

ABSTRACT

Ismawati, Lusia. (2022). EFL Learners' Perspectives of Extensive Listening Comprehensible Input in an Indonesian Islamic University Context: Problems, Activities, and Skill

One of the receptive skills that should be mastered in learning English is listening skill. To improve listening skills, EFL learners commonly use extensive listening because it can be done independently outside the classroom. However, there are several problems learners face in doing extensive listening activities. One of the things needed to overcome learners' problems is comprehensible language input to give a good stimulus to them. Therefore, from the research background, this study aims to: (a) figure out university EFL learners' problems in extensive listening outside the classroom context, (b) find out extensive listening activities outside the classroom context that can provide comprehensible input to learners seen from the learners' perspectives, and (c) reveals learners' listening skills that are fostered by using comprehensible input through extensive listening activities seen from the learners' perspectives.

This study employed a qualitative research approach with a case study design. The fifth-semester students of the English Education Department at a State Islamic University in Indonesia were chosen as the participant of this research, and there were 15 students involved as the respondents. In obtaining data, this study employed reliable questionnaires adapted from Hamouda (2013) concerning listening problems, and Brown's theory (2003) concerning macro-skills in listening.

The result derived several problems faced by learners in extensive listening activities, including listening materials that contain complex grammatical structures, the rated speed of speech of speakers, unclear pronunciation of speakers, and inappropriate intonation of speakers. Afterward, listening to English songs, listening to English podcasts, watching English movies, and watching English daily vlogs are extensive listening activities that provide comprehensible input based on the learners' perspectives. Moreover, several listening skills are fostered through extensive listening activities, including developing and using a battery of listening strategies; using real-world knowledge to infer situations, participants, and goals; and using nonverbal clues to decipher meanings.

In conclusion, although extensive listening is listening for pleasure, it does not mean that learners have not faced problems when doing this activity. Nonetheless, extensive listening can be an option for learners who want to foster their listening skills interestingly. Besides, extensive listening activities are also more flexible, so learners can do it wherever and whenever. Moreover, this research suggests to English Education lecturers, to make extensive listening activities as an alternative learning activity in listening courses because extensive listening activities provide comprehensible and enjoyable input to learners.

Keywords: EFL learners, extensive listening, comprehensible input.