

**THE PERCEPTION OF SENIOR HIGH SCHOOL
STUDENTS ON LISTENING PRACTICE THROUGH
NEWS**

THESIS

Submitted in partial Fulfilment of the Requirements for
Gaining the Bachelor Degree in English Language Education



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ABSTRACT

Title : THE PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS ON LISTENING PRACTICE THROUGH NEWS
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In language learning listening is important, therefore teachers must be good at choosing learning media to practice listening skills. And this research aims to explore the perceptions of Senior High School (SMA) students and also the benefits and challenges faced by students towards the use of news as a listening practice media in English learning. This study used a descriptive qualitative approach. Data were collected through semi-structured interviews involving 18 students from three grade levels at SMA Negeri 8 Semarang. The results showed that most students have a positive perception of the use of news as teaching material, many students think that the process in practicing listening skills is very challenging but very useful and even fun. Many benefits are obtained by students in practicing their listening skills using news, especially in increasing vocabulary, understanding various accents and speaking rates, and building confidence in listening. However, there are also challenges such as the speed of the news anchor's speech, the complexity of vocabulary, and the lack of interest in certain news topics. This research also opens up opportunities for broader follow-up research, such as comparing the effectiveness of different types of authentic materials (news vs podcasts, movies, etc.) in listening learning and exploring the impact of using news not only on listening skills, but also other skills such as speaking or vocabulary acquisition.

Keywords: *authentic materials, english language learning, listening skills, news, student perceptions.*

DEDICATION

With deep gratitude and sincere appreciation, I dedicate this thesis to:

1. My beloved parents, Mr. Hadi Purnomo and Mrs. Parmi, who have been a source of strength, love, and unwavering support. Thank you for your endless prayers, sacrifices, and encouragement during my life journey.
2. My beloved brother Agustian Dwi Ramadhani.
3. My dear extended family, especially aunt Sulistiani, aunt Sulistiyana (Deceased), and aunt Rini, thank you for all the support you have given that keeps me motivated to go through every step of this process.
4. My supervisor, Mr. Daviq Rizal, for his invaluable guidance, patience, and dedication in helping me compile and complete this research.
5. All my best friends who I cannot mention one by one, thank you for always listening to my complaints and being part of my journey from the beginning of the lecture to the end. Your presence means a lot to me, love you guys.
6. All the student participants of SMAN 8 Semarang who were involved in this research, and the English teacher at SMAN 8 Semarang whose contribution was very important in the completion of this research, thank you for your cooperation and participation.

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All praise to Allah SWT, the Most Compassionate and Merciful, who has bestowed His infinite grace and gifts to the author, so that the author can complete this thesis. Shalawat and salam may remain poured out to our lord the Prophet Muhammad SAW, who has led us from darkness to light.

During the preparation of this thesis, I have received invaluable support, encouragement, and motivation from various parties. Therefore, I would like to express my deepest gratitude and sincere appreciation to:

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Hopefully, this thesis can be useful for all those who read it. I welcome constructive criticism and suggestions to improve this work.

MOTTO

“Relax, there’s Allah.”

وَأَفَوِّضُ أَمْرِي إِلَى اللَّهِ

And I entrust my affair to Allāh
{Surah Al-Ghafir verse 44}

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So, surely with hardship comes ease.
{Surah Al-Insyirah verse 5}

وَاللَّهُ خَيْرُ الْمُنْظِرِينَ

And Allāh is the best of planners.
{Surah Al-Imron verse 54}

إِنَّهُ كَانَ بِي حَفِيًّا

Indeed, He{Allah} is ever gracious to me.
{Surah Maryam verse 47}

وَلَمْ أَكُنْ بِدُعَائِكَ رَبِّ شَقِيًّا

And I have never been disappointed in praying to You, O my
Lord.
{Surah Maryam verse 4}

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LIST OF TRANSCRIPT INTERVIEW

A. Transcript 1 Topic : Perceptions of the Use of News as Listening Practice
B. Transcript 2 Topic : The Benefits of Improving Listening Skills
C. Transcript 3 Topic : Challenges in Using News as Listening Practice
D. Transcript 4 Topic : Advice and personal experience on using the news as a listening exercise

CHAPTER I

INTRODUCTION

In this chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, the research question, the research objective, the limitation of the research, and the significance of study.

A. Background of the Research

One of the language skills that plays a key part in communicating is active listening. Listening is a component of the receptive abilities in English. Students are simply need to comprehend and provide accurate responses based on the information they have heard. Kuswoyo and Wahyudin (2017) define listening as a dynamic mental activity in which meaning is created by applying the information obtained to the sounds received.(Kuswoyo & Wahyudin, 2017) Thus, listening is considered an active activity as it includes the accent, pronunciation, grammar and vocabulary of the speaker. Listening is a prerequisite for acquiring the skills of speaking, reading, and writing. Prior to engaging in these activities, individuals must first listen attentively. Even when they are ready to read and

speak, they still need to listen in order to acquire knowledge and information.(Gusnadi et al., 2023)

Within the classroom, listening is the first skill that English as a Foreign Language (EFL) learners develop among the four skills of speaking, reading, and writing. Over 50% of students' time spent mastering a foreign language will be dedicated to hearing. Previous studies have indicated that listening comprises a greater proportion than other skills. A minimum of 45% of that time is dedicated to engaged listening. In educational institutions, students allocate 60-70% of their instructional time to listening. Conversely, alternate perspectives from other scholars suggest that educators seldom underestimate the significance of listening, making it the least comprehended and most overlooked among the four skills in the classroom.(Puspita & Suswanto, 2023)

In English language learning, listening skills are essential for effective communication. Despite its importance, listening can be challenging due to factors such as speaking speed, vocabulary and pronunciation. Strategies such as the HEAR method (Halt, Engage, Anticipate, Replay) can help learners to focus and improve their listening skills. And listening is often

neglected in the classroom, with more emphasis on other skills such as speaking and writing. This is a problem because students spend most of their time at school engaged in listening activities.(Riniati, 2020)

And it is often a challenge for learners associated with teaching and learning listening in the classroom. Teaching listening skills is a complex task that involves various challenges for both students and teachers. Hence, the instructors should exhibit greater ingenuity in supplying the listening materials that are supplemented with audio content presented by native speakers. Using authentic resources can serve as an alternative to delivering listening materials. These materials offer genuine examples of English usage to the students, allowing them to use them according to their interests and whenever they desires. Authentic materials refer to genuine texts that are not expressly created for the aim of language instruction. Authentic material is created exclusively by native speakers for the purposes of entertainment, providing information, or occasionally promoting advertising items. Authentic hearing materials refer to spoken texts that are rendered into electronic formats such as television, radio, internet, or CD-Room. Teachers commonly

incorporate a diverse range of authentic texts, including music, news, weather forecasts, interviews, segments of films, note-taking, telephone messages, and so on. (Nurbani & Putri, 2024)

According to experts like Jacobson et al. (2003) and Martinez (2002), authentic materials are not originally designed for classroom use, yet they prove to be highly beneficial for language learning due to their real-life relevance. These resources, which include printed, video, and audio content such as job applications, menus, and news programs, showcase genuine language in action (Jacobson et al., 2003). Richards (2001) highlights that authentic materials help students engage with real language, connect with practical world requirements, and spark creativity. However, their complexity and cultural bias can sometimes demotivate students (Jacobson et al., 2003). For effective use, Nuttall (2000) and Gebhard (1996) emphasize the importance of selecting current, accurate, and appropriate materials. Teachers should develop authentic materials by taking into account student needs, aligning with the curriculum, and designing structured activities that transition from guided to more independent tasks, ensuring lessons

stay engaging, meaningful, and aligned with real-world language usage. (Nurbani & Putri, 2024)

Various types of English language materials are utilized in ESL/EFL settings, with many of these materials primarily designed to teach the grammatical aspects of the language. Given the increasing importance of English, ESL learners' exposure to the language as used by native speakers enhances their ability to communicate more naturally. Authentic materials offer an alternative to traditional textbooks, aiding in language learning and fostering familiarity with the culture of the target language within the classroom. Authentic materials refer to resources that have either been created or adapted from real-world sources and then modified, contextualized, and simplified to make them more accessible for learners. Examples of such materials include literature, music, films, newspapers, advertisements, magazines, brochures, phone conversations, songs, radio and TV news, weather reports, and more. These materials can be both spoken and written, with spoken examples including TV ads, plays, news bulletins, and announcements at airports, while written examples include recipes, articles, timetables, ads, brochures,

letters, and instructions for use. (Asim Khan et al., 2022).

Several studies have highlighted the positive impact of authentic materials. They promote task-based learning, which involves a set of communicative tasks linked to curricular goals. This significance has led to the rise of Communicative Language Teaching, particularly in ESL/EFL contexts, where proficiency in speaking is developed through communication and interaction. Listening and speaking are the two key skills ESL learners need to develop for effective communication in the target language, and numerous studies have suggested strategies for improving these skills. Wilson (2008) argues that many ESL teachers fail to adequately support learners in developing their listening and speaking abilities. He adds that learners who are only exposed to graded materials and standard language struggle to handle features of authentic language, such as discourse patterns, fillers, redundancies, and false starts. (Asim Khan et al., 2022)

And the use of authentic materials in teaching English as a foreign language (EFL) has become a topic of interest in recent years. Although many studies have examined the impact of authentic materials on

listening proficiency, there are still significant gaps in understanding the specific perceptions of how high school students perceive the use of authentic materials, particularly news, in their listening practice. Traditional teaching methods often rely on compiled materials, which may not fully engage students or prepare them for real-life listening situations. The integration of authentic materials such as news can improve students' listening comprehension and make the learning process more relevant and interesting.

Based on previous research, the benefit of using News in Listening Practice is that it provides a real-world context, which is important for developing a deeper understanding of the world around them. By listening to the news, learners gain insight into current events and how they affect society. Listening to the news helps learners develop their general knowledge on various topics. It broadens their understanding of the world and prepares them for discussions and interactions in various contexts. Helping to understand different accents and speaking speeds, news exposes learners to a variety of accents and speaking speeds, which is important for improving listening comprehension. By listening to various news anchors

and reporters, learners become familiar with various speaking styles and can better understand diverse forms of communication. The use of news in listening exercises improves learners' ability to understand spoken language. The variety of topics and real-world contexts provided by news articles make the learning experience more interesting and effective.(Khaleel, 2022)

Existing studies emphasize the benefits of authentic news materials, but few explore how high school students perceive listening practice through authentic news materials and its impact on their listening comprehension. Moreover, in the context of Indonesian high schools, research integrating authentic listening materials, especially news, is still rare. Students' perception of learning methods is an important factor in understanding the effectiveness of these methods.

Student perception plays a crucial role in their motivation and engagement in the learning process. Students who view a method as beneficial tend to be more motivated and actively involved in learning activities. For example, if students perceive that listening to news articles provides added value, they

will be more inclined to participate actively. Conversely, methods that are perceived as difficult or uninteresting can hinder their progress (Abednego et al., 2023). Moreover, student perception has a direct impact on learning outcomes. Positive perceptions can enhance motivation, which in turn leads to better academic performance, while negative perceptions can result in disengagement and lower academic achievement (Cho et al., 2021). Research on student perception also serves as an important basis for teachers and curriculum developers to make instructional improvements. By understanding the challenges students face, authentic materials like news articles can be adapted to better meet their needs and interests (Jumroh et al., 2019) .

Studying the perceptions of high school students is crucial because they are at a stage where their need for language skills is significantly increasing. These language skills are not only necessary for academic purposes but also for their future professional careers. Understanding students' perceptions of language learning methods is key to ensuring they remain motivated and engaged in the learning process. Student perceptions also have a significant impact on their

motivation and involvement in learning activities. If they find the methods used to be beneficial, they will be more motivated and actively participate, whereas methods that are considered difficult or uninteresting may hinder their progress (Setyawan & Haryati, 2024). Additionally, high school students have more advanced cognitive development, which enables them to understand more complex contexts, such as those presented in news articles. This cognitive development makes them more prepared to analyze and interpret information effectively, making them more responsive to learning through authentic materials like news articles (Setyawan & Haryati, 2024). Furthermore, as students prepare for their future careers, it is important to develop strong communication skills, including listening and comprehension. By studying their perceptions, educators can tailor teaching methods to meet these needs, ensuring that students are ready for the professional world, where effective communication is essential.

Previous research conducted by Khoiriah & Thohir (2023) has discussed the use of authentic materials in language learning, but there are still some gaps that have not been explored. One significant gap is how

students' perceptions of the use of news can affect their motivation and learning outcomes. Students' perceptions of the use of news in listening exercises are still not fully understood. More specific research on how students' perceptions affect their motivation and learning outcomes in the context of news use is still very limited. In listening skills although the use of news has been recognized as one of the effective methods in improving listening skills, there is still a need for further research to understand how students' perceptions affect the effectiveness of this method. Good listening skills are essential for effective communication, and understanding how students interact with news can provide deeper insights into how to improve these skills.(Khoiriyah & Thohir, 2023)

This gap in understanding regarding student perceptions is particularly important as perceptions can greatly affect learning outcomes. Therefore, this study aims to bridge the gap by investigating high school students' perceptions towards the use of news as a listening practice medium and how these perceptions may affect their listening comprehension improvement.

Gaps in previous research have highlighted the use of authentic materials in language learning, including

news, but there are still some significant gaps that need to be further explored. One of the main gaps is how students' perceptions of news can affect their motivation and learning outcomes (Yavani, 2017). Although the use of news in listening exercises is recognized as an effective method to improve these skills, there is limited research on the impact of students' perceptions on their motivation and the effectiveness of this method. A deeper understanding of how students interact with news can provide important insights for improving listening skills and effective communication.(Yavani, 2017)

This research has great significance for high school students, who are at a more advanced stage of cognitive development and are beginning to face an increased need for language skills, both for academic purposes and professional preparation. By understanding how their perceptions of news usage can affect listening skills, this study can contribute to the overall improvement of such skills (Jumroh et al., 2019). In addition, this study has the potential to make a significant contribution in improving students' listening skills by understanding how their perceptions affect motivation and learning outcomes in the context

of news. This allows educators to design more effective learning strategies, which can motivate students and facilitate their learning process. The implications of this research can also influence the revision of language learning curricula and methods in schools, by developing curricula that are more responsive to students' needs and improving the quality of language education. Thus, this research has the potential to help prepare students to communicate effectively in various contexts.

The results of this study can assist teachers in designing more effective teaching methods for listening practice in various ways. First, the research shows that the use of appropriate listening strategies, such as Bottom-Up and Top-Down strategies, can improve students' listening skills by helping them understand the material better (Yaqin, 2013). In addition, research also underscores the importance of addressing listening difficulties, such as different accents and speaking speeds. Strategies such as creating your own materials and emphasizing the use of vocabulary can help overcome these challenges (Yaqin, 2013). To increase student motivation, research shows that making the learning process more

interesting through the use of audio-visual media and group discussions can be very effective (Amerstorfer & Freiin von Münster-Kistner, 2021). In addition, the integration of technology in learning, such as the use of YouTube media, can motivate students and make it easier to understand the material (Maulina et al., 2022). Finally, curriculum development that is responsive to students' needs - taking into account their interests and abilities - can make learning more relevant and effective. (Amerstorfer & Freiin von Münster-Kistner, 2021)

Thus, this study is crucial to understand how students' perceptions of the use of news can affect their motivation and learning outcomes in the context of listening skills. The results of this study can be used to improve the quality of language education and prepare high school students to communicate effectively in various contexts.

B. Research Question

The researcher toward the topic investigated tries to get an answer to the following questions:

1. How do Senior High School students perceive the use of news as an English listening exercise?

2. What benefits and challenges do Senior High School students perceive in improving English listening skills through news?

C. Research Objectives

1. This study aims to explain high school students' perceptions of using news as a listening exercise in English language learning.
2. The study aims to describe the benefits and challenges Senior High School students perceive in improving English listening skills through news.

D. Limitation of the research

1. Scope of Participants: This study is limited to senior high school students in specific schools or areas, namely SMA N 8 Semarang, and only 18 students from grades 10, 11, and 12, with six students in each grade level, which may limit the generalization of findings to other schools or a broader population.
2. Focus on Listening Skills: The research concentrates solely on listening skills, without exploring the impact on other language skills such as speaking, reading, or writing.

3. **Material Source:** The study focuses on news as a listening material, without including other types of listening sources like podcasts or dialogues, which may also benefit listening comprehension.

E. Significance of Study

1. Theoretical Benefits:

The theoretical benefits of the research are that it contributes to the field of English language teaching by providing insight into the effectiveness of authentic materials, such as news, in language learning and also extends the existing literature on listening skill development by highlighting the specific advantages and potential difficulties students face when using news for listening practice.

For a researcher of this study can provide a strong basis for broader follow-up research, such as comparing the effectiveness of various types of authentic materials (news, podcasts, movies, etc.) in listening learning. This research also encourages the development of research methods, where future researchers can use a quantitative or mixed-method approach to measure the effect of

perception on learning outcomes more objectively. In addition, the focus of research can be expanded not only on listening skills, but also on other language skills such as speaking and vocabulary acquisition. The findings and conceptual framework in this thesis also provide useful theoretical and practical references for other researchers interested in the topic of student perceptions of the use of authentic materials. On the other hand, this study also identified research gaps in the form of limitations in the context, number of participants, and skills studied, thus opening up opportunities for further studies with a more comprehensive design.

2. Practical Benefits:

The benefits for educators This research offers English teachers a better understanding of how to use news to improve student engagement and listening skills, helping them to choose appropriate news sources and formats. While the benefits for students, by identifying common challenges and benefits, this research can guide students in better utilizing news as a tool to strengthen their listening skills, promoting independent language learning.

And the benefit for curriculum developers is that the insights from this research can assist curriculum developers in incorporating authentic listening materials such as news into lesson plans, supporting the development of language skills in a practical way.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains about the previous study, a review of related literature, and a conceptual framework.

A. Previous Study

To support this research, the author took five relevant researchers as previous research. These studies have some similarities and differences with researchers that can improve the quality of the research itself. The first is research conducted by Joselin Mabel Ávila Castillo and Marcia Iliana Criollo Vargas in 2023, this study examined seventh grade students' perceptions of the benefits of using authentic materials delivered through technology to improve listening skills. While my research focuses on high school students, both studies share the same goal of improving listening skills through authentic materials, highlighting their relevance. The action research model used, which combined quantitative and qualitative approaches, provided valuable insights into students' responses and emphasised the importance of

considering perceptions, which is relevant to my research. Despite the different levels of education, the positive feedback from primary school students suggests that similar methods can be effective for older students. The research findings, which show that authentic materials improve listening skills, motivation, social interaction and learning comfort, support the premise of my research. In addition, the use of technology in delivering these materials adds a modern dimension to my research, confirming that authentic materials, especially when integrated with technology, can improve listening skills at different levels of education.(Avila Castillo & Criollo Vargas, 2023)

The second is research conducted by Thai Bao Ngoc Cao and Diem Bich Huyen Bui in 2023, this study examined the perceptions of 118 intermediate level linguistics students at the International University, Vietnam, regarding the use of podcasts to improve listening skills outside the classroom. The findings of this study revealed that participants had a positive perception of the benefits of podcasts in improving their ability to understand spoken language, providing a fun and entertaining experience, and offering flexibility outside of the traditional classroom

environment. This study supports my research entitled ‘The Effect of Listening Exercises Based on Authentic Materials on Senior High School Students’ Listening Skills,’ as both studies highlight the effectiveness of authentic materials, such as podcasts, in improving listening skills. Despite different contexts and age groups, the positive results regarding the use of podcasts in developing listening skills suggest that authentic materials, including podcasts, can provide similar benefits across different language learning contexts, which reinforces the aim of my research.(Cao & Bui, 2023)

The third is a research conducted by Gusnadia, Entis Sutisnaa, and Ahmad Supriyanto in 2023, this study supports my research hypothesis that authentic materials have a positive impact on listening skills. The quasi-experimental design with pre and post tests validates their results, offering a reliable methodology that complements the approach I will use. Although their participants were second-year students, the positive results observed suggest similar benefits for high school students in my study, which strengthens the credibility of my research. The significant differences found in listening comprehension, as

reported in their results, align with my focus on the effectiveness of authentic materials, thereby supporting the anticipated outcomes of my research. (Gusnadi et al., 2023)

The fourth is a research conducted by Tran Ho Thu Thuy and Le Van Tuyen in 2024, this study examined the impact of using TED Talks as authentic materials on the English listening skills of eleventh grade students at a high school in Ho Chi Minh City. The findings showed that TED Talks could improve students' English listening skills, and most students found TED Talks useful for improving their listening skills, despite recognising the challenges associated with learning through TED Talks. This study supports my research entitled 'The Effect of Listening Exercises Based on Authentic Materials on the Listening Skills of Senior High School Students,' as both studies highlight the effectiveness of authentic materials in developing students' listening skills. Despite recognising the challenges, the positive results associated with TED Talks suggest that authentic materials, if applied correctly, can significantly improve listening skills in a variety of educational

contexts, which is in line with the objectives of my study. (Thuy & Tuyen, 2024)

The fifth is researched by Sofia Uswatunisa in 2022, this study examines students' perceptions of speaking practice in online classroom activities at MAN 01 INHIL showing that students have negative perceptions of these activities, with the main barriers being anxiety, shyness, lack of confidence, difficulty in pronunciation, and grammar. These results provide a relevant perspective for my research on students' perceptions of the use of news in English listening exercises, which explores the benefits and challenges in improving listening skills. While this study differs from mine in skill focus (speaking vs. listening), method (quantitative vs. qualitative), and context (online classroom vs. use of news), there are similarities in psychological factors such as anxiety and lack of confidence, which may also affect listening skills. The specific challenges found, such as pronunciation and grammar difficulties in speaking, can be compared to listening challenges, such as understanding accents, the speed of news delivery or complex vocabulary. By using qualitative methods, my research can delve deeper into how news as a listening

material affects students' perceptions and whether it can reduce psychological barriers, increase engagement, or create new challenges compared to other online practices.(Uswatunisa & Anastasia, 2022)

B. Literature Review

1. Perception in Language Education

In educational psychology, perception is defined as the way students perceive and interpret their learning experiences, which affects their motivation and engagement. This includes how students perceive their environment, the materials they use, and their interactions with peers and instructors. Understanding students' perceptions of learning materials such as news helps educators tailor content to improve listening skills outcomes. Perceptions are influenced by various factors, including prior knowledge, cultural background, and emotional responses, which together create a unique lens through which each student experiences learning. Research by Marhana Rullu (2022) showed that high school students often perceive listening as challenging due to anxiety, complex vocabulary, and fast speaking speed,

which impacts their motivation. This perception highlights the need for supportive teaching practices to reduce barriers in listening tasks.(Rullu, 2022)

In the learning environment, students' perceptions are shaped by three main components, namely sensory input, cognitive processing and emotional response. Sensory input refers to the information students receive through their senses, such as hearing and vision, during the learning process. This information is then cognitively processed, where students analyse and interpret the material based on their existing knowledge and beliefs. In addition, emotional responses also play an important role in shaping perceptions, as students' feelings towards a material or activity can influence their engagement in learning. The interaction of these three components contributes to shaping students' educational experience, which ultimately affects their motivation and learning outcomes.

Several factors influence how students construct perceptions of their educational environment. Personal experience is one of the

main factors, where previous learning experiences, both positive and negative, can influence students' confidence and interest in learning. In addition, interest and motivation also play an important role; students who find a subject interesting tend to have a more positive perception of it. This motivation can stem from intrinsic factors, such as personal interest in the material, as well as extrinsic factors, such as grades and rewards. Another important factor is environmental interaction. A positive classroom environment, including teacher support, peer relationships and availability of resources, can shape favourable perceptions of learning. Conversely, a less favourable environment may hinder students' engagement in the learning process. Therefore, educators need to understand these factors in order to create an effective learning environment that suits students' needs.

Student perceptions also have significant relevance to the effectiveness of authentic materials in language teaching, especially in improving listening skills. Authentic materials, such as podcasts, videos and real-life conversations, can provide a more real context for

language use, thus improving students' comprehension. However, their effectiveness largely depends on how students perceive the materials. Engagement and motivation are key factors in determining the success of using authentic materials. Research shows that students who find authentic materials relevant and interesting are more likely to engage deeply with the content (Avila Castillo & Criollo Vargas, 2023). For example, seventh grade students who used materials such as TED Talks and podcasts reported improved listening skills(Wu, 2020). In addition, students' comfort level with the materials is also influential; students who feel familiar with the format or content of authentic materials are more willing to take risks in language use (Cao & Bui, 2023). Cultural relevance is also a key factor, where materials that reflect students' cultural background or interests can improve their understanding and retention of the language learnt. When authentic materials are related to students' experiences, the connection between learners and the new language they are learning is stronger (Huynh & Dan, 2022). Thus, understanding

students' perceptions of authentic materials is crucial to creating more effective and meaningful language learning.

Understanding the concept of perception in education is crucial to improving the language learning experience. By understanding how personal experiences, motivations and environmental interactions shape students' perceptions, educators can more effectively utilise authentic materials to improve listening comprehension and overall language acquisition.

2. Theories of Listening Skills in Foreign Language Learning

Listening is an essential component of language acquisition, with active listening strategies and comprehension support to enable students to engage effectively with English in real-life contexts, which includes several cognitive processes and skills that contribute to effective communication. This discussion addresses basic theories about listening skills, including definitions, cognitive processes, and the importance of listening practice in language learning.(Nazarieh et al., 2022)

Listening is defined as an active process that involves receiving, interpreting and responding to spoken messages. This process goes beyond just hearing sounds but also involves contextual understanding, inference making, as well as interpretation of non-verbal cues. Contextual understanding is crucial as it helps the listener interpret meaning based on the situation and environment of the communication. Moreover, listeners often have to infer the speaker's intent or the meaning of a particular phrase by relying on prior knowledge and the context of the conversation. Last but not least, non-verbal communication such as body language, facial expressions and gestures also play a role in supporting understanding, so effective listening requires skills to pick up on these cues (Banupriya & Aravind, 2023). These factors suggest that listening is not a passive process, but rather a complex cognitive engagement.

Listening comprehension also involves several cognitive processes that are essential in understanding spoken language. One of the key processes is decoding, i.e. the translation of speech

into relevant meaning, which requires an understanding of vocabulary and grammar. After that, listeners construct meaning by integrating new information with prior knowledge, which often involves synthesising ideas and drawing inferences from the information heard. In addition, contextual processing also plays a role in supporting effective listening comprehension, as listeners need to be able to recognise contextual clues that inform their interpretations, including cultural references and situational nuances (López et al., 2020). These cognitive processes are crucial in the development of language skills, as they help listeners understand language more deeply as well as facilitate the retention of information for future use.

Listening is a fundamental component of language learning as it enables students to process and respond to information accurately. Various studies emphasise the importance of direct listening practice in the classroom to strengthen language comprehension (Teng, 2023). One of the main reasons why listening skills are so important is because listening serves as the foundation for

other language skills, such as speaking, reading and writing. Skilled listeners are better equipped to produce language effectively because they have internalised speech patterns and vocabulary through exposure. In addition, regular listening practice enhances students' understanding of different accents, speech rates and communication styles, which is very useful in real-world interactions (Banupriya & Aravind, 2023). Furthermore, active engagement in listening exercises encourages students to be more responsive and interactive in learning, thereby increasing their confidence and reducing the anxiety that often arises when speaking in a foreign language (López et al., 2020). Thus, listening skills not only support overall language acquisition, but also strengthen other aspects of language that are crucial in communication.

In an effort to improve listening skills, active listening strategies are very important, especially in dealing with complex and fast-moving information, such as news broadcasts. One effective strategy is contextual prediction and comprehension, which helps students identify

language patterns and improve their understanding of the content (Duan & Qiu, 2022). However, some factors may also affect students' listening comprehension, such as accent, speech rate, and cultural context. Secondary school students, for example, often have difficulty in understanding different accents or unfamiliar topics in the news, which can impair their comprehension and reduce interest in listening (Diwaly Muhammed & Bahri Abduljabbar, 2023). Therefore, it is important for educators to introduce a variety of strategies and provide exposure to a wide range of language variations so that students can become more familiar with the dynamics of spoken communication that they encounter in real life.

3. The Use of Authentic Materials in English Language Learning

Authentic materials are unmodified, real-world language sources, which provide students with practical language exposure. Using news enables vocabulary expansion and insight into native language structure, supporting language acquisition (Tran, 2023). Authentic materials are resources created for native speakers of a language

and are intended for use in everyday communication rather than educational purposes.

They include:

Examples: Newspapers, radio broadcasts, podcasts, movies, advertisements, and websites.

Conversely, non-authentic or simplified materials are specifically designed for language learners. These often show organized vocabulary and grammatical structures, which may not reflect the complexity and variability of natural language use. Authentic materials give students access to real language use, idiomatic expressions and cultural nuances.

The integration of authentic materials in language learning provides a range of significant benefits. One of the main advantages is their relevance to real life, where authentic materials connect classroom learning to real-world contexts, thus making language more applicable and meaningful to students. In addition, the use of materials that reflect current events or cultural phenomena can increase students' motivation and interest in learning. Exposure to natural language is also a major advantage, as learners can

encounter a variety of accents, colloquialisms and speech patterns that help them in improving their listening as well as speaking skills. However, despite its many benefits, the use of authentic materials also faces some challenges. One of them is linguistic complexity, where these materials often contain complex vocabulary and structures, which can be a barrier for students with lower proficiency levels. Unfamiliarity with cultural references or idioms in authentic materials can also hinder students' understanding. For example, news is often perceived as challenging material due to the speed of delivery and the complexity of vocabulary used by broadcasters, which can increase listening anxiety (Guswita & Sugirin, 2021). Therefore, educators need to balance these benefits and challenges by selecting appropriate materials and providing adequate support to help students understand the content better.(Puspita & Suswanto, 2023)

News is one form of authentic material that is very effective for listening practice, especially for secondary school students. The advantage of news as teaching material lies in its relevance to

students' lives, where news that discusses current issues can encourage participation and discussion in class. In addition, news is available in various formats, such as video reports, audio broadcasts and written articles, which allows teachers to adapt activities to different learning styles. Exposure to news broadcasts also helps students recognise clear articulation and the use of more standard language, which is very useful in improving their listening skills. More than just a listening exercise, the analysis of news content also encourages students to think critically about the information they receive, thus expanding their understanding beyond linguistic aspects alone. Nonetheless, challenges such as linguistic complexity remain a concern in using news as teaching materials. Therefore, the selection of news appropriate to students' level of understanding as well as appropriate teaching strategies are necessary for this material to be used effectively in language learning. Thus, news is an efficient source of listening practice due to its relevance, variety of formats, and potential to stimulate critical thinking

among secondary school students.(Cimermanová, 2021)

4. Benefits and Challenges of Using News for Listening Practice

a) Benefits of Using News for Listening Practice

Using the news as a listening exercise in language learning has significant benefits. One of the main advantages is vocabulary enhancement, where engagement in news broadcasts introduces students to diverse terminology, including current and relevant vocabulary. This exposure helps students understand the use of words in the right context, which is crucial for all-round language acquisition. A study by Karimi et al. (2020) emphasises that the use of authentic materials, such as news articles, significantly contributes to students' vocabulary acquisition as well as comprehension skills (Karimi et al., 2020). In addition, news also provides exposure to natural language use. News content reflects authentic spoken language, including idiomatic expressions, sentence structure variations, as well as colloquialisms

often used by native speakers. This exposure to natural language patterns helps students understand how English is used in real life, thus improving their ability to speak and understand conversations better. Studies also show that students who frequently interact with authentic materials have better listening skills as they are more familiar with the language patterns used in everyday communication.

In addition, news also plays a role in enhancing students' cultural awareness. Various coverage of global events and social phenomena provide insights into different cultures, thus enriching students' learning experiences. The cultural context in news makes learning more interesting and relevant, especially as students can discuss current events and their implications for society. Thus, news serves not only as a source of information, but also as a tool to broaden students' perspectives on the world. Another benefit is improved listening comprehension. Students who regularly practice listening to

news content will become familiar with different accents, speaking speeds and delivery styles, which is crucial in improving their ability to understand spoken language. A study by Khoshsima and Khosravi (2021) found that students who were active in news listening exercises experienced significant improvements in their listening comprehension skills. Thus, news as an authentic material not only expands vocabulary and improves language comprehension, but also enriches students' cultural insights as well as listening skills in a broader context.(Khoshsima & Khosravi, 2021)

b) Challenges of Using News for Listening Practice

While news has many benefits as listening practice material, its use also faces some challenges that can hinder student comprehension. One of the main challenges is the difficulty in understanding fast speech. News broadcasts are often delivered at a fast pace, which can make it difficult for students

to capture information thoroughly. Many students experience frustration when unable to keep up with the fast-paced style of speech, which ultimately decreases their comprehension of the news content. Research conducted by Chen (2020) shows that the speed of speech in authentic materials often causes anxiety in students, hindering the effectiveness of learning.(Chen, 2020)

In addition, complex news topics are also an obstacle for many students. News often addresses issues that require certain background knowledge, such as politics, economics or science. If students do not have sufficient prior knowledge or vocabulary on the topic, they will find it difficult to understand the meaning and context of the news presented. Linguistic complexity is also a challenge in using news as teaching material. News articles and broadcasts often use complicated vocabulary and complex sentence structures, which can be a barrier for students with lower levels of language proficiency. Difficulty in understanding the vocabulary or

concepts used in the news can make students lose focus and feel insecure in their listening skills.

In addition to the language aspect, cultural references in the news can also be an obstacle to students' comprehension. Many news reports contain terms, idioms or cultural references that may be unfamiliar to students from different backgrounds. This can make it difficult for them to understand the message that news broadcasters want to convey. However, this challenge can be overcome with the right approach, such as providing context before listening, introducing key vocabulary, and using scaffolding strategies in learning. Thus, while news can be an effective source of listening practice, educators need to consider these challenges to keep students motivated and able to understand the material optimally (Zhdanov & Baklanov, 2020).

In conclusion, using news for listening practice in English language learning provides valuable benefits such as vocabulary enhancement, exposure to natural language

use, cultural awareness, and improved listening comprehension. However, challenges such as speaking speed, complicated topics, linguistic complexity, and cultural references must be overcome to optimize the effectiveness of this approach. Educators should consider these factors when selecting news materials and provide appropriate support to help students overcome these challenges effectively.

C. Conceptual Framework

Table 2.1 Conceptual Framework

Aspect	Key Variabels	Explanation
1. Relationship Between Perception and Effectiveness	<ul style="list-style-type: none"> - Student Perceptions - Motivation - Attention - Comprehension 	Positive perceptions enhance focus and understanding; negative perceptions reduce the effectiveness of listening.

2. Impact of News on Listening Skills	<ul style="list-style-type: none"> - News Characteristics (novelty, variety of topics, real-world context) - Listening Process - Learning Outcomes 	News provides authentic and contextual input that supports the development of listening skills
3. Benefits and Challenges	<ul style="list-style-type: none"> - Benefits (topic relevance, student interest) - Challenges (fast speech, accents, complex terms) 	These factors shape students' perceptions and indirectly affect their listening learning outcomes.

1. The Relationship between Student Perceptions and the Effectiveness of News Listening Exercises

This framework focuses on how high school students' perceptions of using news as a listening exercise medium can affect the effectiveness of the exercise. Students' positive perceptions (such as interest in news content and motivation to learn) are expected to increase the effectiveness of the

listening exercise. Conversely, if students have negative perceptions, the effectiveness of the exercise may be reduced. A diagram or conceptual model can be developed to demonstrate this relationship, showing how students' perceptions can influence factors such as attention, comprehension and listening learning outcomes.

2. Impact of Using the News on Improving Listening Skills

This section illustrates the relationship between the use of news as a listening practice medium and the improvement of students' listening skills. It shows how the characteristics of news - such as novelty of information, variety of topics, and use of context-appropriate language - help students improve their listening comprehension. A conceptual model can be developed to illustrate how news, through a variety of words, phrases, intonation, and real contexts, contributes to the development of listening skills.

3. Framework for Benefits and Challenges in News Listening Exercises

This framework aims to analyze the factors that influence students' perceptions of the benefits

and challenges of using news in listening exercises. For example, benefit factors might include the relevance of the news topic which makes students more interested and motivated. Meanwhile, challenges could include language difficulties (such as speaker accent, speaking speed, and complexity of terms). Thus, this framework highlights how students perceive the benefits and challenges of using news as listening practice materials, which will directly or indirectly affect

CHAPTER III

RESEARCH METHOD

This chapter discussed research design, participant, instrument, data collection, and data analysis used in the present study.

A. RESEARCH DESIGN

In this study, the researcher will use a descriptive qualitative research design to explore high school students' subjective experiences and views towards using news as a listening exercise in English. The qualitative approach allows for a deeper understanding of students' perceptions, thoughts, feelings, and interpretations regarding news-based listening practices (Denzin & Lincoln, 2003). The research design included semi-structured interviews, and group discussions to enable participants to share individual experiences as well as discuss and develop their ideas in a group setting. This dual approach generates rich data and allows triangulation to validate the findings (Tenny et al., 2022; Flick, 2006).

Qualitative research was applied to obtain comprehensive and in-depth data analysis. Which is that qualitative research can claim constructivist

towards knowledge, ethnographic design, and behavioural observation. In this context, researchers seek to determine the meaning of a phenomenon from the perspective of participants. This suggests identifying groups with similar cultures and analysing the development of their collective behaviour patterns over time (Tenny et al., 2022).

Qualitative research methods used by researchers to explore and understand the meaning given by individuals or groups to a social or humanitarian problem (Doyle et al., 2020). The research process includes emergent questions and procedures, with data generally collected in the form of interview transcripts. Data analysis is done inductively, moving from particulars to more specific general themes, where the author provides an interpretation of the meaning of the data (Koh & Owen, 2000).

B. PARTICIPANT

This research was conducted at SMA Negeri 8 Semarang, a public high school in Semarang, Indonesia. This school was chosen because it has a diverse student body and a structured English curriculum, which allows students to have access to a

variety of English learning resources, including news. Conducting research at SMA Negeri 8 Semarang provided insight into how students at different grade levels perceive and experience the use of news as a tool for developing English listening skills.

The research involved 18 students divided evenly into three grade levels, namely grade 10 consisting of 1 male and 5 female students, grade 11 consisting of 1 male and 5 female students, and grade 12 consisting of 2 male and 4 female students, with an age range of 15-19 years old with each grade level consisting of six students.

Participants were selected using purposive sampling, where the researcher first visited the school and met with English teachers to discuss participant selection. Participants were selected and recommended directly by English teachers at SMA Negeri 8 Semarang to ensure that, first, they had relevant experience in English listening practice and, second, they were willing to share their perceptions of the use of news media in learning. Each student involved had been exposed to news material as part of their English language learning, enabling this study to explore diverse responses regarding the effectiveness and

challenges of understanding news as teaching material. Additionally, the sample size selected was deemed sufficient to allow for in-depth qualitative analysis while maintaining a balanced representation of various grade levels to gain a broader perspective on students' experiences in listening to English news.

C. INSTRUMENT

The instrument used in the research was semi-structured interviews. An interview guide was developed to guide the conversation in semi-structured interviews, providing a balance between clear direction and flexibility in topic exploration. The main questions in the interviews covered students' initial reactions to the use of news as a listening practice tool, their perceptions regarding the improvement of listening skills, challenges faced during the learning process, as well as their recommendations regarding the use of news in English classes. This approach allowed the interviews to proceed naturally, while focusing on the main aspects to be explored.

To strengthen the series of research steps, documentation was also used as part of the data collection process. This included transcripts of the

interviews, as well as other supporting documents related to the research. The researcher prepared a mobile phone as a communication tool as well as a recording device to document conversations during interviews, which were then used for further analysis. In addition, documentation also included the collection of photographs and audio recordings that helped to ensure the accuracy of the data and provide a more comprehensive picture of the research process. With systematic interviews, and documentation, this study was able to obtain rich and in-depth data to understand how students experience and respond to the use of news as a listening exercise in English language learning.

D. DATA COLLECTION

This research utilised the main technique for data collection, semi-structured interviews. Semi-structured interviews were conducted individually with each of the 18 participants to explore their perceptions and personal experiences in using news as a listening exercise. The interviews were conducted online through the whatsapp application either by private chat or telephone/VC, the researcher contacted the students

personally to gather them and ask for their consent as participants, after they agreed to be participants the researcher gathered them in a Whatsapp group to make it easier to communicate and provide direction. After that, the researcher provided guidelines that they would do as participants in this study.

After providing direction or guidance, the researcher provides an interview format. This interview format provided flexibility for the researcher to explore emerging topics in more depth, while still following the guide questions that had been designed. The interview questions were designed to encourage students to reflect on their experiences, identify the challenges they faced, and evaluate the benefits they gained from using news in English language learning. All participants were able to answer the interview questions via chat/VN or telephone/VC. The researcher allowed 3 days to be contacted via private chat or video call after the interview format was given, and students could choose what time and day to do so, so that they could be flexible at home in answering the interview questions and without disturbing their busy school schedule. By using semi-structured interviews, this study was able to gain a more comprehensive

understanding of how students experience and interpret news listening exercises in their English language learning.

E. DATA ANALYSIS

Data analysis in this research used a thematic analysis approach which involved identifying, analysing and reporting patterns in the data (Braun & Clarke, 2006). Firstly, the process began with familiarisation of the data with the interview transcriptions, where the researcher read and reviewed the transcripts to gain an initial understanding and began to identify salient responses in understanding the students' responses. The second step was to generate initial codes, where the data was broken down into meaningful parts and coded based on common phrases, expressions, and ideas. Codes are given descriptions based on experiences, challenges, and benefits of using news as a listening aid.

Thirdly, in finding themes, the codes were grouped into main themes such as engagement, news relevance, improved listening skills, comprehension challenges, and motivation. This step aims to organise the data into thematic categories that answer the research questions.

The identified themes were then reviewed to ensure that they accurately reflected the data and answered the research questions. The themes were revised or combined as needed to maintain consistency. Fifth, each theme was clearly defined, with subthemes or categories needed to capture specific aspects of the students' perceptions and experiences. This is to define and name the themes. Finally, the final themes were presented in the findings chapter, with direct quotes from the interviews to illustrate each theme, used to report the findings.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher will outline the findings on students' perceptions of using news for listening practice and the benefits of improving listening skills as well as the challenges of using news as listening practice. To obtain the data, the researcher conducted customised interviews. The researcher prepared a list of interview questions in this study.

1. Perceptions of the Use of News as Listening Practice

Table 4.1 Perceptions of the Use of News as Listening Practice

Main Theme	Code/ Subtheme	Interpretation	Supporting Literature	Student Quote
1. Perceptions of the Use of News as Listening Practice	Positive Perception	News offers authentic English exposure and boosts student motivation	Avila Castillo & Criollo Vargas (2023)	"At first, I found it quite difficult... but over time, I felt more confident." – Anindya (Grade 10)
	Mixed interest based on topic	Interest depends on relevance; entertainment preferred over politics/economy	Rullu (2022); Setyawati & Haryati (2024)	"Sometimes it's boring, but if the topic is interesting, I enjoy it more." – Alivia (Grade 11)

	Formal English exposure	Students become familiar with sentence structure in official contexts	Amanda (Grade 12); Richards (2001)	"I became more familiar with sentence structure used in official communication." – Amanda (Grade 12)
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The use of news in English as part of listening practice offers a unique and effective, yet challenging, way for students to improve their language skills. Many SMAN 8 Semarang students report mixed feelings about this method. At first, they often struggle with rapid speech and unfamiliar vocabulary, which can cause confusion or stress. For example, Anindya, Aiko, Mirza, and several other students felt confused at first, but found that consistent practice made it easier over time (*"At first, I found it quite difficult and a bit mentally challenged, especially because of the speed of speech and unfamiliar vocabulary. However, over time, I felt more comfortable and confident."* (Anindya, Class 10)). Similarly, Alivia admitted to feeling bored but appreciated the opportunity to learn new things (*"I find listening to the news boring sometimes, especially if the topic is too serious or formal. However, if the news is*

about something interesting, such as about films, music or celebrities, I can enjoy it more.” (Alivia, Class 11)). Others, such as Lovely, Fairuz, Ajeng and Novia, found the process challenging but rewarding and even fun, as it improved their listening skills and made them familiar with native accents. Vella and Nadia also noted that, although initially confused, listening to the news eventually boosted their confidence and they enjoyed the learning experience.

(“Sometimes a little confused about what was explained in the news” (Nadia, Class 12)).

The students showed mixed perceptions towards the use of news as an English learning medium. Most students agree that news can be a useful learning resource, but they also recognize the challenges in understanding the content of news in English. On the positive side, news is considered to be able to enrich students' vocabulary, especially formal vocabulary that is not often found in textbooks, as well as help improve understanding of sentence structure in official contexts. Alivia, student, stated that, *“The benefit is that I can increase my formal vocabulary*

and become more accustomed to clear delivery in English.”(Alivia, Class 11) Similarly, Amanda added, *“News introduces a lot of new vocabulary that I don’t find in textbooks.”(Amanda, Class 12)* In addition to expanding vocabulary, news is also considered effective in practicing listening skills, especially in dealing with the speed at which native speakers speak. Amanda explained further, *“I felt an improvement in understanding the speed of speech, as well as formal vocabulary that is often used in professional contexts. In addition, I became more familiar with the sentence structure used in official communication.”(Amanda, Class 12).* In terms of topic preference, entertainment, sports and technology news were favored as they were perceived to be lighter and more interesting. Lovely, a Grade 10 student, said:

“I prefer entertainment news because it is more relaxed and the language is easy to understand.”(Lovely, Class 10).

However, there were also some negative perceptions shared by students. Some students find it difficult to understand news with political or economic themes, because many terms are

unfamiliar and use language that is too formal. Nadia, a grade 12 student, said, *“Political news is very difficult to understand because there are many formal terms.”* (Nadia, Class 12) In addition, the speed at which news anchors speak is also a challenge. Mirza, a grade 10 student, stated, *“I have trouble following the news because the anchors speak too fast.”* (Mirza, Class 10). Many also found that compared to other learning media such as movies or songs, news was more boring and less interesting.

These findings suggest that although news has great potential as an English language learning tool, the effectiveness of its use is highly dependent on the degree to which the topic matches students' interests as well as the complexity of the language used. Therefore, the selection of relevant news topics and appropriate delivery strategies are key in optimizing the role of news in learning.

2. Benefits and Challenges of Improving Listening Skills using the News

Table 4.2 Benefits of Improving Listening Skills using the News

Main Theme	Code/ Subtheme	Interpretation	Supporting Literature	Student Quote
2. The Benefits of Improving Listening Skills	Vocabulary expansion	Students gain access to academic and formal vocabulary	Karimi et al. (2020); Khoshsima & Khosravi (2021)	"News introduces a lot of new vocabulary that I don't find in textbooks." – Amanda (Grade 12)
	Native speaker familiarity	Exposure to real speech improves confidence and comprehension	Cao & Bui (2023); Izadi et al. (2018)	"I became more familiar with the way native speakers speak." – Chandra (Grade 12)
	Listening comprehension	Students improve at extracting key information quickly	Khoshsima & Khosravi (2021); Teng (2023)	"Listening to the news makes me faster in capturing important information." – Nadia (Grade 12)
	Exam readiness	Listening to news helps prepare for formal assessments	Khoshsima & Khosravi (2021)	"This exercise is very helpful during the English listening exam." – Rizqi (Grade 12)

SMA 8 Semarang students realised that news listening exercises provide a range of benefits that support their English learning. In addition to improving language skills, the exercise also helps in cultural understanding as well as building self-confidence. Students of different levels recognised the practical benefits of engaging with authentic news content, although they faced some challenges in the process.

One of the main benefits that students perceived first was an increase in vocabulary and understanding of context. News introduces new words in real-life situations, making them easier to understand and remember. *“I became more familiar with many new words that are often used in the news,” (Fairuz, class 11).* Secondly, listening to news from various sources also helps students practise understanding different accents and speaking speeds. By getting used to listening to different speaking styles, they become more comfortable when listening to native speakers' conversations.

“I became more familiar with the way native speakers speak,” (Chandra, class 12).

The third benefit is the students' increased concentration and ability to understand information in a short period of time. The exercise teaches them to focus more while listening, which in turn helps in capturing the gist of the news more quickly. *“Listening to the news makes me faster in capturing important information,” (Nadia, class 12).* In addition to the fourth, good listening skills are also very useful in exam preparation and daily

communication. Students feel more confident in answering listening exam questions and understanding real-life conversations. *“This exercise is very helpful during the English listening exam,” (Rizqi Ramadhan, class 12).* With these benefits, listening to news in English is an effective strategy in improving students' language skills.

Table 4.2 Challenges of Improving Listening Skills using the News

Main Theme	Code/ Subtheme	Interpretation	Supporting Literature	Student Quote
3. Challenges in Using News as Listening Practice	Fast speech	Fast delivery hinders understanding, especially for lower proficiency learners	Chen (2020); Zhdanov & Baklanov (2020)	“I miss a lot of information because the anchor speaks too fast.” – Vella (Grade 11)
	Complex vocabulary and topics	Political/economic content is difficult due to unfamiliar words and concepts	Rullu (2022); Puspita & Suswanto (2023)	“There are many terms that I have never heard before.” – Novia (Grade 12)
	Lack of visuals	Absence of visual aids reduces comprehension compared to	Diwaly Muhammed & Bahri Abduljabbar (2023)	“I find it easier to understand films because they have visuals.” – Nonik (Grade 12)

		film- based media		
	Low interest in certain topics	Students prefer engaging, relatable topics like entertainment	Setyawan & Haryati (2024)	"I only like news about technology and entertainment, everything else is too boring." – Mirza (Grade 10)

Despite its many benefits, students at SMAN 8 Semarang face several challenges in understanding news in English. Using news as a listening exercise presents various obstacles, especially in terms of vocabulary, speaking rate, accent, and topic complexity. These difficulties often stem from the formal nature of news content, which is very different from conversational English or other media such as songs or films.

One of the main challenges that students face first is the high speed of speech and the elusive accent of the news anchor. News is often delivered at a fast pace, making it difficult for students to capture the information in its entirety. *"I miss a lot of information because the anchor speaks too fast."*(Vella, class 11). Secondly, difficult vocabulary and technical terms in the news are also

an obstacle. Political and economic news often use terms that rarely appear in everyday conversation, making it difficult to understand.

“I have difficulty understanding the news because there are many terms that I have never heard before,” (Novia, class 12).

Another third challenge is students' lack of interest in certain news topics. Many of them find political or economic news less interesting than entertainment or sports news. *“I only like news about technology and entertainment, everything else is too boring,” (Mirza, class 10).* In addition to the fourth, the lack of visual support in the news is also an obstacle for some students. Unlike films or educational videos that have visual elements to aid understanding, news often relies solely on audio and text.

“I find it easier to understand films because they have visuals,” (Nonik, class 12).

By understanding these challenges, teachers and students can find more effective strategies in using news as a listening practice tool. Adaptations in news selection, the use of subtitles, and media

variations can help overcome difficulties and make learning more interesting and easy to understand.

Table 4.4 Advice and personal experience on using the news as a listening exercise

Main Theme	Code/ Subtheme	Interpretation	Supporting Literature	Student Quote
4. Advice and Personal Experience on Using the News as a Listening Tool	Choose engaging topics	Using relatable topics boosts interest and focus	Ávila Castillo & Criollo Vargas (2023)	“Use news about celebrities or sports to make it more interesting.” – Ristania (Grade 10)
	Subtitles and transcripts	Reading while listening enhances comprehension	Cao & Bui (2023); Maulina et al. (2022)	“Adding subtitles really helps my understanding.” – Nadya Sava (Grade 10)
	Slow down playback	Students want control over speed to process content better	Thuy & Tuyen (2024)	“If the news could be slowed down, I’d find it easier to follow.” – Lovely (Grade 10)
	Mix media formats	Combining news with podcasts, films, etc., improves engagement	Amerstorfer & von Münster-Kistner (2021)	“I prefer listening to podcasts or watching films because they’re more fun.” – Aiko (Grade 10)

Listening to English news is a useful technique for language acquisition, but its effectiveness can

be increased by tailoring the content, delivery, and format to students' needs and interests. Based on the findings of the interviews, students made a variety of suggestions for making news listening exercises more engaging, accessible, effective, and enjoyable.

One of the first significant suggestions was to choose news themes that students are interested in, such as entertainment, sports, and technology news, as they are more relevant to their life. *“Use news about celebrities or sports to make it more interesting,” (Ristania, class 10)*. Secondly, students also emphasised the importance of providing subtitles or transcripts when listening to the news. Reading the subtitles at the same time as listening can help them understand the content of the news better.

“Adding subtitles really helps my understanding,” (Nadya Sava, class 10).

In addition, a third student suggested that the speed of news playback be slowed down. News that is delivered at a slower pace allows them to more easily catch the words and understand their meaning. *“If the news could be slowed down, I*

would find it easier to follow,” (Lovely, class 10). Fourthly, adjusting the news to the students' language level is also considered important, especially for beginners who need simpler language before moving on to more complex news. *“The news should match our language level so we can learn gradually,” (Fairuz, class 11).*

Finally, the use of alternative media is also a suggested strategy to make listening practice more interesting. Combining news with films, music, and podcasts can increase students' interest in learning English. *“I prefer listening to podcasts or watching films because they are more fun,” (Aiko, class 10).* By applying these strategies, English news listening practice can be more effective and fun for students.

B. Discussion

1. Perceptions of News Use as a Listening Practice.

The results of the interviews show that the majority of students have a positive perception of the use of news as an English listening exercise. They felt that the news provided a more natural exposure to the English language compared to the usual listening materials

they encountered in class. This is in line with Ávila Castillo & Criollo Vargas' (2023) research which states that the use of authentic materials in language learning can improve students' listening skills and learning motivation(Avila Castillo & Criollo Vargas, 2023).

In Marhana Rullu's research (2022), the concept of perception in language education explains that learning experiences involving sensory input, cognitive processes and emotional responses can influence students' perceptions of a learning method. As expressed by some respondents, they felt more challenged when listening to news in English, but also found it an interesting experience. However, some students stated that the speed of speech in the news sometimes makes it difficult for them to understand the content of the news as a whole. This finding is in line with Marhana Rullu's (2022) research which showed that speaking speed and vocabulary complexity in authentic materials can be barriers to listening comprehension(Rullu, 2022).

In addition, positive perceptions of the news were also influenced by the relevance of the material to everyday life, as described in Ávila Castillo & Criollo

Vargas' (2023) research theory regarding student motivation and engagement(Avila Castillo & Criollo Vargas, 2023). Some students revealed that listening to news about topics they were interested in, such as sports or entertainment news, made them more motivated to improve their listening skills. Thus, the selection of news that matches students' interests can be an important factor in increasing the effectiveness of listening exercises.

Students also identified several key benefits of using news as a listening exercise, the first of which is vocabulary enhancement, where exposure to news provides opportunities for students to recognize new vocabulary in real contexts, which is in line with the theory in Karimi's research on the role of authentic materials in language acquisition. Research by Karimi et al. (2020) asserts that news can help students enrich their academic and everyday vocabulary, as it often contains terms relevant to different areas of life. (Karimi et al., 2020)

In interviews, some students mentioned that listening to news regularly helps them remember new vocabulary faster, especially since the words often appear in a variety of different contexts. This supports

the meaning-making theory in listening comprehension, where students can understand and remember words better when they relate them to real-world contexts.

The second is understanding natural accents and intonations, as described in the theory of listening skills in Mehri Izadi's research (2021), research, listening to the news allows students to get used to the various accents and speaking styles of native speakers (Izadi et al., 2018). Some students stated that practising with the news helped them understand different variations of intonation and speaking patterns, which are difficult to find in regular recorded listening exercises in textbooks.

Cao & Bui's (2023) research found that authentic materials such as podcasts and news provided students with opportunities to practice with various accents, which significantly improved their ability to understand spoken language in real situations (Cao & Bui, 2023). This is also in line with the interview results, where some students reported that they became more confident when speaking with native speakers because they were used to the speech patterns in the news. This is also in line with the interview results,

where some students reported that they became more confident when speaking with native speakers because they were used to the speech patterns in the news.

And the third is the strengthening of critical thinking skills, news not only helps in the linguistic aspect but also encourages students to critically analyze information. In Gusnadi's research (2023), it is mentioned that authentic materials can improve critical thinking skills, as students need to understand, evaluate, and interpret the information in the news(Gusnadi et al., 2023).

Most students in the interviews stated that they often compare news from different sources to see different perspectives. This reflects the theory of contextual processing in listening comprehension, where understanding of an oral text is influenced by the context and background information that the listener has.

Despite its great benefits, the use of news in listening exercises also has some challenges. The interview results revealed some of the main obstacles, namely the first is the speed of speaking in the news, most students consider that the speed of speaking in the news is too fast, especially for those who are not

familiar with authentic materials. This is in accordance with Gusnadi, Sutisna, & Supriyanto's (2023) research theory on factors affecting listening comprehension, where high speaking speed can be an obstacle in understanding the content of the conversation.(Gusnadi et al., 2023)

Gusnadia, Sutisnaa, & Supriyanto's (2023) research shows that students often find it difficult to capture important information when speaking too fast, especially if they do not have effective listening strategies. Some students in the interviews proposed that using the subtitle feature or slowing down the speed of the video could help them understand the news better.(Gusnadi et al., 2023)

In addition to speaking speed, many students have difficulty understanding technical or formal vocabulary, especially in political and economic news. As Thai Bao Ngoc Cao and Diem Bich Huyen Bui in (2023) explained, authentic materials often contain complex terms, which can be a barrier for foreign language learners (Cao & Bui, 2023). Some students in the interviews suggested that teachers provide a list of important vocabulary before the listening exercise, so

that they are better prepared to understand the content of the news.

In addition to linguistic factors, a third group of students also mentioned that they had difficulty in understanding cultural references or historical events mentioned in the news. This is in accordance with Thuy & Tuyen's (2024) research which found that students who do not have background knowledge of a topic tend to have more difficulty understanding news in a foreign language(Thuy & Tuyen, 2024).

Based on the challenges faced, some suggestions from students to improve the effectiveness of listening exercises with news have been put forward. One of the main suggestions is to choose news with topics that are interesting and relevant to students, as this can increase their motivation and engagement in the learning process. In addition, the use of subtitles or transcripts during initial practice was also suggested to help students understand vocabulary and sentence structure better.

Students also suggested that the news content should be discussed in groups, so that they can strengthen their understanding and develop critical thinking skills. This discussion allows students to share

their understanding and perspectives with each other, thus increasing the effectiveness of learning. In addition, they suggested starting with simpler news before moving on to more complex news. This approach can help build confidence in listening and gradually improve the ability to understand more difficult information. By applying these strategies, the use of news in listening practice can become more effective and provide optimal benefits for students in improving their English skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Utilizing English news as a listening practice resource is exceptionally efficient for enhancing language proficiency, cultural comprehension, and confidence in authentic conversation. Students value the chance to acquire formal vocabulary, understand various accents, and gain perspectives on global concerns; nonetheless, the difficulties posed by rapid speech, intricate terminology, and new accents can render the practice arduous. Notwithstanding these challenges, students generally concur on the significance of news as a pragmatic tool for enhancing listening skills that facilitate academic, professional, and personal development.

The primary advantages of utilizing news for listening practice encompass improved listening comprehension, broadened vocabulary, heightened cultural understanding, and augmented confidence in interacting with actual English. Furthermore, the influence of news encompasses several skills, including speaking, reading, and writing, rendering it a comprehensive educational resource. Nonetheless, the

obstacles encountered by students—such as comprehension of accents, speech velocity, and novel subjects—underscore the necessity for supportive techniques to enhance the efficacy of this method.

B. Suggestions

To make news-based listening practice more engaging and accessible, teachers and students can use a variety of effective learning tools. One of the first essential ideas is to include assistance tools to help students better absorb the news material. For example, using subtitles or transcripts is highly suggested to assist pupils recognize unfamiliar words and increase their overall understanding. In addition, teachers might teach essential terminology or provide glossaries before listening activities to help students deal with more difficult material. Visual aids, such as photographs, charts, or infographics, can also be utilized to offer context and explain information conveyed in the news.

The second strategy for raising student involvement is to modify the news delivery style and content in addition to providing supporting resources. Students can be kept interested in the learning process

by choosing news themes that align with their interests, such as technology, sports, or entertainment. Additionally, slower broadcasts or simplified news can aid language learners in comprehending the news material. Before advancing to lengthier and more sophisticated content, students can begin with shorter and simpler news parts.

In addition, the third way to enhance interactivity in listening practice is for students to engage in various news-oriented activities. Group conversations or debates about current events can enhance understanding and encourage collaborative learning. Additionally, educators can integrate listening exercises with interactive activities, including quizzes, games, or roles taken from news material. Giving students the freedom to choose news that interests them can enhance motivation and foster a sense of ownership in the learning process.

Fourth, diversifying auditory resources can maintain student engagement and introduce variety into the learning process. Besides news, supporting materials for listening such as podcasts, TED Talks, movies, or YouTube videos can be used. Documentaries and discussion programs serve as

alternative resources that provide structured insights into language and culture for students.

To improve the effectiveness of practice sessions, the fifth point is that teachers should provide a brief overview or background before presenting the news, thereby helping students understand the material. Listening repeatedly can enhance understanding and reinforce learning. Additionally, gradually increasing the complexity of news material can help students build confidence and improve their listening skills over time. By addressing challenges and tailoring news listening exercises to students' needs, educators can create a more engaging and beneficial learning environment. This improvement not only helps students overcome obstacles in understanding news in English but also develops strong language skills and provides practical advantages in everyday language use.

For a researcher of this study can provide a strong basis for broader follow-up research, such as comparing the effectiveness of various types of authentic materials (news, podcasts, movies, etc.) in listening learning. This research also encourages the development of research methods, where future

researchers can use a quantitative or mixed-method approach to measure the effect of perception on learning outcomes more objectively. In addition, the focus of research can be expanded not only on listening skills, but also on other language skills such as speaking and vocabulary acquisition. The findings and conceptual framework in this research also provide useful theoretical and practical references for other researchers interested in the topic of student perceptions of the use of authentic materials. On the other hand, this study also identified research gaps in the form of limitations in the context, number of participants, and skills studied, thus opening up opportunities for further studies with a more comprehensive design.

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APPENDICES

Appendix 1: Questions of Interview

NO	Part	Question
1	Perceptions of the Use of News as Listening Practice	<ol style="list-style-type: none">1. How do you feel when listening to news in English as part of listening exercise?2. What do you think about using news in English as part of classroom listening exercises?3. Do you feel interested or uninterested when listening to news in English? Why?4. How does the news in English affect your view of the English language as a whole?5. Do you think the news is an effective resource for listening practice in English? Explain why?6. Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?7. How often do you practise listening to news in English outside of class?

		<ol style="list-style-type: none"> 8. How relevant are the news topics you listen to to your personal interests or needs in learning English? 9. What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard? 10. Would you rather listen to the news live or watch a video with subtitles? Why? 11. How important do you think news is as a resource in improving English listening skills?
2	Benefits of Improving Listening Skills	<ol style="list-style-type: none"> 1. What benefits do you feel from practising listening to news in English? 2. Do you feel that your listening skills have improved after using the news as an exercise medium? Describe the specific changes you felt in your listening skills. 3. Does the news help you understand the culture or current events in English-speaking countries? 4. Are there situations outside of class where you feel more confident listening to

		<p>English because of this exercise?</p> <ol style="list-style-type: none"> Does the use of the news affected the way you speak or understand vocabulary in English? If so, how? Are there any other aspects of skills (such as speaking, reading or writing) that were also affected by this exercise?
3	Challenges in Using the News as Listening Practice	<ol style="list-style-type: none"> What are some difficulties or challenges you face when listening to news in English? Do you find English news too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)? How do you feel when you don't understand the news content? Does it frustrate you or challenge you to learn more? Do you think there are ways to make this news listening exercise easier or more effective?
4	Advice and personal experience on using the news as	<ol style="list-style-type: none"> Are there certain types of news that you find easier or more interesting to listen to? Why?

	a listening exercise	<p>2. If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?</p> <p>3. If you could choose a source other than the news for listening practice, what would you choose? Why?</p>
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Appendix 2: Transcript Interview

Transcript 1

Topic : Perceptions of the Use of News as Listening Practice

Respondent 1

Participants : Lovely Arum Jati

Class : X-9 SMAN 8 Semarang

Time : 15.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Lovely Arum Jati .
3	A	What class?
4	B	Class X-9 sis
5	A	Here, I want to interview Lovely about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"I feel challenged, because when I listen, I may not be able to explain everything"
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"I think sometimes it's too challenging because the topics don't match my interests."

11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"Yes, I'm interested, so I can practice my listening skills and broaden my horizons."
13	A	How does news in English affect your view of the English language as a whole?
14	B	"The news shows that English is very useful for many fields."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	"I think it's effective, because we can learn how to pronounce English words correctly"
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	"Yes, of course it's different, it depends on taste, because I feel more interested when watching movies so if I watch an English movie I will enjoy it, if I don't like it, maybe it will be boring while news is more helpful to understand the formal context."
19	A	How often do you practise listening to news in English outside of class?
20	B	"Rarely, because I prefer watching movies."
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	"It's irrelevant because a lot of the news is about politics, I'm not really interested."

23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	"I want to be able to speak English like a native speaker."
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	"Subtitles are very helpful because there are often words I don't know."
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	"It's important to learn about how to speak formally."

Respondent 2

Participants : Ristania Meysa

Class : X-7 SMAN 8 Semarang

Time : 19.00

Date : 20 January 2025

Place : Online

Note : An as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Night! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Ristania Meysa.
3	A	What class?
4	B	Class X-7 sis
5	A	Here, I want to interview Ristania about perceptions of the use of news as listening Practice
6	B	Oh yes please sis

7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"I enjoy listening to the news in English"
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"I think this is an effective way because the language used is neat and the anchor's pronunciation is clear."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"I'm interested because I can test how far my English listening skills are in understanding the content of the news and provide a lot of new information."
13	A	How does news in English affect your view of the English language as a whole?
14	B	"The news in English makes me more motivated to learn English better."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	"Yes, news is an effective source because the language used is neat, the anchor's pronunciation is clear, and there are various topics."
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	"Yes, there are differences but both can help me to practice English"
19	A	How often do you practise listening to

		news in English outside of class?
20	B	"Rarely, only when there is an assignment from the teacher."
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	"Sometimes it's relevant, especially if it's about current events that are happening, but I also like entertainment news."
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	"My motivation is to learn more new vocabulary."
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	"With subtitles because I can see the meaning of words I don't understand."
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	"It is important because understanding English is often used in professional life."

Respondent 3

Participants : Anindya

Class : X-7

Time : 17.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce

		myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Anindya .
3	A	What class?
4	B	Class X-7 sis
5	A	Here, I want to interview Anindya about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“At first, I found it quite difficult and a little mentally challenged, especially because of the speed of speech and unfamiliar vocabulary. But over time, I felt more comfortable and confident.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“It's fun, but I find it harder than listening to music.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“I am interested, especially if the news topic is relevant or interesting, such as music entertainment news. Also, listening to the news helps me understand how English is used in formal situations.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“It made me appreciate the importance of English to understand the world.”
15	A	Do you think news is an effective resource

		for listening practice in English? Explain why?
16	B	“Yes, very effective. News usually uses formal language structures and a lot of relevant vocabulary, so it helps improve understanding of formal and professional English.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“There is a difference. News focuses more on facts, information and formal language structures, whereas music or film is more relaxed and often uses colloquialisms or idioms. These two types of content complement each other in improving listening skills.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“I have occasionally used English news as a way to practise listening skills.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“Sometimes, if the topic is about entertainment the music is more interesting.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“My motivation is to improve my English grades.”
25	A	Would you rather listen to the news live

		or watch a video with subtitles? Why?
26	B	"I prefer subtitles because they are easier to understand."
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	"I think it's very important, especially if you want to learn English used in official situations."

Respondent 4

Participants : Nadya Sava

Class : X-8 SMAN 8 Semarang

Time : 20.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Nadya Sava .
3	A	What class?
4	B	Class X-8 sis
5	A	Here, I want to interview Nadya about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"It was fun because I got to know his intonation in speaking English."
9	A	What do you think about using news in

		English as part of classroom listening exercises?
10	B	"It's good to train your hearing, but sometimes it's too difficult without subtitles."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"I'm interested because I think English is a beautiful language, and when I listen to someone using English it looks fun and exciting."
13	A	How does news in English affect your view of the English language as a whole?
14	B	"It made me feel that English is important for my education and future career."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	"Effectively, through news we can also correct mistakes that we don't know about such as intonation or sentence usage."
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	"No, but there may be differences in terms of vocabulary, news uses a more standardised selection of sentences while music/film usually uses everyday language."
19	A	How often do you practise listening to news in English outside of class?
20	B	"I have occasionally used English news as a way to practise listening skills."

21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“Not really, many topics don't interest me.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“To know the world news makes me feel smarter.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“Watching videos with subtitles helps me understand vocabulary.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It's important because news provides a different listening challenge from other sources.”

Respondent 5

Participants : Aiko Nashita Dewi

Class : X-8 SMAN 8 Semarang

Time : 19.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Night! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Aiko Nashita Dewi.

3	A	What class?
4	B	Class X-8 sis
5	A	Here, I want to interview Aiko about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"It was difficult at first, but over time it became easier than before."
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"It improves listening skills, but the topic must be relevant to the student's interests."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"I'm interested, especially when the news is about technology or what's trending."
13	A	How does news in English affect your view of the English language as a whole?
14	B	"English feels more important because I realise a lot of global information is in this language."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	"Yes, because the news is spoken clearly and in formal language."
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in

		practising listening skills?
18	B	"I think news is more focused on information while other content is more casual and uses everyday language"
19	A	How often do you practise listening to news in English outside of class?
20	B	"Sometimes, about once a week."
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	"It is relevant if the news discusses technology or what is trending."
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	"I feel happy when I can finally understand the content of the news."
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	"Live listening is more challenging, but I like learning that way."
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	"It's important because we can learn a lot about formal vocabulary."

Respondent 6

Participants : Mirza Althaf Rezvandra

Class : X-10 SMAN 8 Semarang

Time : 19.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Mirza Althaf Rezvandra.
3	A	What class?
4	B	Class X-10 sis
5	A	Here, I want to interview Mirza about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"At first it was hard for me to understand, but after getting used to it, I understood"
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"I think it would be helpful to get to know the accent and formal vocabulary."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"I'm interested because it's a different way of learning than usual."
13	A	How does news in English affect your view of the English language as a whole?
14	B	"I appreciate English more because a lot of important information is conveyed through this language."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?

16	B	"Sometimes it is effective, because listening to the news in English can train our listening and pronunciation"
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	"In my opinion, news is more formal and serious than music or movies, but there is not much difference because both train listening and pronunciation"
19	A	How often do you practise listening to news in English outside of class?
20	B	"Rarely, I prefer movies."
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	"Relevant if the topic is about sports."
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	"My teacher encouraged me to keep trying."
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	"I prefer subtitles because it helps when there are words I don't know."
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	"It's important, but it should be coupled with other listening exercises such as music or videos."

Respondent 7

Participants : Aprilia Bethari Saraswati

Class : XI-5 SMAN 8 Semarang

Time : 16.30

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name Aprilia Bethari Saraswati.
3	A	What class?
4	B	Class XI-5 sis
5	A	Here, I want to interview Aprilia about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“I feel happy and excited to deepen my listening skills, because for news anchors pronunciation and pauses are not difficult to catch what is being said.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“I like it because the news gives an insight into the world.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?

12	B	“I feel curious and interested, especially if the news contains an element of mystery. Because I think there is a lot going on in this world and one way to find out about it is to listen to news from English news outlets, because many people who understand English make a wide network of news that can be published and listened to.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“The news made me realise that English is the key to understanding the global world.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Yes I think news is an effective and interesting source as a language training tool, not only pronunciation and pausing news is a good source to practice the language elements I mentioned above. Apart from that, news can be found everywhere, especially with the presence of social media, news media can also be a great tool to increase overall insight.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“I think the difference between listening to news and content such as music and movies usually has a difference in the ease and interest of someone in consuming the content. News media is more difficult to

		digest because many young people are not interested in the news, while young people today like to listen to music or see foreign language movies.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Quite often, especially when I'm looking for the latest information and since childhood I've listened to the news in English quite often, although it's not my intention to practice my listening skills, but I'm curious about what's going on in this world.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“I think it's relevant if the news is about overseas culture or festivals.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“Interesting news topics make me keep trying even though it's difficult.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“Watching videos with subtitles helps me understand the news as a whole.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It is very important, especially for learning formal and academic vocabulary.”

Respondent 8

Participants : Alivia Rikza Azzahra

Class : XI-3

Time : 21.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Alivia Rikza Azzahra.
3	A	What class?
4	B	Class XI-3 sis
5	A	Here, I want to interview Alivia about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"I find listening to the news boring sometimes, especially if the topic is too serious or formal. However, if the news is about something interesting, such as movies, music or celebrities, I can enjoy it more."
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"Effective for improving listening comprehension and formal vocabulary."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?

12	B	“ I feel more interested if the news topic is relevant to my interests, such as about my favorite movies, music, or musicians. These topics are more fun to follow because they feel light and easy to understand.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“English looks broader and more complex, but it's interesting.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“ News can be effective because it is clearly spoken and uses good formal language. However, for me personally, news is not my first choice because it feels less interesting than other media, such as movies or music. ”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“ There is a big difference. Movies and music are more fun and relax the learning process. News, while informative, is often monotonous and requires more concentration. ”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Not specifically to practice listening. However, I often hear news on social media, especially about overseas celebrities or musicians. Indirectly, it helps me understand conversations in

		English.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“It's relevant because I can learn a lot about the international world.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“Hearing a native speaker's accent makes me more interested in learning.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“Subtitles are more convenient, especially if the topic is difficult.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It's important because it helps us understand English in a real-world context.”

Respondent 9

Participants : Ajeng Dewi

Class : XI-7

Time : 17.30

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?

2	B	My name is Ajeng Dewi .
3	A	What class?
4	B	Class XI-7 sis
5	A	Here, I want to interview Ajeng about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"I find listening to the news in English quite intriguing and a bit challenging."
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"Sometimes it's boring if the topic is too technical or difficult to understand."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"Interested but sometimes defeated by my laziness when listening to news in English"
13	A	How does news in English affect your view of the English language as a whole?
14	B	"Sometimes it's difficult because the vocabulary is too formal, but it's a good challenge."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	"I think yes, because the news in English can increase our focus in listening to the news."
17	A	Do you think there is a difference between

		listening to news and other types of content (such as music or films) in practising listening skills?
18	B	"I think there is, because music and movies train the focus differently, if the movie we have to really listen to the language and the movie, if music we just listen and listen to the lyrics of the song."
19	A	How often do you practise listening to news in English outside of class?
20	B	"Occasionally, about twice a month."
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	"It's quite relevant if the topic is about teenage life or education."
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	"I am motivated because the news helps me understand other cultures but sometimes my laziness to listen to the news is greater."
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	"Listening directly is more effective for practicing hearing even though it is difficult, but I prefer subtitles because it makes it easier to understand the content of the news."
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	"News is important for training hearing

		with useful and current content.”
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Respondent 10

Participants : Fairuz Hisyam Hertito

Class : XI-6

Time : 18.30

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Fairuz Hisyam Hertito.
3	A	What class?
4	B	Class XI-6 sis
5	A	Here, I want to interview Lovely about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“I feel challenged to understand English in this way.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“It's good because news often uses formal and academic language.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“I'm interested because I can find out how

		much vocabulary I can catch or understand.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“Increased my positive outlook towards English as an international language.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Yes, because by listening to the news we can practice understanding a topic in English.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“Yes, news is more difficult because there is no visual aid like in movies.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Rarely, I usually listen to the news on television.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“It's irrelevant because a lot of news topics are too formal.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“The sense of satisfaction when I can understand the news is my motivation.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?

26	B	“Watching with subtitles makes me more confident in understanding the content of the news.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It's important, but news should be chosen carefully to suit the level of the audience.”

Respondent 11

Participants : Mikhita Salma

Class : XI-5

Time : 16.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Mikhita Salma.
3	A	What class?
4	B	Class X-9 sis
5	A	Here, I want to interview Mikhita about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“I found it a little difficult because each news anchor used a different English accent and the pronunciation was different, which made me unable to catch

		what was being said properly. In addition, the news often uses scientific terms sometimes a little boring because it is not everyday life to train how we start conversations.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“I like it because we can learn from real issues, not just textbook material.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“Not interested, because I rarely listen to news in English and I also find it difficult to understand a higher level of English than everyday conversation or just listening to English songs.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“Sometimes I feel pressured because the English news is too fast.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Effective if the level of listening skills is good. But if for beginners, especially students who don't like listening to news, it is not suitable. Because the majority of the news genre discusses important issues, politics, economics, etc. Well, to attract students to learn, you can use news that relates to the lives of students who are more relaxed, for example artist news, culinary news, tourism news, adjusted to

		the interest of the news topic.
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“ I think there is. Listening skills from listening to music and movies are easier for beginners who want to learn listening because besides we like the genre, the vocabulary used in music and movies is simpler and easier to understand. Unlike the news which sounds more formal, structured, and scientific so it is a little boring and difficult to understand the context.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Rarely, but not now. I prefer to read outside news from BBC News through posts and articles.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“Sometimes relevant, depending on the task assigned.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“I want to learn English to be able to go abroad one day.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“The subtitles really help me understand words that are quickly spoken.”

27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“News is important because it often uses various native accents.”

Respondent 12

Participants : Marvella Nathania

Class : XI-2

Time : 21.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Marvella Nathania .
3	A	What class?
4	B	Class XI-2 sis
5	A	Here, I want to interview Marvella about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“A little confused about the information presented.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"I don't like it because the news is too difficult to understand.”

11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“Not really, because it's a bit difficult to understand the meaning of the news.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“It sometimes makes me feel that learning English is difficult.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“It could be, because through viewing the news we can know the meaning of the word spoken or even the way it is mentioned.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“Yes, there is, maybe if it's news we are more focused because usually the topics discussed are quite heavy news delivery that is too fast so many do not understand while if it's a movie/music people enjoy it more, and because they are interested they understand much more.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Not yet, I'm more focused on learning through other media.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“It's not relevant if the news is about

		economics or politics, I don't understand.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“I am motivated if the news is interesting.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“I prefer to hear live with subtitles if the news is short and clear.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It is important to increase formal vocabulary that we rarely hear in songs or movies.”

Respondent 13

Participants : Amanda Nabilla

Class : XII-1

Time : 19.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Amanda Nabilla.
3	A	What class?
4	B	Class XII-1 sis
5	A	Here, I want to interview Amanda about perceptions of the use of news as listening

		Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“Sometimes it was still difficult to follow the conversation and understand at the same time, but I was challenged and enjoyed it.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“It helps a lot, but it has to be accompanied by purposeful practice.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“I find it interesting, because I can learn the correct pronunciation of the English words and can mimic them when I practice speaking.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“English feels more practical and important for everyday use.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Using the news for listening practice makes me know the formal vocabulary and its standard form in English, which usually I only just arrange words in sentences. so, yes I feel the news is quite effective in listening practice because the pronunciation is easier to understand and

		the vocabulary is more formal.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“Yes, there is. usually music uses fast pronunciation and is “shortened” so it is difficult to understand. movies are also quite fast pronunciation because they are spoken by native speakers where for people who are just learning it is quite difficult to follow the conversation. whereas news pronunciation and tone are more controlled so it can still be followed.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“I have but not often.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“Sometimes it is relevant, especially if the news is about environmental issues.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“I feel challenged to understand difficult news.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“I prefer to listen with subtitles, especially for accents that are not too difficult.”
27	A	How important do you think news is as a resource in improving English listening

		skills?
28	B	“It is essential if you want to learn English that is formal and relevant to global life.”

Respondent 14

Participants :Nadia Keiza

Class : XII-1

Time : 14.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Nadia Keiza .
3	A	What class?
4	B	Class XII-1 sis
5	A	Here, I want to interview Nadia about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“Sometimes it's a little confusing what the news describes”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“Improve understanding of formal vocabulary that is rarely used in everyday life.”
11	A	Do you feel interested or disinterested

		when listening to the news in English? Why?
12	B	“Yes, I feel interested because listening to news in English can practice listening comprehension and get information from the news”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“It gives me more confidence that I can master English one day.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Yes, because listening to news in English can improve our listening skills and determine the extent of our understanding of English.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“Yes, there is, because when listening to the news we tend to capture the information conveyed by the news anchor while when we listen to songs we tend to enjoy the music as well as watching movies we only enjoy the storyline in the movie.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Once in a while, not often”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“It's relevant if it's about news that I'm

		interested in such as sports news.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“I want to understand more of the world's information in English.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“I like to listen with subtitles because it makes it easier for me to understand the content.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“News is important for practicing English vocabulary pronunciation skills quickly.”

Respondent 15

Participants : Nonik Sholehatal Fadhilah

Class : XII-4

Time : 19.00

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Nonik Sholehatal Fadhilah.
3	A	What class?
4	B	Class XII-4 sis
5	A	Here, I want to interview Nonik about perceptions of the use of news as listening

		Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	"I think it's quite challenging, because we have to translate the language into Indonesian, and it's very exciting because it's a new experience."
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	"I think it's quite challenging, because we have to translate the language into Indonesian, and it's exciting because it's a new experience but sometimes stressful if the news is too fast or complex."
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	"I'm interested because I want to have a new experience in getting information through digital media."
13	A	How does news in English affect your view of the English language as a whole?
14	B	"My view of English has become more positive because it's a very relevant language."
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	"Sometimes it's effective, because through news we can learn directly with native speakers."
17	A	Do you think there is a difference between

		listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“In my opinion, it is almost the same, because the method of implementation is the same, namely seeing, listening, and understanding. Starting from English news, movies, and music will be more efficient when you want to learn English more proficiently.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Rarely, I prefer to listen to the news in Indonesian.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“It is irrelevant because the news often uses difficult terms.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“My motivation is to prepare myself to study abroad.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“Subtitles helped me improve my vocabulary and pronunciation.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It's important because we learn new vocabulary that isn't in regular school materials.”

Respondent 16

Participants : Novia Ayu Felisha

Class : XII-1

Time : 15.30

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Novia Ayu Felisha.
3	A	What class?
4	B	Class X-9 sis
5	A	Here, I want to interview Novia about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“ It was challenging at first because of the speed of speech and complex vocabulary, but over time, I felt more confident and used to it. ”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“An effective way to improve listening skills and learn new topics.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?

12	B	“ I find it interesting, especially if the news topic is relevant to my interests, such as technology or education. In addition, news provides a lot of new vocabulary and formal sentence structures. ”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“English feels more useful for understanding the latest news about the world.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Yes, because news usually uses formal language which is good for improving understanding of sentence structure, vocabulary, and the ability to understand various accents.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“Yes, listening to news is more focused on factual information and formal language structures, while music and movies tend to be relaxed with informal language.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Quite often, I follow the daily news on English apps.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?

22	B	“Relevant if the news is about education or learning tips and technology.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“I want to be able to hear and speak better when meeting strangers.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“Listening live feels more authentic, although it is more difficult but with subtitles it will be easier.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“It's important because news provides global information while learning the language.”

Respondent 17

Participants : Muhammad Dicky Aulia Chandra

Class : XII-1

Time : 19.30

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Night! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Muhammad Dicky Aulia Chandra.
3	A	What class?

4	B	Class X-9 sis
5	A	Here, I want to interview Chandra about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“It was difficult and challenging at first, but over time it became more familiar and rewarding.”
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“It's good for hearing training, but the accent and speed of the speaker can be difficult to understand.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“I'm quite interested because news provides a lot of new information while improving language comprehension.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“Helped me understand clear English structures.”
15	A	Do you think news is an effective resource for listening practice in English? Explain why?
16	B	“Yes, because news is usually delivered with a clear language structure, even if it is sometimes too fast.”
17	A	Do you think there is a difference between listening to news and other types of

		content (such as music or films) in practising listening skills?
18	B	“Yes, news is more dense and informative than music or movies, which are often more relaxed and expressive.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“I tried once in a while, but I focused more on learning through other media.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“It is quite relevant to discuss things like current events.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“I am motivated because I can improve my English skills.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“Subtitles are more convenient, especially when the news has a lot of technical terms.”
27	A	How important do you think news is as a resource in improving English listening skills?
28	B	“Quite important, but sometimes it can be too difficult for students.”

Respondent 18

Participants : Rizqi Ramadhan

Class : XII-1

Time : 17.00

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Hallo , Good Morning! Let me introduce myself, and my name is Herlina Sinta Dewi, and how about you?
2	B	My name is Rizqi Ramadhan.
3	A	What class?
4	B	Class X-9 sis
5	A	Here, I want to interview Rizqi about perceptions of the use of news as listening Practice
6	B	Oh yes please sis
7	A	How did you feel when listening to the news in English as part of the listening exercise?
8	B	“ It was quite difficult at first, but over time I felt more accustomed and confident.
9	A	What do you think about using news in English as part of classroom listening exercises?
10	B	“I like listening to the news because it helps me get to know foreign sports.”
11	A	Do you feel interested or disinterested when listening to the news in English? Why?
12	B	“Interested, because the news presents actual information and adds insight.”
13	A	How does news in English affect your view of the English language as a whole?
14	B	“I want to focus more on learning English to understand global news.”
15	A	Do you think news is an effective resource

		for listening practice in English? Explain why?
16	B	“Yes, it is effective because the news uses formal and clear language, thus practicing vocabulary comprehension and sentence structure.”
17	A	Do you think there is a difference between listening to news and other types of content (such as music or films) in practising listening skills?
18	B	“Yes, it is different, news is more focused on factual information, while music or movies are more varied in language style and intonation.”
19	A	How often do you practise listening to news in English outside of class?
20	B	“Not too often, only when I have free time.”
21	A	How relevant are the news topics you listen to to your personal interests or needs in learning English?
22	B	“Sometimes it's relevant, especially if the news is in line with my hobbies like sports and technology.”
23	A	What motivates you when listening to the news in English? Is there something that encourages you to keep trying even when it's hard?
24	B	“News helps me understand important global issues.”
25	A	Would you rather listen to the news live or watch a video with subtitles? Why?
26	B	“I prefer subtitles, especially if it's a long story.”
272	A	How important do you think news is as a

		resource in improving English listening skills?
28	B	“It's important, but should be combined with other, more relaxing listening sources.”

Transcript 2

Topic : The Benefits of Improving Listening Skills

Respondent 1

Participants : Lovely Arum Jati

Class : X-9 SMAN 8 Semarang

Time : 15.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay lovely, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“Train our speed and understanding.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“I'm still learning, so maybe I'm not that good yet, but I feel like there's an improvement from before”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“It helps me understand global issues.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“Yes, I can listen to short English videos on the internet with more

		confidence.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Because I could still be wrong in my pronunciation of English, and then when I hear the correct pronunciation, I will practice it so that I can get it right.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My vocabulary also helps in my writing skills.”

Respondent 2

Participants : Ristania Meysa

Class : X-7 SMAN 8 Semarang

Time : 19.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Ristania, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“I was able to understand new vocabulary and my ability to catch and listen to conversations in English improved.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.

4	B	“Yes, I think my skills are improving although not rapidly but there is progress.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“I got to know more about how people in other countries think about issues.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“I feel more confident when watching movies without subtitles.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“No, News doesn't affect my speech and comprehension but my vocabulary has increased.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“I feel that my reading has also improved because my vocabulary has increased.”

Respondent 3

Participants : Anindya

Class : X-7

Time : 17.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Anindya, now about the benefits you get from listening practice through

		the news. What benefits do you feel from practising listening to the news in English?
2	B	“The benefits are enormous, such as increased ability to understand different accents, vocabulary expansion, and understanding of formal sentence structure.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Yes, I feel that my skills have improved, especially in capturing information quickly and understanding complex topics.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“Yes, I got to know more about the culture of countries like America and England and about music.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“I feel more confident when I listen to English music.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, I learned many new words that are often used in the news.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?

12	B	“Improved my reading comprehension, especially for English articles.”
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Respondent 4

Participants : Nadya Sava

Class : X-8 SMAN 8 Semarang

Time : 20.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Nadya, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“To know and understand intonation in speaking English.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Improved, we get free “tutoring/practice” to improve our vocabulary and intonation. Listening/watching the news with the anchor using English makes us focus on listening.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“Yes, especially when the news is about their cultural traditions or events.”
7	A	Are there situations outside of class where you feel more confident listening to

		English because of this exercise?
8	B	“When I watch international news on TV, I feel more confident.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“It doesn't affect me, I know how to pronounce difficult words and intonation in English.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My intonation is more fluent because I often hear the news.”

Respondent 5

Participants : Aiko Nashita Dewi

Class : X-8 SMAN 8 Semarang

Time : 19.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Aiko, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“I learned new vocabulary and accents from the speaker”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Yes, I feel that my listening skills have

		improved.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“News provides insight into events that are happening overseas.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“Yes, when listening to videos on YouTube about technology or what is currently trending.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, news expanded my vocabulary and helped with sentence structure.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My speaking has improved because I often imitate the pronunciation from the news.”

Respondent 6

Participants : Mirza Althaf Rezvandra

Class : X-10 SMAN 8 Semarang

Time : 19.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Mirza, now about the benefits you get from listening practice through the news. What benefits do you feel from

		practising listening to the news in English?
2	B	“I became more accustomed to hearing different English accents and my pronunciation got better.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“It's improved a lot, I feel more focused and less distracted when I hear English.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“News helps me get to know festivals or sports in English-speaking countries.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“When I hear interviews with foreign soccer players, I understand more now.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, because I listened to how to pronounce it correctly”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My pronunciation is better because I learned the accent pronunciation from the news.”

Respondent 7

Participants : Aprilia Bethari Saraswati

Class : XI-5 SMAN 8 Semarang
 Time : 16.30
 Date : 22 January 2025
 Place : Online
 Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Aprillia, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	"I don't feel any significant difference when listening to the news in English, because I've been listening to a lot of English movies, fairy tales and music from the beginning."
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	"Not really, but I noticed a clearer pronunciation difference in my friend when using news as a learning medium."
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	"News provides insight into how English-speaking people see the world."
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	"I am more confident when I attend international webinars."
9	A	Does the use of news affect the way you speak or understand vocabulary in

		English? If so, how?
10	B	"I don't see too significant a difference."
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	"My reading has improved because it's easier for me to understand news texts."

Respondent 8

Participants : Alivia Rikza Azzahra

Class : XI-3

Time : 21.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Alivia, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	"The benefit is that I can increase my formal vocabulary and become more accustomed to a clear way of speaking in English."
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	"It has improved slightly, but not significantly because I don't often use news as the main medium for listening practice."
5	A	Does the news help you understand the culture or current events in English-

		speaking countries?
6	B	“Yes, especially about international issues like politics or sports.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“When I hear the movie's fast dialog, I understand more now.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“ Yes, news helps me understand formal vocabulary and improve the pronunciation of certain words. ”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My speaking is better because I hear a lot of formal sentences on the news.”

Respondent 9

Participants : Ajeng Dewi

Class : XI-7

Time : 17.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Ajeng, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“I got to know the language used in the news.”

3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	"I think it may have improved a little, but I lost my ego and laziness to watch the news in English."
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	"The news really helped me get to know a new culture."
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	"When I listen to music, I feel more confident to understand the meaning of music."
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	"I personally don't think so."
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	"I don't think that exists yet either."

Respondent 10

Participants : Fairuz Hisyam Hertito

Class : XI-6

Time : 18.30

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
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1	A	Okay Fairuz, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	"I can follow and understand the news carefully, which increases my comprehension speed in English."
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	"Yes, my hearing speed has improved, especially with fast news."
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	"I understand more about the customs of people in a country like England."
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	"Yes, especially when listening to British videos on platforms like Youtube."
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	" Yes. When we listen to the news, we will find some unfamiliar words, or we know the word but don't know the correct pronunciation. So when we hear it, we know the correct pronunciation and can immediately practice it to make our English sound more natural."

11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“The vocabulary I learned from the news helped me in reading and writing.”

Respondent 11

Participants : Mikhita Salma

Class : XI-5

Time : 16.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Mikhita, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“The benefits I feel are the new vocabulary I can learn and the correct pronunciation with some accents.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Not really, because honestly I still have difficulties with using news as my practice media to improve listening skills.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“Yes, especially when the news discusses policies or social issues

		abroad.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“I’m more confident when talking to strangers on social media.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, of course. When we get used to listening to the news we can practice pronunciation and new vocabulary for more formal conversations.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My speaking skills became more formal because I was imitating a news anchor.”

Respondent 12

Participants : Marvella Nathania

Class : XI-2

Time : 21.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Marvella, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“I can listen, and I can learn new words that I might not have known before.”
3	A	Do you feel that your listening skills

		have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Not really, a little distracted because there are vocabulary words that I don't know the meaning of.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“I don't know, I think it helps me to know more formal words in English”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“I don't know for sure.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, because listening to the news at the same time can practice the way we pronounce the word and we become interested in knowing the meaning of the word spoken so that we understand.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“I don't know for sure yet.”

Respondent 13

Participants : Amanda Nabilla

Class : XII-1

Time : 19.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Amanda, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“I felt an improvement in my understanding of the speed of speech, as well as the formal vocabulary often used in professional contexts. In addition, I became more familiar with the sentence structure used in official communication.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“ Yes, I feel that my listening skills have improved. I understand the gist of the news faster and can catch important keywords even if I don't understand every word.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“It helps me understand global situations, such as relations between countries.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“When watching short international news without subtitles, I feel more confident.”
9	A	Does the use of news affect the way you

		Speak or understand vocabulary in English? If so, how?
10	B	“Yes, I feel that I am more familiar with new vocabulary, especially terms that are often used in the news. Also, the intonation and pronunciation in the news helped me understand how to speak more clearly and formally.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My speaking skills improved due to learning the pronunciation of the news such as the accent and the use of technical terms that I am not used to hearing in everyday conversation.”

Respondent 14

Participants :Nadia Keiza

Class : XII-1

Time : 14.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Nadia, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“It improved my listening comprehension and I understand more about grammar.”
3	A	Do you feel that your listening skills have improved after using the news as a

		practice medium? Describe the specific changes you felt in your listening skills.
4	B	"I think it's improving."
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	"Yes, the news helps me know more about unique traditions."
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	"I became more confident listening to English videos on YouTube."
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	"Yes, because sometimes from the news I understand the correct pronunciation of English vocabulary."
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	"Improved my reading skills in English."

Respondent 15

Participants : Nonik Sholehathul Fadhilah

Class : XII-4

Time : 19.00

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Nonik, now about the benefits you get from listening practice through the

		news. What benefits do you feel from practising listening to the news in English?
2	B	"I gained more vocabulary from the news, got better at pronunciation, and practiced understanding and criticizing news in English."
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	"Yes, very good. Because, by listening to the news and listening to it, I understand more about the content of the information being shared."
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	"The news lets me know how other countries deal with issues like education."
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	"Yes, when I watch foreign celebrity news I feel more confident."
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	"Yes. Previously, I still had minimal knowledge of English vocabulary, wrong pronunciation, I feel helped by listening to news that uses English. news in English."
11	A	Are there any other aspects of skill (such

		as speaking, reading, or writing) that are also affected by this exercise?
12	B	“My speech is more fluent because I often imitate the way the news speaks and my pronunciation is better.”

Respondent 16

Participants : Novia Ayu Felisha

Class : XII-1

Time : 15.30

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Novia, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“I feel my comprehension skills have improved, especially in recognizing different accents and expanding formal vocabulary.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Yes, I became faster at understanding long sentences and complex ideas.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“I feel more knowledgeable about technology and education.”
7	A	Are there situations outside of class

		where you feel more confident listening to English because of this exercise?
8	B	“When I listen to the short news on the app, I feel like I understand the content better.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, the news helped me use a more diverse vocabulary and increased my confidence in speaking with more formal sentence structures.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“It helps me write clearer and more structured sentences.”

Respondent 17

Participants : Muhammad Dicky Aulia Chandra

Class : XII-1

Time : 19.30

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Chandra, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“Practice understanding different accents, increase vocabulary, and improve concentration in listening.”
3	A	Do you feel that your listening skills

		have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Yes, I find it easier to understand conversations in English after practicing with the news.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“I learned more about the way people live abroad.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“When I hear discussions about sports on overseas videos, I understand more.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, news enriches my formal vocabulary and helps me understand the context in which words are used in English.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“News helps me write better because I learn a lot of new phrases.”

Respondent 18

Participants : Rizqi Ramadhan

Class : XII-1

Time : 17.00

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okay Rizqi, now about the benefits you get from listening practice through the news. What benefits do you feel from practising listening to the news in English?
2	B	“Improve vocabulary comprehension, accent and speaking speed in English.”
3	A	Do you feel that your listening skills have improved after using the news as a practice medium? Describe the specific changes you felt in your listening skills.
4	B	“Yes, I find it easier to understand conversations in everyday English.”
5	A	Does the news help you understand the culture or current events in English-speaking countries?
6	B	“It was very helpful, I got to know more about their culture and etiquette.”
7	A	Are there situations outside of class where you feel more confident listening to English because of this exercise?
8	B	“I feel more confident in understanding conversations in English.”
9	A	Does the use of news affect the way you speak or understand vocabulary in English? If so, how?
10	B	“Yes, I am more aware of the use of formal vocabulary and more complex sentence structures.”
11	A	Are there any other aspects of skill (such as speaking, reading, or writing) that are also affected by this exercise?
12	B	“Improved my reading comprehension

		of complex topics and understanding of conversations in everyday English.”
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Transcript 3
Topict : Challenges in Using News as Listening Practice

Respondent 1

Participants : Lovely Arum Jati

Class : X-9 SMAN 8 Semarang

Time : 15.00

Date : 20 January 2025

Place : Online

Note :A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“When a word is unfamiliar and I don't know what it means.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Yes, sometimes I still find it difficult, because I hear but I'm still unfamiliar with the word and don't know what it means, but that's how we learn.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Challenging, especially if the news topic is interesting.”

7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Maybe in the beginning you can read English subtitles first, then slowly without subtitles”

Respondent 2

Participants : Ristania Meysa

Class : X-7 SMAN 8 Semarang

Time : 19.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“When the anchor delivers the news at a fast tempo and the pronunciation of vocabulary is not very clear”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“In my opinion, the difficult part is when the news anchor is delivered at a fast tempo and the pronunciation of vocabulary is not so clear, so it is difficult for me to catch what is being said.”
5	A	How do you feel when you don't understand the content of the news?

		Does it frustrate you or challenge you to learn more?
6	B	“Sometimes it's frustrating because it feels too difficult.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“News is easier to see if it is displayed with a picture of the topic and adds English subtitles so that it is easier to understand.”

Respondent 3

Participants : Anindya

Class : X-7

Time : 17.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The anchor's speaking speed was too fast for me and he used technical vocabulary that I had never heard before.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“It was difficult at first, mainly because of the speed of speech and the use of technical vocabulary that I hadn't heard

		before.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Challenged, I usually look up the meaning of difficult words in the dictionary.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Choosing news with familiar topics, using subtitles, and replaying difficult parts can be very helpful. Also, practicing gradually with simpler news first is also effective.”

Respondent 4

Participants : Nadya Sava

Class : X-8 SMAN 8 Semarang

Time : 20.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The speaker's accent often confused me.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?

4	B	“Yes or no, if no, not everyone uses the same accent in delivering the news, if yes, then I have started to show that I am getting used to English news.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“A little upset, but it made me want to learn more.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Find a news channel, whether it's in any application, find a news channel that makes us comfortable in listening to it, that way we can adapt easily and can get used to it so that we can get a plus point by being able to improve our listening quality for free.”

Respondent 5

Participants : Aiko Nashita Dewi

Class : X-8 SMAN 8 Semarang

Time : 19.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The speaker spoke quickly and certain vocabulary was not understood.”

3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Yes, if the speaker speaks quickly and certain vocabulary is not understood.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“I feel challenged to find out the meaning of words I don't understand.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“By watching subtitled news or watching news with familiar topics.”

Respondent 6

Participants : Mirza Althaf Rezvandra

Class : X-10 SMAN 8 Semarang

Time : 19.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“I had trouble catching certain words because they were pronounced quickly.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of

		speech)?
4	B	“Yes, perhaps the speed of the anchor's speech often leaves me behind.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Frustrated because I feel like I'm missing out on understanding the news.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“more effective because it is easier to learn English pronunciation”

Respondent 7

Participants : Aprilia Bethari Saraswati

Class : XI-5 SMAN 8 Semarang

Time : 16.30

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“Of course accents, accents are normal for everyone, including news anchors. But it's less of an obstacle when you learn and often listen to different accents in language.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of

		speech)?
4	B	"I don't find the news in English difficult to follow, although sometimes the unique accents of the anchors from some countries can be a bit off-putting."
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	"Challenged to find out more about English."
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	"I would suggest an anchor with a more digestible accent like an American accent, because sometimes anchors from England have a fast pace and a unique accent. An example that comes to mind is the way Adele speaks, even though she's not a news anchor."

Respondent 8

Participants : Alivia Rikza Azzahra

Class : XI-3

Time : 21.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	"The formal vocabulary often confuses

		me and the speaker is too fast.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Sometimes it is difficult, especially if the vocabulary is too formal or the speaker speaks too fast.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“I feel challenged to try better in the next practice.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“This exercise can be easier if you choose news that is relevant to your personal interests or use subtitled news.”

Respondent 9

Participants : Ajeng Dewi

Class : XI-7

Time : 17.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“I find it difficult in terms of vocabulary

		and speaking style.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“The style of speech and vocabulary.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Sometimes it gets annoying, especially if the news is too difficult.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Maybe everyone's opinion is different, but in my opinion, listening to the news more easily must have an intention from ourselves, so that it is more effective to listen to the news.”

Respondent 10

Participants : Fairuz Hisyam Hertito

Class : XI-6

Time : 18.30

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The vocabulary part still sounds foreign to me.”
3	A	Do you find news in English too difficult

		to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“The new, unfamiliar vocabulary used in the news often makes me have to look up the meaning.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Frustrated, but I try to re-listen to understand.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“There is, perhaps giving exercises gradually, starting from easy news.”

Respondent 11

Participants : Mikhita Salma

Class : XI-5

Time : 16.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The speed of speech part is the most difficult because my English skills are passive so I am not used to actively speaking or listening to others speak English.”

3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“ Yes, it was difficult. The speed of speech part is the most important because my English skills are passive so I am not used to actively speaking or listening to other people speak English. Therefore, whenever I try to listen to understand the context, I always look for media with a slower speaking speed so that I can easily digest.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“It's challenging, because it's my way of learning new things.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“It can be with casual news such as entertainment, culinary, travel, vacation news with an American accent that is easier to understand for beginners and tailored to the news topic interests of each student.”

Respondent 12

Participants : Marvella Nathania

Class : XI-2

Time : 21.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The speed of the speaker made it difficult for me to follow the content of the news.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Yes, in the speed of speech part because with that our ability to understand the meaning of the news is slightly impaired.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“It's frustrating if I don't understand at all.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Yes there is, maybe by choosing news with topics that are not too heavy / choosing the type of news according to what we like so that we are more interested.”

Respondent 13

Participants : Amanda Nabilla

Class : XII-1

Time : 19.30
 Date : 29 January 2025
 Place : Online
 Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The news is often too fast without enough pause, so I don't catch all the information.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Sometimes I find the news too difficult to follow, mainly because of the anchors' diverse speaking styles such as their accents and the use of technical terms that I am not used to hearing in everyday conversation.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Challenged, I usually try to note down the words I don't understand.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Use news transcripts to help understand difficult words. Starting with slower news or using the slow speed feature. Choosing news with familiar topics to

		make it easier to understand the context. Listen to the news regularly to build a habit and gradually improve comprehension.”
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Respondent 14

Participants :Nadia Keiza

Class : XII-1

Time : 14.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“The complex vocabulary meant I had to stop frequently to look up the meaning of words.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Not really, but the speed of speech is a little confusing in understanding the content of the news.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Challenged to do better, especially if the news is important.”
7	A	Do you think there are ways to make this news listening exercise easier or more

		effective?
8	B	“It's by listening to news with subtitles that we can understand the news more easily.”

Respondent 15

Participants : Nonik Sholehatul Fadhillah

Class : XII-4

Time : 19.00

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“I found it quite difficult because of the speed of the presenter's speech and the vocabulary that I didn't know before.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“In my opinion, it's the accent and the speed of speech.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“It's frustrating when I don't understand at all, but I keep trying.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?

8	B	“For me personally, I usually use subtitles first, after knowing the content of the news topic, I immediately return to the initial English setting, to look for vocabulary that I don't know and understand and practice the pronunciation.”
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Respondent 16

Participants : Novia Ayu Felisha

Class : XII-1

Time : 15.30

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“Topics that are too serious make it difficult for me to follow the content of the news.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Yes, it can be difficult at times, especially because of the high speed of speech and topic-specific vocabulary.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“It's challenging to keep learning and

		find out what I don't understand.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“Choosing news with interesting topics, using transcripts as a companion, and listening to news from anchors with clear accents can make practice more effective.”

Respondent 17

Participants : Muhammad Dicky Aulia Chandra

Class : XII-1

Time : 19.30

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“It was difficult at times, mainly because of the speed of speech and the technical terms used.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“The main factors that made it difficult were the speed of the conversation and the use of unfamiliar terms.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to

		learn more?
6	B	“Sometimes it's frustrating, but I try to focus on what I can understand.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	“You can use transcripts, choose slower-paced news, or repeat yourself several times.”

Respondent 18

Participants : Rizqi Ramadhan

Class : XII-1

Time : 17.00

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next, the challenges of using news as listening practice. What are some difficulties or challenges you face when listening to news in English?
2	B	“I had trouble with the long sentence structure in the news.”
3	A	Do you find news in English too difficult to follow? If yes, which part do you find most difficult (e.g. vocabulary, speed of speech)?
4	B	“Yes, especially in the speed of speech and the use of less familiar vocabulary.”
5	A	How do you feel when you don't understand the content of the news? Does it frustrate you or challenge you to learn more?
6	B	“Sometimes it's frustrating, but I try to

		focus on what I can understand.”
7	A	Do you think there are ways to make this news listening exercise easier or more effective?
8	B	" You can start with news that has subtitles or choose news with familiar topics.”

Transcript 4

Topic : Advice and personal experience on using the news as a listening exercise

Respondent 1

Participants : Lovely Arum Jati

Class : X-9 SMAN 8 Semarang

Time : 15.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	“The explanatory news type, because explanatory news is usually serialized which makes people curious about the rest”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Explain difficult vocabulary before the news is played.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“Movies and music, because I like them, and I find it easier to understand if I like them first.”

Respondent 2

Participants : Ristania Meysa

Class : X-7 SMAN 8 Semarang

Time : 19.00

Date : 20 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	“No, I think all types of news have the same level of comprehension difficulty”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Use news that is shorter in duration to avoid being boring.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“I will use movies and social media, because I think that similar to news, these sources can also improve my understanding of English with content that is not boring.”

Respondent 3

Participants : Anindya

Class : X-7

Time : 17.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	"Music entertainment news is more interesting because the language tends to be more casual and is often relevant to everyday life."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Provide news topics that match students' interests."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"I would choose a movie or series and a song. Movies often use a more relaxed but still information-rich language, while songs usually have a varied speaking speed."

Respondent 4

Participants : Nadya Sava

Class : X-8 SMAN 8 Semarang

Time : 20.00

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	"This type of news is straight news because it contains facts but is delivered in a short and concise manner so it doesn't get boring. In addition, there is also investigative news which is very interesting to follow the flow in the investigation."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Use news with a speaker who has clear pronunciation and a clear accent."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"With songs and movies/movies because English-based songs have always accompanied me to learn whatever genre it is, besides learning songs also accompany me when I am relaxing, songs are also very familiar on earth to accompany the day. In addition to news songs can also improve our listening and add new vocabulary. Movies/movies, lately I like movies/movies based on English actually, I have always been familiar with movies/movies that use English, but I just have a sense of interest

		in movies/movies that use English lately. Like songs, English-based movies/movies can make us gain new vocabulary.
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Respondent 5

Participants : Aiko Nashita Dewi

Class : X-8 SMAN 8 Semarang

Time : 19.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	"News about entertainment and technology is interesting because the topics are light and frequently encountered."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Use news with subtitles to make it easier to understand."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"By listening to music, watching movies, and playing games. Because I listen to them often, use colloquial language, and relax."

Respondent 6

Participants : Mirza Althaf Rezvandra

Class : X-10 SMAN 8 Semarang

Time : 19.00

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	“Sports news is more interesting because I like the sporting culture of the UK”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Use news about sports and add group discussions after listening to the news.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“Movies or television series are more interesting because there are visuals that help me understand the story and because in addition to learning I also enjoy the movie.”

Respondent 7

Participants : Aprilia Bethari Saraswati

Class : XI-5 SMAN 8 Semarang

Time : 16.30

Date : 22 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	"I think news about criminal cases, specifically about why the person did it, is quite interesting. Because I've always loved the mystery and psychological thriller genre."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Provide additional materials such as articles or images related to the news."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"I would choose the movie medium, because there will be illustrations available demonstrated by actors so that people who do not understand can still follow even if they do not fully understand, movie media also usually provides a subtitle feature that makes it easier for many people."

Respondent 8

Participants : Alivia Rikza Azzahra

Class : XI-3

Time : 21.00
 Date : 22 January 2025
 Place : Online
 Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	“Entertainment news, such as about movies or music, is more interesting because the topics are light and usually use more familiar vocabulary.”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Use news at a slower speaking speed for beginners and use subtitles.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"I prefer movies or music, especially sports movies or songs that suit my taste. The reason is that I enjoy learning from media that I like and can make the training process feel more relaxed."

Respondent 9

Participants : Ajeng Dewi
 Class : XI-7
 Time : 17.00
 Date : 20 January 2025
 Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	"I haven't found any interesting news myself."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Provide videos with a combination of text and audio to aid understanding."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"Maybe I would choose to watch a drama or TV series better because there is visual context and an interesting story."

Respondent 10

Participants : Fairuz Hisyam Hertito

Class : XI-6

Time : 18.30

Date : 21 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more

		interesting to listen to? Why?
2	B	"In my opinion, entertainment news will be easier to listen to because the topics discussed are also relatively light and the vocabulary is easy to understand."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Use news with a variety of topics to avoid monotony."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"Another source I would choose is movies, because they are more interesting and have more variety of vocabulary or idioms."

Respondent 11

Participants : Mikhita Salma

Class : XI-5

Time : 16.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	"In my opinion, entertainment news will be easier to listen to because the topics discussed are also relatively light and the

		vocabulary is easy to understand.”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Use news with lighter topics that are easy for beginners to understand.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"Songs or movies. Because songs can be played every day and repeatedly even though the song is the same and are easier to imitate and remember because they can be sung with rhythm. In addition, movies are also more interesting to use as media because movies provide entertainment as well as better visualization for learning and the use of vocabulary in dialogue is almost similar to everyday dialogue."

Respondent 12

Participants : Marvella Nathania

Class : XI-2

Time : 21.00

Date : 23 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?

2	B	“Yes, there is, for example, entertainment news / that talks about something we like because we are more interested in listening and understanding the content of the news.”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Use news that students are interested in.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“Movies, because besides we can listen to the meaning of the movie, we can also have a refreshing time.”

Respondent 13

Participants : Amanda Nabilla

Class : XII-1

Time : 19.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	“Entertainment or technology news is often more interesting and easy to understand because it uses more familiar vocabulary compared to political or

		economic news which tends to be more complex.”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Give students a choice of news according to their interests such as entertainment or technology news.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"I would choose music, podcasts or movies as other sources for listening practice because each has its own advantages. Music helps understand pronunciation and intonation in a more enjoyable way, while podcasts offer more natural and diverse conversations, allowing me to get used to different accents and speaking styles. In addition, movies provide a visual context that helps understand word meanings and expressions in real situations, making listening practice more effective and engaging."

Respondent 14

Participants :Nadia Keiza

Class : XII-1

Time : 14.30

Date : 29 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
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1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	There are examples of sports news because I love watching news about sports competitions."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"Gunakan berita dengan aksen yang lebih mudah dipahami, seperti aksen Amerika."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"listening to songs or watching movies because sometimes we can be more interested in learning English from activities that we like."

Respondent 15

Participants : Nonik Sholehatul Fadhillah

Class : XII-4

Time : 19.00

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more

		interesting to listen to? Why?
2	B	"I think it's news in the entertainment world, because it's very relevant to me right now."
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	"I usually use subtitles first, after knowing the content of the news topic, I immediately return to the original English setting, to look for vocabulary that I don't know and understand and practice the pronunciation and provide related vocabulary exercises before the news is played."
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	"Music, movies, and content from influencers, because when I do that I really enjoy practicing listening from these sources."

Respondent 16

Participants : Novia Ayu Felisha

Class : XII-1

Time : 15.30

Date : 28 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types

		of news that you find easier or more interesting to listen to? Why?
2	B	“Entertainment or technology news is easier because it tends to use simpler vocabulary and is often relevant to my interests.”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Using transcripts as a companion, and listening to news from anchors with clear accents can make practicing more effective.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“I would choose podcasts or educational videos on YouTube because they usually offer more varied topics, use clear language, and are often accompanied by visuals.”

Respondent 17

Participants : Muhammad Dicky Aulia Chandra

Class : XII-1

Time : 19.30

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more

		interesting to listen to? Why?
2	B	“Lightweight news like culture or technology is easier to understand than more complex politics or economics.”
3	A	If you were given the opportunity to suggest changes to the way news listening exercises are conducted, what changes would you suggest?
4	B	“Discuss the content of the news together to ensure all students understand.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“Podcasts or video interviews, as they are usually more interactive and have an easier-to-follow pace of speech.”

Respondent 18

Participants : Rizqi Ramadhan

Class : XII-1

Time : 17.00

Date : 30 January 2025

Place : Online

Note : A as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Next up is advice and personal experience on using the news as a listening exercise. Are there certain types of news that you find easier or more interesting to listen to? Why?
2	B	“Entertainment or technology news is easier to understand because it often uses familiar terms.”
3	A	If you were given the opportunity to suggest changes to the way news

		listening exercises are conducted, what changes would you suggest?
4	B	“Use entertainment and sports news, as the language is more relaxed than political or economic news.”
5	A	If you could choose a source other than the news for listening practice, what would you choose? Why?
6	B	“Podcasts or interviews with native speakers, because the language is more natural and often used in everyday conversation.”

Appendix 3: Documentation

A. Research Letter



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 8
SEMARANG

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SURAT KETERANGAN

Nomor: 000.9/608/VI/2025

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Semarang, menerangkan bahwa Saudara tersebut di bawah ini:

Nama : Herlina Sinta Dewi

NIM : 2103046141

Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian skripsi di SMA Negeri 8 Semarang untuk memenuhi tugas akhir Program Studi Pendidikan Bahasa Inggris:

Waktu : Tanggal 14-22 November 2024

Judul Skripsi : The Perception of Senior High School Students on Listening Practice Through News.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, 20 Juni 2025

Kepala SMAN 8 Semarang,



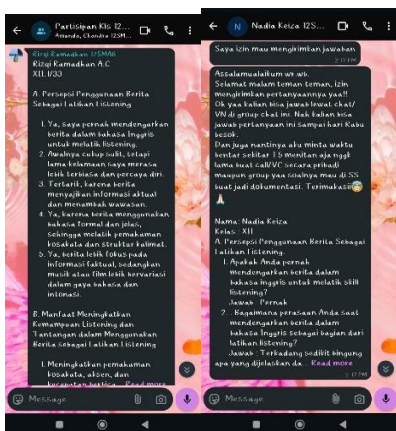
Ajib Setyo, S.Pd., M.Pd.

Pembina Tingkat I

NIP. 19760522 200012 1 001

B. Documentation Photo





CURRICULUM VITAE

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