **Table 2.1** contains further details regarding these strategies.

These strategies are typically discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies. Gilakjani and Ahmadi (2011) state that pre-listening activities serve two primary purposes. Firstly, they aim to activate students' prior knowledge and create their expectations for the upcoming material. Secondly, they aim to offer the necessary context for the specific listening task. Next, while-listening activities usually have some objectives. These objectives typically include enhancing students' focus on the speaker's language and ideas, directing students' attention toward the speaker's structures of thoughts, and fostering students' critical thinking and personal reflections on the speaker's ideas and linguistic choices. Lastly, post-listening activities are significant as they enhance students' listening proficiency. Post-listening activities have the highest level of effectiveness when they are quickly conducted after the listening experience.

2. Cognitive Strategies

Cognitive strategies enhance knowledge, skills, and abilities by reorganizing information or performing tasks differently (O'Malley &

Chamot, 1990). This involves mental manipulation tasks, including practicing and analyzing, which offer learners several opportunities to grasp and produce a new language. Moreover, according to Gilakjani and Ahmadi (2011), cognitive strategies also relate to the processes involved in comprehending and storing information in working memory or long-term memory, intending to simplify future retrieval. A variety of cognitive strategies, such as inferencing, repetition, deduction, imagery, elaboration, note-taking, etc., are used by listeners to cope with the material. Further information can be discovered in **Table 2.1**.

3. Socio-Affective Strategies

Socio-affective strategy is one of three main strategies. Social strategies refer to acquiring knowledge through engaging with others, such as seeking assistance and confirmation. Affective strategies, in the meanwhile, include the intentional attempts made to manage and control emotions, which may appear as either negative or positive emotional states. Negative emotions, such as anxiousness, have the potential to trigger feelings of discomfort among learners and limit their listening outcomes. Conversely, positive emotions, such as relaxation, enjoyment, and a sense of belonging, can foster focused attention and promote collaborative interactions among peers (Bao & Guan, 2019). The two listening strategies mentioned above can be categorized as socio-affective listening strategies.

According to Vandergrift (2003), socio-affective strategies refer to the strategies employed by listeners to engage in social interaction, verify comprehension, or reduce negative feelings such as worry. In addition, socio-affective strategies refer to non-academic approaches that aim to enhance learning by developing empathy and connecting the instructor and the student (Habte-Gabr, 2006). Both social and affective strategies instantly influenced the learning situation.

Table 2.1 Listening Comprehension Strategies and Their Definitions

Metacognitive Strategies

1. **Planning**: Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with the successful completion of the task.

a. **Advance organization**	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.
b. **Directed attention**	Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening.
c. **Selective attention**	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.
d. **Self-management**	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.

2. **Monitoring**: Checking, verifying, or correcting one's comprehension or performance in the course of a listening task.

a. **Comprehension monitoring**	Checking, verifying, or correcting one's understanding at the local level.
b. **Auditory monitoring**	Using one's "ear" for the language (how something sounds) to make decisions.
c. **Double-check monitoring**	Checking, verifying, or correcting one's understanding across the task or during the second time through the oral text.

3. **Evaluation**: Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.

a. **Performance evaluation**	Judging one's overall execution of the task.

b. **Strategy evaluation**	Judging one's strategy use.
c. **Problem identification**	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.

Cognitive Strategies

1. Inferencing: Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in the missing information.

a. **Linguistic inferencing**	Using known words in an utterance to guess the meaning of unknown words.
b. **Voice and paralinguistic inferencing**	Using the tone of voice and/or paralinguistics to guess the meaning of unknown words in an utterance.
c. **Kinetic inferencing**	Using facial expressions, body language, and hand movements to guess the meaning of unknown words used by a speaker.
d. **Extralinguistic inferencing**	Using background sounds and relationships between speakers in an oral text, material in the response sheet, or concrete situational referents to guess the meaning of unknown words.
e. **Between parts inferencing**	Using information beyond the local sentential level to guess the meaning.

2. Elaboration: Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or fill in the missing information.

a. **Personal elaboration**	Referring to prior experience personally.
b. **World elaboration**	Using knowledge gained from experience in the world.

c.	**Academic elaboration**	Using knowledge gained in academic situations.
d.	**Questioning elaboration**	Using a combination of questions and world knowledge to brainstorm logical possibilities.
e.	**Creative elaboration**	Making up a storyline or adopting a clever perspective.
f.	**Imagery**	Using mental or actual pictures or visuals to represent information; coded as a separate category but viewed as a form of elaboration.
3.	**Summarization**	Making a mental or written summary of language and information presented in a listening task.
4.	**Translation**	Rendering ideas from one language to another in a relatively verbatim manner.
5.	**Transfer**	Using knowledge of one language (e.g., cognates) to facilitate listening in another.
6.	**Repetition**	Repeating a chunk of language (a word or phrase) while performing a listening task.
7.	**Resourcing**	Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.
8.	**Grouping**	Recalling information based on grouping according to common attributes.
9.	**Note-taking**	Writing down keywords and concepts in abbreviated verbal, graphic, or numerical form to assist the performance of a listening task.
10.	**Deduction/ induction**	Consciously applying learned or self-developed rules to understand the target language.
11.	**Substitution**	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a listening task.

Socio-affective Strategies	
1. **Questioning for clarification**	Asking for explanation, verification, rephrasing, or examples about the language and/or task; posing questions to the self.
2. **Cooperation**	Working together with someone other than an interlocutor to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
3. **Lowering anxiety**	Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task.
4. **Self-encouragement**	Providing personal motivation through positive self-talk and/or arranging rewards for oneself during a listening activity or upon its completion.
5. **Taking emotional temperature**	Becoming aware of and getting in touch with one's emotions while listening in order to avert negative ones and make the most of positive ones.

(Adopted from Vandergrift, 1997)

2.2 Studies of the Relevant Research

Listening to foreign language material, even the most difficult, may be enjoyable if students know how to comprehend the listening text effectively. This notable study investigates students' listening strategies before, during, and after engaging in listening activities.

Purnomowati (2016) conducted a study investigating which listening strategies are most frequently applied by English Language Education Program (ELEP) students of FLA UKSW in listening classes. Participants employed cognitive, socio-affective, and metacognitive strategies the most. Cognitive strategies, the most commonly used listening strategies in this study, helped learners understand knowledge by inferencing, repeating, deduction, imagery, elaboration, and note-taking. Next, language learners employed socio-affective strategies to work with peers, ask questions, and reduce nervousness. This

study's participants used metacognitive strategies least often, which included planned activities while listening to a spoken text, such as planning, monitoring, evaluating, and problem-solving to improve comprehension.

Firdaus (2019) also conducted a quantitative study to determine how many metacognitive, cognitive, and socio-affective listening strategies EFL students used. The questionnaire data revealed that EFL students at the State University of Surabaya use metacognitive listening strategies the most frequently, followed by cognitive and socio-affective listening strategies. Directed attention, selective attention, and relaxing strategy were three metacognitive strategies employed most often by EFL students. Next, the most commonly used cognitive listening strategies were personal experience, listening keywords, and note-taking. In socio-affective listening strategies, the results revealed that EFL students primarily employ two: listening to someone else and self-encouragement.

Another study was conducted by Andini and Burhanuddin (2022), who used qualitative research methods with a narrative inquiry research design to present two EFL students' personal experiences with podcast-based extensive listening. They found that variety, multitasking, flexibility, individual preferences for auditory learning, possibilities to learn languages other than English, and unquestionable future goals for learning and work advancement inspire students to listen. They improved vocabulary, speech rate, accent recognition, fluency, pronunciation, practical skills, and natural dialogues. The researcher also found that the two individuals used similar learning strategies despite some differences. Students describe their learning steps as preparation, material selection, repetition, note-taking and translation, imitation, and practice.

According to the research above, students can employ various listening strategies to satisfy their learning goals. To increase their listening comprehension, students might adjust their strategy when performing listening activities to receive significant benefits.