

ABSTRACT

Marjani, Muzayyin. 2019: Students' Perception Towards the Effectiveness of Extensive Listening as An Embedded Program of An EFL Class. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Speaking becomes one of the most important skills, but at the same time, it is considered as one of the most difficult skills in teaching and learning English language. In learning and teaching speaking, extensive listening (EL) has been numerously reported to improve many language skills especially in speaking. It is believed that extensive listening exercise will be an appropriate activity to do to decrease the level of barrier to speak, and at the same time to increase the level of understanding, pronunciation, fluency, and so on. Furthermore, to know the effect of extensive listening, the students' perception is involved in this research. It is fundamental to know the students' perception of learning as the benchmark to find out the successful learning of extensive listening. Therefore, this study is intended to find out the students' perception towards extensive listening activity in EFL Class. This study aims (1) to find out the students' perception towards their speaking progress during EL program, (2) to find out the teacher's perception towards the students' speaking progress during EL program.

This is a case study exploring students' and teachers' perception on the effectiveness of EL as an embedded program of an EFL class. It is conducted in the first semester of the academic year 2019-2020 consisting thirty-five EFL students of Biology education of UIN Sunan Gunung Djati Bandung. The data were obtained from distributing questionnaire to nine students and interviewing the English teacher and nine representative students.

The result shows that the students and the teacher gave a good perception on the students' speaking progress during EL activity. The students and the teacher shared the same ideas that through the implementation of EL outside classroom as the main activity, the learning process becomes more interesting and meaningful. From their point of views, most of students feel that their confidence in speaking is improved and they also feel that their speaking progress is increased in many elements of speaking, especially in three elements of speaking such as vocabulary, comprehension, and pronunciation.

In conclusion, the findings show that the students and the teacher perceive that students' speaking ability is improved during EL activity. This EL activity is recommended for those who wish to improve students' speaking skill by integrating it with listening outside the classroom.