

CHAPTER I INTRODUCTION

A. Background

Students' perception is one component to measure the success of teaching and learning. The success of teaching and learning English language proficiency can be known by seeing how the students perceive the teaching and the learning process (Collier & Morgan, 2008). If the teachers know the students' perception of teaching and learning, the teachers are able to know whether the teaching technique which is implied is giving a positive effect or not. According to Jacobs (2004), perception refers as one of the most important elements for both teachers and students which underpins effective teaching and learning. If the students have a good perception on teaching and learning, it will lead the students to achieve a good result on their language proficiency. However, if the students have a bad perception on teaching and learning, it will lead them to have a bad results on their language proficiency (Collier & Morgan, 2008). Moreover, good or bad perceptions defined the success of teaching and learning about four language proficiencies.

Commonly, language proficiencies are divided into four kinds, those are; listening, speaking, reading, and writing (Leong & Ahmadi 2017). From all four language proficiencies, speaking considered as one of the most crucial skills that should be learnt and taught in Classroom. Ismaili & Bajrami (2016) stated that "Speaking considered as one of the essential means of effective communication and it needs to be taught and learned." Liao (2009) proposed two reasons why speaking should be taught and learned. Firstly, the indicator of mastering English is measured by speaking. The second reason is that speaking skill can be very useful for another skill in Classroom activity such as reading, writing, and listening. This skill should be learnt and taught in the Classroom together with any interrelated ability of language, because if this skill is taught individually, so the less communication will take place in the Classroom (Tavil, 2010)

The interrelated skill that can be used to improve speaking skill is listening (Liao, 2009; Boonkit, 2010; Celik & Yavuz, 2015). According to Howatt and Dakin (1974) listening is the ability to identify and understand what others are saying. Rost (1994) stated three reasons to improve listening and speaking skills at the same time. First, speaking provides a means of interaction for the learner because learners must interact to achieve understanding. Second, authentic spoken language presents a challenge for the learner to attempt to understand the language as native speakers use it. Third, listening exercises provide teachers with the means for drawing learners' attention to new forms in the language.

Particularly, listening exercise can be divided into four kinds; those are intensive listening, responsive listening, selective listening, and extensive listening (Astorga, 2015). Furthermore, this research focuses on extensive listening (a listening activity which uses meaningful and enjoyable input). Renandya & Farrell (2011) defined, "Extensive listening refers to all kinds of listening activities that give students a lot of opportunities to comprehend a lot of meaningful and enjoyable input. These activities can be teacher-directed dictations or read-aloud or self-directed listening or narrow listening for pleasure that students can do outside the classroom.

Extensive listening has been numerous reported to improve listening or other language skills. For example, Chang & Millet (2016) and Matsuo (2016) investigate the extensive listening to develop listening fluency, Milliner & Chaikul (2017) and Cross (2014) explore the implementation of extensive listening by using the autonomous podcast such as ELLO and BBC to develop the listening ability that can be accessed outside and inside the Classroom, and Hoogenboom & Keith (2015) explore the use of extensive listening to develop speaking (spoken output).

Based on limited observation, speaking generally becomes a difficult thing to do or to perform by Indonesian EFL learners because it is influenced by many things such as anxiety, fear of making a mistake in pronouncing the word, fear of producing wrong sentences when speaking and etc. Since speaking

known can be taught through listening, 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, etc. because EL provide enjoyable and meaningful input in the learning process.

Furthermore, to know the general effect of conducting extensive listening in speaking Class, whether it improves students' speaking or not can be recognized by asking the students directly (Mankin, Boone, Flores, Willyard, & Marvin, 2004). Asking the students directly is one way to know what and how they perceive the effect of the teaching and the learning process of extensive listening as an embedded program of speaking Class. It means that it is fundamental to know the students' perception of learning process, as the benchmark of the successful learning of extensive listening (Collier & Morgan, 2008). If students perceive the learning process positively, directly it will affect their performance in Classroom activity. By that, the teacher also will have a good perception if the students' perception and their performance are good, but if the students' perception is bad, the teacher also will have a bad perception of the learning process (Collier & Morgan, 2008)

This research is different from previous studies. While the previous studies investigate about the use of EL by using many autonomous podcasts such as ELLO and BBC and any other kind of podcast to develop and see the student' listening and speaking progress, this present research only focus on students' perception towards the extensive listening activity and how it affects their speaking achievement. Thus, the researcher decide to write the research entitled "STUDENTS' PERCEPTION TOWARDS THE EFFECTIVENESS OF EXTENSIVE LISTENING AS AN EMBEDDED PROGRAM OF AN EFL CLASS"

B. Research Question

Based on the background above, the researcher formulates the problems are as follows:

1. How do the students perceive their speaking progress during the program?
2. How does the teacher perceive the student's speaking progress during the program?

C. Aims of The Research

The aims of this study are as follow:

1. To find out the students' perception of their speaking progress during the program
2. To find out the teacher's perception toward the students' speaking progress during the program

D. Significant Research

The findings of this research are expected to be beneficial. Practically, this study is hoped to be useful for the teacher and the students, which extensive listening can be used as a technic to improve the students' interest and can be used as an alternative in teaching speaking.

Theoretically, this research can be used to see whether the theory and the students' perception is appropriate each other or not, that by using EL that it can be used in improving the students' speaking or not based on the students' and the teacher's perception.

E. Rationale

Since the English language become the international language, it begins to attract people from many countries to learn English for many purposes, especially for the communicative purpose (Widiati & Cahyono, 2006). Richards & Renandya (2002) stated, "A large percentage of the world's language learners study English to develop proficiency in speaking (p.201).

However, speak EFL is not an easy thing to do; it is quite complicated (difficult) because it goes beyond the grammar understanding and semantic roles (Shumin, 2002). According to Ur (1996), He mentioned four factors of the difficulties in speaking EFL such as inhibition, nothing to say, low or uneven participation, and mother-tongue use. The first factor is *Inhibition*. Students often feel worried about making mistakes, fearful of criticism, or simply shy. The second factor is *Nothing to say*. Students have no motive to express themselves. The next factor is *Low or uneven participation*. Only some students can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. And the last factor is *Mother-tongue use*. Learners who share the same mother tongue often use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Besides the barriers face above by EFL student in mastering speaking, other elements also viewed as the vital thing to be concerned with such as pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2017). Continuously, it is explained that pronunciation is related to the ability to produce comprehensible utterances; grammar is relevant to how to combine words to form sentences; vocabulary is associated with the diction or word choosing; fluency is related to the ability to speak fluently and accurately; while the comprehension is related to the ability to understand the speaker's intention (Hutton, 2008, Thornbury, 2005, Richards, 2006). These elements of speaking should be taught and learned by EFL.

To teach speaking in EFL, it is believed that it can be taught together with any other integrated skill (Tavil, 2010). One of the integrated can be taught along with speaking is listening (Celik & Yavuz, 2015). According to Idrissova et al. (2015), the improvement in listening has a positive effect on speaking since both of them are intimately interrelated activities in the learning process. They added that mainly, there is a significant relationship between listening and speaking.

A listening exercise that can be used in integration with speaking is extensive listening. According to Renandya & Farrell (2011), extensive listening is a way to provide a large amount of comprehensible input. They stated that “Extensive listening is all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. Extensive listening came after the extensive reading. Extensive reading itself gain a good popularity in the learning process. The evidence of this can be seen from the number of teachers that know the benefits of extensive reading and also imply extensive reading in reading class (Matsuo, 2016). The other evidence of extensive reading is the student’s improvement in word recognition skill, vocabulary, reading comprehension, fluency, and general language proficiency (Renandya & Farrell, 2011). Many writers have suggested that the idea of extensive reading can be applied in extensive listening since the idea of reading can be used in reading (Ridgeway, 2002). According to Renandya & Farrell (2011), they stated “If we accept the idea that extensive listening is the oral version of extensive reading, by extension, we can also say that listening is the best learned through listening.

According to Matsuo (2016), He explained that what separated extensive reading from extensive listening is the barriers faced when challenged with listening versus problems they do not encounter in reading. The hurdles faced in the listening text are; Speech is too fast at normal native speeds, speech is variable within passages, and word boundaries are blurry (Renandya & Farrell, 2011). To overcome these hurdles, Waring (2008) gave the guidelines in choosing extensive listening materials are as follows; over 90% the contents should be easily understandable, over 95-98% of the vocabulary and grammar should be understandable, understandable without having to stop or pause the listening text, and the listener should be enjoying the listening material.

Since the importance of material selection for extensive listening, it is important to choose the right material from the right resources that fulfil the guidelines from Waring. A resource that can be used for EL is a podcast. A great of publication had pointed out that podcast can be used as useful media

for learners to practice free listening (Cross, 2014; Milliner & Chaikul, 2017). Cross (2014) described that podcast could be either audio-only or audio-visual and often accompanied by links to topic-related written texts and or a transcript of the listening text. Through the podcast, students individually can access the audio listening or audio-visual that provides an authentic material which relates to life situation that aims to entertain and to inform easily according to their needs or interest (Robin,2007).

Nowadays, many podcasts are available on the internet and can be accessed easily whenever or wherever they are such as the podcast from BBC, VOA, CNN, ELLO, Listen@minute.com, Euronews, etc. All of these podcasts provided many authentic materials which appropriate for beginner to advance level. According to Murray (2015) has the potential to bridge the gap between classrooms used materials and the real world. Samad et.al (2017) explained that through the podcast, students can imitate the way how native speakers speaks in real language since the podcast provided the authentic material that can boost students' motivation to learn English.

F. Previous Study

Some studies had been done by many researchers on the topic of speaking and extensive listening.

The first research was done by (Chang & Millett, 2016). They investigated the effects of doing extensive listening and extensive reading in developing listening and reading fluency of second language. Seventy-six university students were involved and divided into three groups in conducting extensive listening and extensive reading. In conducting extensive listening, Test of English for International Communication (TOEIC) were simulated as a pre-test which repeated till the end of program for 15-week. In this study, they found that by doing extensive reading and extensive listening by simulated TOEIC for a few weeks, the students showed the improvement in their and listening skill ability, and their TOEIC score improved (It was shown by post-test of their TOEIC score).

The second research was done by Metruk (2018). The research aimed to investigate the benefit of doing self-reported in watching authentic English videos outside Classroom (as a part of extensive listening activity) with the intent of practicing listening comprehension skills. This research involved 37 students of Slovak university which was divided into two groups; 17 first-year B.A. students and 20 first-year M.A. students with the same major teaching training: English Language and Literature. Moreover, the students who were involved in watching authentic English videos outside Classroom reported the activity as a beneficial activity in developing their listening skills.

The third research was done by (Permadi, Sholihah, & Umamah, 2017). This research is aimed to investigate the teachers' perception on the use of extensive listening in EFL context outside the Classroom with the teachers' guidance. Four teachers of English Department of Universitas Islam Malang experiencing in teaching listening course ranging from one to six years participated in this research. The interview was used as the instrument of this research to know the teachers' perception in-depth. In this research, it is found that the teachers perceive that extensive listening leads to sustainable learning.

The fourth research was done by Celik & Yavuz, (2015). They discussed whether there is a correlation between listening and speaking or not. This study involved 100 students of a university in different major electric such as electronic, mechanical, and civil engineering students of A1/A2 levels. At the end of 14 weeks (1 term) of research, they found that there is a low correlation or relationship between listening and speaking. In this study, they described that a low correlation between listening and speaking will happen if some factors are still existing and cannot be solved well in teaching processes such as the student anxiety and inaccurate use of method and technic used in the Classroom.

The fifth research was done by Nazara (2011). The research aimed to investigate the students' perception of their English speaking skill development. This research involved 40 students as the respondent that

selected randomly from the fifth and seventh semester of the English Teaching Study Program of FKIP-UKI. Sixteen questionnaires given to students used to look for; student's belief in their speaking mastery level, student's eagerness to develop their speaking, student's view and opportunities on practicing speaking in learning, student's perception on speaking classes' materials, activities, and facilities, and students' view on classroom climate and psychological obstacles. The result of this research is students feel comfortable toward the activity in the class because the material and the activity used and conducted were interesting and exciting. As the impact, they feel more confident and their speaking developed well. However, many students thought that the time provided and the learning facility is still less and needs to be improved. They also thought that some factors that become their fear in speaking in Class are fearing of the teacher's correction and shy of their friends if their class fellow's laughing to them.

