

CHAPTER 1

INTRODUCTION

The first section of this introductory chapter provides the background of the study, formulation of the problems, operational definitions, aims of the research, and significance of the study.

1.1 Background of the Study

In terms of EFL context, listening is essential for students to acquire to assist their input and language development when learning a foreign language. However, Melani (2020) stated that the limited amount of time students spend on listening practice inside the classroom is considered insufficient for providing exposure to students to have excellent listening comprehension skills. Getting practice outside of the classroom is unusual for EFL students in Indonesia. According to Rakhman et al. (2019), most students only acquire resources in the classroom and hardly ever go hunting for extra materials on their own outside of it. The atmosphere, including the lecture and the partner, is still not in a state that allows every student to perform to their highest potential.

The advent of the digital age has not only transformed how individuals live but also changed approaches to teaching and learning. The EFL learners of the 21st century are continuously exposed to Information and Communication Technologies (ICT) (Cinganotto & Cuccurullo, 2016), which presents significant prospects for educators and learners to engage in EFL instruction and learning that extends beyond the traditional classroom setting (Mulyono, 2016). Regarding the enhancement of listening abilities, it is undeniable that there are plenty of chances to engage in listening practice facilitated by technology improvements (Metruk, 2018). Therefore, the English-speaking world is now much more accessible to them because of the development of Internet technology.

A phenomenon was discovered in which students engaged in extensive listening activities outside the classroom independently in addition to learning

listening in the classroom under the lecturer's instruction. Students, especially those majoring in the English Education Department, engaged in comprehensible and pleasurable listening material of their selection. They were typically involved in extensive listening activities that emphasized material with visual components, as they perceived such content to be more captivating and enjoyable, such as watching English-language films and dramas and exploring YouTube videos. In addition, the utilization of subtitles throughout various activities was found to benefit individuals. Nevertheless, besides enjoying visual content, students frequently engaged with audio-based content, such as involving themselves in English songs and podcasts. Students commonly participated in these activities daily, using modern technology platforms such as Netflix, Disney Hotstar+, YouTube, and Spotify, among others (preliminary interview results, May 16th, 2023).

Their engagement was driven by the perception that these activities had seamlessly integrated into their daily routines, free of external pressure. Moreover, they did not perceive their study engagement as an intentional goal; instead, they viewed it simply as a satisfying attempt to enjoy and occupy their free time. However, due to the strategies they employed during extensive listening activities outside of class, they realized that their listening comprehension skills had improved.

While engaged in extensive listening activities outside of the classroom, students employed a range of strategies of their own choosing to effectively and efficiently comprehend listening material. To exemplify, students wrote down unfamiliar vocabulary or idiomatic expressions in their notes when engaging with English content, accessed dictionaries, conducted online searches using platforms like Google Search, and made guesses to determine the meaning of a term or phrase. They selected and implemented the most effective strategies to enhance their English listening proficiency based on their needs. Agustina et al. (2022) stated that this could help them develop autonomy in extensive listening activities outside the classroom. As defined by the authors, autonomy refers to

learners' ability to assume control and responsibility for their learning, enabling them to engage in further independent activities.

Numerous studies have been conducted on extensive listening (Barella & Linarsih, 2020; Gavenila et al., 2021; Metruk, 2018; Rahman et al., 2022; Wahidah & Luthfiyyah, 2018). Their research focused on listening practice and using listening materials in the classrooms. Meanwhile, the strategies employed by students when listening to spoken texts, especially those employed outside the classroom have received less attention. Comparatively, language learning research should consider both aspects equally. Also, the students' use of the mentioned strategies, including why they engage in strategy practice, was not sufficiently explained. In this study, the researcher investigated the extensive listening strategies employed by English as a Foreign Language (EFL) students majoring in the English Education Department at a university in Tasikmalaya, West Java, Indonesia, who engage in extensive listening activities outside the classroom and the reason why they implement those strategies.

As students must be equipped with proper listening skills to learn the target language, this research is essential to assist students in comprehending the existence of listening learning strategies and implementing them in their preferred listening activities outside the classroom. Students must know their learning needs to employ the most effective learning strategies. This is consistent with Kristiandi (2019) claim that students must assume responsibility for their education to improve their learning. In addition, this research is essential to support students in recognizing their own strategies and adding additional strategies to fill in the gaps, with the expectation that they will perform better in the future.

1.2 Formulation of the Problems

The research questions addressed in the present study are:

1. What strategies are utilized by the students while learning listening during Extensive Listening activities?
2. Why did students utilize those strategies while learning listening during Extensive Listening activities?

1.3 Operational Definitions

1.3.1 Extensive Listening Activity : As a type of listening activity that occurs outside of the classroom, students unconsciously learn to listen to various entertaining and easy-to-understand listening materials based on their preferences. This activity includes various listening activities, including listening only, active listening, reading while listening, listening and watching, and a combination of listening, watching, and reading activities.

1.3.2 Listening Strategies : A strategy that is used to promote listening comprehension. This strategy can enable students to achieve listening comprehension goals from spoken material using metacognitive, cognitive, and socio-affective strategies (Vandergrift, 1997) effectively and efficiently.

1.4 Aims of the Research

This research aimed to investigate the strategies employed by EFL students during extensive listening activities, as well as their reasons for using those strategies.

1.5 Significance of the Study

1.5.1 Theoretical Contributions

This study is intended to enhance and expand the literature review on Extensive Listening (Ivone & Renandya, 2019; Renandya & Farrell, 2011), particularly concerning listening strategies for learning (Vandergrift, 1997).

1.5.2 Practical Contributions

This study is designed to provide students with adequate and appropriate learning strategies and develop their awareness about the

presence and usefulness of listening strategies that aid them in choosing the best listening learning to apply based on their learning requirements and learning styles. Furthermore, it is predicted that this research will increase students' comprehension and awareness of the relevance of learning strategies for their learning success.

1.5.3 Empirical Contributions

This study is anticipated to improve and supplement prior research on various learning strategies EFL students utilize during extensive listening activities to assist their listening comprehension skills.