

**DEALING WITH LEARNERS' PROBLEMS IN EXTENSIVE
LISTENING ACTIVITIES: A DESCRIPTION OF STRATEGIES
USED BY EFL LEARNERS OF HIGHER EDUCATION**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Bachelor's Degree of English Education



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2024

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Lastly, the researcher realizes that this project is far from perfect. the researcher will welcome constructive feedback to improve this thesis further. Hopefully, this thesis can benefit others, especially future researchers.

Semarang, the 19th of December 2024

Sincerely,

Nanda Nurul Aulia Tivani

2103046144

MOTTO

In the name of Allah, The Most Gracious, The Most Merciful

“...and it is possible that you hate a thing which is better for you; and it is possible that you like a thing which is bad for you; and Allah knows; and you do not know.”

~Al-Baqara: 216~

“...pay heed! Allah’s help is surely near.”

~Al-Baqara: 214~

“By believing passionately in something that still does not exist, we create it. The nonexistent is whatever we have not sufficiently desired.”

~Franz Kafka~

“Your worst sin is that you have destroyed and betrayed yourself for nothing.”

~Fyodor Dostoevsky~

TABLE OF CONTENT

THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
THESIS GUIDANCE SCORE	v
ACKNOWLEDGMENT & DEDICATION	vi
MOTTO	ix
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER 1	1
INTRODUCTION	1
A. Research Background	1
B. Research Question	4
C. Research Objective	4
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
A. Previous Research	7
B. Literature Review	10
1. Extensive Listening	10
2. Extensive Listening Problems	11

3. Extensive Listening Strategies.....	13
C. Theoretical Framework	14
CHAPTER III	14
RESEARCH METHOD.....	14
A. Research Design.....	14
B. Research Setting	14
C. Research Participant	15
D. Method of Collecting Data	15
E. Method of Analyzing Data	16
F. Research Instrument.....	17
CHAPTER IV.....	22
RESEARCH FINDINGS AND DISCUSSION	22
A. Findings.....	22
B. Discussion.....	37
CHAPTER V	43
CONCLUSION AND SUGGESTION	43
A. Conclusion.....	43
B. Suggestion	45
BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE	62

LIST OF TABLES

- Table 1.1 Instrument for Exploring Problems Found in Extensive Listening Activities
- Table 1.2 Instrument for Exploring the Strategies to Deal with the Problems in Extensive Listening Activities
- Table 2.1 Responses on Problems in Extensive Listening Activities Related to Listening Materials
- Table 2.2 Responses on Problems in Extensive Listening Activities Related to Learners' Performance
- Table 2.3 Responses on Problems in Extensive Listening Activities Related to Supporting Equipment
- Table 2.4 Responses on Strategies in Extensive Listening Activities to Deal with the Problems
- Table 3.1 Lattice of Instrument of Problems found in Extensive Listening Activities
- Table 3.2 Lattice of Instrument of Strategies in Extensive Listening Activities
- Table 4.1 Problems in Extensive Listening Activities Related to Listening Materials
- Table 4.1.1 Participants' Description of the Range Words of Vocabulary
- Table 4.1.2 Participants' Description of the Speech Rate
- Table 4.1.3 Participants' Description of the Unclear Pronunciation or Accent
- Table 4.1.4 Participants' Description of the Other Problem

Table 4.2 Problems in Extensive Listening Activities Related to Learners’
Performance

Table 4.2.1 Participants’ Description of the Motivational Difficulties

Table 4.2.2 Participants’ Description of the Distraction

Table 4.2.3 Participants’ Description of the Lack of Background
Knowledge

Table 4.2.4 Participants’ Description of the Anxiety or Frustration

Table 4.3 Problems in Extensive Listening Activities Related to Learners’
Performance

Table 4.3.1 Participants’ Description of the Background Noises

Table 4.3.2 Participants’ Description of the Poor Connection

Table 4.3.3 Participants’ Description of the Poor Device Quality

Table 4.4 Strategies in Extensive Listening Activities

LIST OF FIGURES

Figure 4.4 Participants' Preferences on the Strategies They Use During
Extensive Listening Activities

LIST OF APPENDICES

Appendix 1: Research Instrument for Questionnaire

Appendix 2: Data of Categorized Problems and Strategies in Extensive
Listening Activities on Tables

Appendix 2: Participants' Responses to Questionnaire

Appendix 3: Transcript of Interview

Appendix 4: Data Combination of Questionnaire Responses and
Interview

Appendix 5: Documentation of Interviews

ABSTRACT

Title : Dealing With Learners' Problems in Extensive Listening Activities: A Description of Strategies Used by EFL Learners of Higher Education
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Extensive listening can be implemented inside and outside the classroom. Previous research has explored the common strategies or the impact of extensive listening on language proficiency. Thus, this research aimed to explore the problems faced in extensive listening activities and the strategies to deal with those problems. This study used a qualitative approach with an exploratory research design. The research was conducted at the English Education Department in UIN Walisongo Semarang in the odd semester for around 6 weeks. A total of 25 participants from the 3rd, 5th, and 7th semesters had participated. The data were collected through open-ended questionnaires on Google Forms and interviews and were analyzed through data condensation, data display, and conclusion drawing. The findings show that there are three major categories of problems in extensive listening activities, which are problems related to listening materials (i.e., vocabulary, speech rate, and unclear pronunciation or accent), learners' performance (i.e., motivational difficulties, distraction, lack of background knowledge, and anxiety or frustration), and supporting equipment (i.e., background noises, connection, and device quality). Moreover, the strategies are classified into eight major scopes which are using subtitle/transcript, pausing and repetition, taking notes, inferencing, visualization, checking, using additional devices, and taking breaks. This study suggests the strategies should be taught to EFL learners and encouraged them to engage in consistent extensive listening practices outside of the classroom.

Keywords: *EFL Learners, Extensive Listening, Problems, Strategies*

CHAPTER 1

INTRODUCTION

This chapter covered the introduction section of this research, including the research background, research questions, and research objectives. The research background focuses on how the problem of this research occurred, while in the research question section, the formulated question appeared. In addition, the main purposes of this research were stated.

A. Research Background

English has been recognized as a necessary language for worldwide communications. The four components of language learning are listening, speaking, reading, and writing. The ability to listen is the most crucial for social interactions among these factors, and research has shown that people learn new knowledge more effectively by listening than through reading (C. Chang & Chang, 2014). Listening is mainly used in communication as stated by Rankin that listening is used 42,1% in communication compared to reading (15%), talking (31,9%), and writing (11%) (Rankin, 1928). The listening skill is defined as a receptive skill and the first basic skill learned by humans (Eng et al., 2013). If someone wants to learn a new language, they may start with listening comprehension. Rost(Rost, 1994) pointed out that listening is a crucial part of language learning because it provides input for learners. Thus, it can

be concluded that listening comprehension plays a vital role in communication and enhancing language comprehension.

For a long time, listening skills tend to get less attention than other skills (Gilakjani & Ahmadi, 2011; Richards & Renandya, 2002; Walker, 2014). In higher education itself, research conducted has shown that listening skills do not get enough attention in the teaching-learning process because the output is invisible (Ardini, 2016). It does not get enough recognition in classroom activities, particularly in Indonesia (Nurkholida, 2016). Whereas, listening is a process that requires repetition of input. As a result, a method is needed for enhancing listening skills apart from the classroom teaching-learning activities.

Extensive listening refers to independent listening of huge amounts of listening materials and resources for enjoyment, and it can be implemented both inside and outside of the classroom (Barella & Linarsih, 2020). Extensive listening can assist second-language listeners in overcoming their hearing challenges since it allows them to get a lot of engaging and understandable listening input (Renandya & Farrell, 2011) that suits their learning needs and provides the opportunity for learners to control their own learning pace (Angelia & Juliaty, 2021). In extensive listening, students focus more on meaning than on form. The objective is to give pupils a lot of input in the target language. Significant benefits for vocabulary growth, accent detection, and students' productive abilities, particularly speaking and pronunciation, have been linked to

extensive listening (Reinders, H., & Cho, 2010; Renandya & Farrell, 2011). Hence, extensive listening can be used as a way to practice listening skills outside the classroom independently.

Nowadays, there is an abundance of materials and resources that can be used for extensive listening activities, such as podcasts (Alm, 2013; Angelia & Juliaty, 2021), YouTube videos (Mandiri et al., 2022; Milliner, 2017), news (Barella & Linarsih, 2020; Milliner, 2017), and many more. However, many EFL (English as a Foreign Language) learners still experience various emotions due to the problems they may face in extensive listening activities (Richards & Renandya, 2002). Previous (A. C. S. Chang & Millett, 2014; Gilakjani & Ahmadi, 2011; Reinders, H., & Cho, 2010; Rukmana et al., 2023) has explored the impact of extensive listening on language proficiency. The other focuses on particular materials, resources, or strategies to enhance listening comprehension (Barella & Linarsih, 2020; Dong, 2016; Reinders, H., & Cho, 2010; Renandya, 2015; Yang, 2011). Based on the previous research, it can be inferred that there is a lack of studies that explore the common problem faced and the strategies in the context of extensive listening activity. Thus, this research aimed to fill in the gap of the inadequacy of studies exploring the common problem faced in extensive listening activities and the strategies for dealing with those problems.

B. Research Question

Based on the research background above, the problems of the research are as follows:

1. What are the problems faced by EFL learners in their extensive listening activities?
2. What are the strategies used by EFL learners to deal with those problems?

C. Research Objective

Based on the research problems above, the aims of this research are as follows:

1. To explore the problems faced by EFL learners in their extensive listening activities.
2. To explore the strategies used by EFL learners to deal with the problems found in their extensive listening activities.

D. Significance of The Research

The practical significances of this research are:

1. EFL (English as a Foreign Language) learners can greatly benefit from the practical solutions presented in this study by thoughtfully incorporating them into their own learning processes. By carefully evaluating and selecting the strategies outlined in the research, learners can customize their approach to listening, adapting it to their individual preferences, learning styles, and specific language acquisition goals. This personalized

approach allows students to enhance their listening skills more effectively, as they align their practice with their unique needs. Additionally, learners can gain greater autonomy and confidence in their language use, which will ultimately lead to more successful language growth, by consistently modifying their listening strategies in response to their changing language proficiency.

2. This study offers valuable insights for educational institutions to promote extensive listening strategies in language learning programs. By incorporating these strategies into curricula, schools, colleges, and universities can provide students with a wider range of listening experiences, enhancing their comprehension skills. Extensive listening, which emphasizes authentic language input, helps learners become familiar with natural speech patterns, vocabulary, and pronunciation. The findings can also be used to train educators in the benefits and implementation of these strategies. By promoting the regular use of extensive listening materials, institutions can help students build fluency and improve listening proficiency, ultimately contributing to their overall language development and success.
3. For future researchers, this study can be a valuable resource for future similar studies on this topic. Further research can look into the initiation of additional, more in-depth, and specific studies, such as investigations into specific listening strategies or their effectiveness in various learning contexts. Moreover, the

researcher suggested additional research on how integrating different types of media in extensive listening can improve listening comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to extensive listening in general, the problems, and strategies in extensive listening activities. This chapter also covers previous research related to this topic.

A. Previous Research

There is some previous research related to this topic. One of the research conducted by Willy A. Renandya and Thomas S.C. Farrell (Renandya & Farrell, 2011) about extensive listening. This study discussed the strategy training activities that became a standard of most modern listening coursebooks, which in their opinion, don't quite match the approach to teaching EFL (English as a Foreign Language) learners with lower proficiency and it placed a heavy burden on the teachers. As the solution to this problem, they offer the extensive listening approach for the teachers. They identified the issue found in previous research faced by learners in listening activities, then provided strategies in the extensive listening approach that the teacher can use in their classroom. This research was conducted on an unknown classroom level and focused on students with a low proficiency level, while the other research focuses more on a particular level of students.

The other research aimed to explore the strategies employed by Iranian students was conducted by Farinaz Shirani Bidabadi and

Hamidah Yamat (Bidabadi & Yamat, 2014). This study focused on the strategies employed by Iranian freshmen in extensive listening. The participant was a group of 12 freshmen university students who were purposefully selected based on their scores on the Oxford Placement Test. The result showed that the learners use metacognitive strategies (concentration/attention and skipping) and cognitive strategies (visualization, note-taking, and inferencing) in their extensive listening activities. The participants from this research were categorized as advanced, intermediate, and lower intermediate. The other research only does not categorize the participant. Also, the participants were purposefully selected by their age and their gender (female) whilst the other are more common.

Santi Prastiyowati carried out the other study about extensive listening (Prastiyowati, 2018). This study used mixed methods in order to collect the information. The participants of this study were 12 students who joined the Basic Listening subject. The result showed that the problems arose mainly in three different topics, which are problems dealing with listening materials, dealing with students' performance, and dealing with supporting equipment. After the interview was conducted, the research gathered data about strategies used by the learners to comprehend the listening material better, which was concluded into giving pause and replay, guessing unknown words, finding difficult words in the dictionary, predicting the content by using background knowledge, and making notes or

rewrite the text. This research used mixed methods while the other research only used a qualitative approach.

The other similar research conducted by Nathasa Gracia Paramitha was about students' challenges in extensive listening class (Paramitha, 2019). This study discussed the challenges encountered by the students at the ELE Program of Universitas Kristen Satya Wacana in the Extensive Listening class. This study focused on the challenges that were often faced by the students and found out the aspects that usually affect the students' performance in listening. The study revealed that there were challenges that were classified into four themes. Those four challenges are: 1) speech considered too fast, 2) the utterances regarded as too complex, 3) word boundaries are blurry, and 4) the speech has to be processed in real time. This research focuses on investigating the problems found by students who have taken extensive listening classes and got a low score in the course.

The most recent study about the difficulties faced by EFL students in extensive listening was conducted by Indra Cipta Putra Mandiri, Muhammad Handi Gunawan, and Suharno (Mandiri et al., 2022). This study aims to reveal the difficulties encountered by EFL students in their extensive listening activities. The participants were 23 EFL students who joined the class of Listening for General Communication 1. The result revealed that the difficulties encountered by the participants were divided into three major categories, which are comprehension difficulties, technical

difficulties, and motivational difficulties. In addition, the researchers also provided students' coping mechanisms for the problem encountered, specifically repetition of the material, enlistment of subtitles and/or transcripts, and both methods used. This research used thematic analysis to analyze the data gathered from the participants.

With all of the previous research being reviewed, this research has some similarities with the previous research, that it focused on problems and strategies in extensive listening. However, some of them only focus on the problems and the others focus on the strategies. The other one also conducted the research in a particular class (i.e. extensive listening course), while this research explored the problems faced by EFL learners of higher education in general extensive listening activities and the strategies they use to deal with those problems.

B. Literature Review

1. Extensive Listening

The term "Extensive Listening" (EL) describes the process by which students are exposed to an extensive variety of enjoyable and understandable audiovisual content through the use of audiobooks, magazines, radio, television, and the Internet (A. Chang et al., 2019). According to this definition, three main components can be underlined: 1) self-selection of listening materials, 2) listening in large amounts, and 3) the level of the

material needs to be at or below learners' reading level (Milliner, 2017). In extensive listening, learners may choose any listening resources and materials that they find fun, appropriate for their level of English comprehension, and not too difficult to comprehend (Vo, 2010). In conclusion, extensive listening is one of the methods in practicing listening activities where learners are exposed to a large and various amount of resources and may select their own material based on their preferences.

2. Extensive Listening Problems

Previous research (Bidabadi & Yamat, 2014; Mandiri et al., 2022; Paramitha, 2019; Prastiyowati, 2018; Renandya & Farrell, 2011) has found that some problems might be encountered by learners in extensive listening activities. Those problems can be classified into three kinds, those are as follows:

a. Problems Related to Listening Materials

There are certain problems found regarding the listening materials chosen in extensive listening activities. These include the range of used vocabulary (unfamiliar words, complex grammatical structures, long-spoken text, colloquial language, reduced form), speech rate, unclear pronunciation, and accent of speakers. As the result of a study conducted by Renandya & Farrell (2011) showed that the use of colloquial language, reduced form, and blurry word boundaries, are chosen by the participants as some problems in extensive listening. Additionally, slang and other unfamiliar words are

also a problem in extensive listening activities (Mandiri et al., 2022). Hence, those problems are included in the range words of vocabulary.

Moreover, speech rate, which described as listening materials where the speakers talk fast is also becomes a problem in the extensive listening activity (Gilakjani & Sabouri, 2016; Mandiri et al., 2022; Renandya & Farrell, 2011). On the other hand, the accent differences, either from native or non-native speakers, and the unclear pronunciation also lead to difficulties in listening.

b. Problems Related to Learners' Performance

Certain problems are found regarding the learners' performance while doing extensive listening activities. These include motivational difficulties, distraction (losing concentration or losing focus), lack of background knowledge, and anxiety or frustration. Based on the result of a study conducted by Mandiri (2022), boredom and low motivation are included in the motivational difficulties. On the other hand, distraction is described as a problem that arose naturally from within learners' individual (Renandya & Farrell, 2011). Those problems are categorized as problems that are related to learners' performance.

c. Problems Related to Supporting Equipment

There are certain problems found regarding the supporting equipment used by learners in extensive listening activities.

These include background noises, poor connection, and poor device quality.

Based on the potential problems from the previous research above, it can be concluded that the problems that may arise in extensive listening activities can be categorized into three kinds. Those are the problems related to listening materials, problems related to learners' performance, and problems related to supporting equipment.

3. Extensive Listening Strategies

Based on the problems found, previous research (Bidabadi & Yamat, 2014; Mandiri et al., 2022; Prastiyowati, 2018) has shown strategies used by learners to deal with the problems they encounter. Those strategies are summarized as follows:

a. Pausing and Repetition

This strategy is simply used by repeating the listening material over and over again until they understand what is being spoken or what the material is about.

b. Using Subtitles or Transcripts

The other way learners deal with the problems in extensive listening is by using the aid of subtitles and/or transcripts. This can help learners understand what is being spoken and help them recognize new vocabulary appeared.

c. Taking Notes

To have a better understanding, learners tend to make notes to the listening materials. They noted new vocabulary and/or

some keywords which can help them identify the main ideas and remember the material as much as they can.

d. Inferencing (Predict the Content by Using Background Knowledge, Linguistic Cues, and Making Guesses)

Some learners try to predict the content of the listening material by using their background knowledge. While some of them use linguistic cues. Linguistic cues refer to guessing the meaning of unknown words by using the meaning of other words or context in listening text. From these strategies, learners can make guesses about something they do not know (e.g., unfamiliar words, long-spoken texts, etc.) and help them understand the material better.

e. Visualization

Learners used visualization by imagining a picture of what they heard. As they were listening to a spoken text, they tried to imagine a picture of the situation, for example where the listening took place, some keywords, and questions they had already browsed in their minds.

As shown from the results and theories of the previous research, it can be concluded that there are some potential strategies that can be used to deal with the problems in extensive listening activities. Those are pausing and repetition, using subtitles or transcripts, taking notes, inferencing, and visualization.

C. Theoretical Framework

The theory of Holden III (2008), which formed based on the theory of Waring, stated that extensive listening could be described as listening that may be done when and where the student chooses, as they can comprehend language input as they feel they can manage, and the purposes of listening are determined by the variety of the material and learners' interest. Some of the strategies that may be used by learners were categorized into pre-listening strategies and post-listening strategies. Similar strategies occurred in the research conducted by Santi (2018), in which these strategies emerged based on the problems encountered by learners in extensive listening activities. Hence, the following diagram conveys the theoretical framework of this research.

Extensive Listening Activities

Based on the theory promoted by Holden III, the characteristics of Extensive Listening are as follows:

- Listening can be done at any time or anywhere the student chooses.
- Learners are provided with as much target language input as they can manage.
- The level and content of the listening input are determined by the learners.
- Materials ideally should be within students' level of comprehension.
- The purpose of learning is related to learners' enjoyment and determined by their interests.
- There are no exercises that has to be completed explicitly.

Problems Encountered

The area of potential problem that might arise are as follow:

- a. Problem related to listening materials.
- b. Problem related to learners' performance
- c. Problem related to supporting equipment

Strategies Used to Deal with the Problems

These are some alternative strategies that can be used to deal with the problems in extensive listening activities:

- Pausing and Repetition
- Using Subtitles or Transcripts
- Taking Notes
- Inferencing
- Visualization

CHAPTER III

RESEARCH METHOD

This section contains how the research was carried out, including the research design, setting, participants, method of collecting and analyzing data, and research instrument.

A. Research Design

This study used a qualitative approach with an exploratory research design to explore the problem faced in extensive listening activities and the strategies used to deal with the problems. As stated by Elman (2019), the goal of an exploratory study is to explore an already existing topic to produce new ideas and hypotheses without being able to properly verify them. The other goal of exploratory research is to gather information for clarifying concepts, as stated by Swaraj (2019). However, the result might not be accurately interpreted for a generalized population because sometimes it only involves a small sample size.

B. Research Setting

The research was conducted at the English Education Department in UIN Walisongo Semarang. This research was conducted in the odd semester in the academic year of 2024/2025, precisely from the 3rd of November until the 19th of December 2024.

C. Research Participant

The participants were EFL learners of higher education levels from the 3rd, 5th, and 7th semesters from the English Education Department of UIN Walisongo Semarang. This selection was taken based on the fact that they have taken the Extensive Listening Course and have a good comprehension of extensive listening. The participants were chosen randomly from each class of the semester. This research used convenience sampling as the sampling technique. Convenience sampling, sometimes referred to as haphazard sampling or accidental sampling, is a kind of nonprobability or non-random sampling in which study participants are chosen for the purpose of the study based on practical factors like ease of access, proximity, availability at a specific time, or willingness to participate (Dörnyei, 2008; Etikan, 2016). The 3rd semester has 5 classes, the 5th semester has 5 classes, and the 7th semester has 5 classes. Additionally, participants from each of the classes will be chosen randomly based on their willingness to answer the questionnaire. The total population is 482 students from various semesters. The participants were from various classes. Fifteen responses are from the 7th semester, six responses are from the 5th semester, and four responses from the 3rd semester. Hence, the total of participants who were willing to participate in the research was 25 participants.

D. Method of Collecting Data

The data were collected first through an open-ended questionnaire on Google Forms. Questionnaire is a method of collecting data that is conducted by giving a set of questions to respondents. As stated by Sugiono (2013), a questionnaire will be efficiently used if the researcher knows the variable well and knows what is expected from the respondents. In order to collect more in-depth data, interviews were conducted based on the answers that will emerge. Semi-structured interviews were used to explore further responses and complete the data. As stated by Adams (2015), Semi-structured interviews are suitable for tasks that require multiple open-ended questions with follow-ups. Hence, this method was chosen as method of data triangulation.

E. Method of Analyzing Data

The Miles and Huberman framework, which consists of the following steps: (1) Data Condensation; (2) Data Display; and (3) Conclusion Drawing, was used in this study as the data analysis approach (Miles et al., 2014). Initially, information was gathered from students' answers to a brief Google Forms questionnaire. Next, in the data reduction stage, the author observed the progress of who and how many have completed the questionnaire. Subsequently, the researcher extracted the information by recording and categorizing the responses acquired from the participants. The researcher then summarized the information gathered from the responders into particular categories.

F. Research Instrument

As mentioned above, this research used open-ended questions in the questionnaire on Google Form to collect the data. The researcher also provided some examples of the problems and strategies from previous research to help participants identify their needs and give more specific data. After the data from the questionnaire were gathered, interviews were conducted to collect more in-depth and specific data exploration. The interview were semi-structured interviews.

Table 3.1 Lattice of instrument of problems found in extensive listening activities

Sub-Variable	Indicator	Sample of Instrument
Kinds of problems faced by EFL learners in their extensive listening activities	Problems related to listening materials	<p>What problems do you have during listening activities related to listening materials? Here are some examples of the potential problems during extensive listening activities related to listening materials.</p> <p>A. The range words of vocabulary (unfamiliar words, complex grammatical structures,</p>

		<p>long-spoken text, colloquial language, reduced form).</p> <p>B. Speech rate</p> <p>C. Unclear pronunciation or accent of speakers</p> <p>D. Others (please mention)</p> <p>(Refer to appendix 1 for the complete instrument)</p>
	<p>Problems related to learners' performance</p>	<p>What problems do you have during listening activities related to learners' performance? Here are some examples of the potential problems during extensive listening activities related to learners' performance.</p> <p>A. Motivational difficulties</p> <p>B. Distraction (losing concentration or losing focus)</p> <p>C. Lack of background knowledge</p> <p>D. Anxiety or frustration</p> <p>E. Others (please mention)</p>

		(Refer to appendix 1 for the complete instrument)
	Problems related to supporting equipment	<p>What problems do you have during listening activities related to supporting equipment? Here are some examples of the potential problems during extensive listening activities related to supporting equipment.</p> <p>A. Background noises</p> <p>B. Poor connection</p> <p>C. Poor device quality</p> <p>D. Others (please mention)</p> <p>(Refer to appendix 1 for the complete instrument)</p>

Table 3.2 Lattice of instruments of strategies in extensive listening activities

Sub-Variable	Indicator	Sample of Question
Kinds of strategies and how they are used by EFL	Kinds of strategies used to deal with the problems	What strategies do you use to deal with the problems you find during extensive listening

<p>learners to deal with the problems found in their extensive listening activities</p>		<p>activities? Here are some examples of the potential strategies you may use during extensive listening activities to deal with the problems.</p> <ul style="list-style-type: none"> a. Pausing and Repetition b. Using Subtitles or Transcripts c. Taking Notes d. Inferencing (Predict the Content by Using Background Knowledge, Linguistic Cues, and Making Guesses) e. Visualization f. Others (please write your own strategy here) <p>(Refer to appendix 1 for the complete instrument)</p>
	<p>How to use the strategies in extensive listening activities</p>	<p>Do you adjust your listening strategies based on the difficulty of the materials or the problems? If so, how do you do it?</p>

		(Refer to appendix 1 for the complete instrument)
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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the findings that answer the research questions and discusses more of the findings.

A. Findings

The data were obtained through a questionnaire on Google Forms and interview. The results were collected and categorized into three types, those are problems related to listening materials, learners' performance, and supporting equipment. More in-depth descriptions of the data are as follows.

The first findings are aimed at answering the first research question, which is the problems faced by EFL learners in extensive listening activities. The first problem scope is problems related to listening materials. There are various problems faced by learners related to listening materials. However, those problems can be divided into three main scopes of problems, which are the range words of vocabulary (e.g., unfamiliar words, complex grammatical structures, long-spoken text, colloquial language, or reduced form), speech rate, and unclear pronunciation or accent of speakers. The complete data of problems faced by EFL learners in extensive listening activities related to listening materials are shown in tables in appendix 3.

The range words of vocabulary were chosen by 64% of the participants. They stated some examples that are categorized as the range

words of vocabulary, such as unfamiliar topic or content, lack of vocabulary mastering, unfamiliar terms, synonyms, high level of vocabulary, long-spoken text, slang words, idioms, and reduced forms. Those examples become their problem in extensive listening activities. The samples of participants' answers below show more explanation about their problems on the range words of vocabulary.

“For example, if we are practicing listening in TOEFL or maybe in IELTS, there must be unfamiliar words, it's not like daily vocabulary, which we need to dig it more. So, there are many vocabularies that actually similar, but we didn't use daily. For example, we use try rather than we use attempt.” (LMI.P.23.1)

“I find the difficulties when the native use slang word or when they started to talk about things and then connected to western thing...” (LM.P.11.1)

“... when listening to academic things, usually they use scientific words, or maybe when the materials are on movies or songs, there are some idioms or slang used, so it was difficult for me because those are unfamiliar.” (LMI.P.19.1)

It can be seen from the examples stated by the participants, problems they found in the range of vocabulary words are unfamiliar contexts or topics, high level of vocabulary, slang words, synonyms, long-spoken text, idioms, and reduced forms.

The other problem related to listening materials is speech rate. Thirteen responses or 52% of the participants stated that one of the problems they found in their extensive listening activities is speech rate, which stated as the audio or the speakers speak too fast. The samples of participants' answers below show more explanation about their problems on speech rate.

“Sometimes I feel that the audio is too fast, so I can't get the whole point.” (LMI.P.2.1)

“The pronunciation then becomes unclear because they speak too fast.” (LMI.P.9.1)

One of the participants described that the fast-paced speech makes the pronunciation unclear. As stated by P.9, the speech rate problem leads to another issue of unclear pronunciation.

The last sub-category of problems in extensive listening activities related to listening materials is unclear pronunciation or accent. Seventeen responses which can be counted as 68% of the participants describe that unclear pronunciation or accent is one of their problems related to listening materials. The samples of participants' answers below show more explanation about their problems on unclear pronunciation or accent.

“Sometimes the most difficult when understanding materials in videos are the pronunciation from the speakers and the accent, especially when it comes from not native speakers.” (LM.P.7.1)

“The different accents from the native speakers make me confused about which pronunciation is the right one and what they said. Sometimes I catch different meanings.” (LM.P.18.1)

“I once found in a video, that there was the word “first” but they pronounced it as “fest”, and I had difficulty guessing that one if the pronunciation was unclear. Besides, the intonation also becomes a problem. For example, when the audio sounded like questioning, but as it turns out it’s not, it is confusing.” (LMI.P.19.1)

From the examples described by the participants, the data showed that the problems included are unclear pronunciation and unfamiliar accents. Besides, one of the participants stated that the intonation of the speakers also became one of the problems they found. Additionally, as stated in the previous section, P.9 describes the pronunciation as unclear because the speakers speak too fast. Moreover, apart from the three sub-categories of the problems in extensive listening, it is found that there is an additional finding on the problems. One of the participants' responses shows another problem found in extensive listening activities related to listening materials. The description below shows the response of the participant. The response shows that no video captioning or transcript might become a problem in extensive listening activities.

“I had a problem understanding the meaning of some words related to unfamiliar contents like science, law, and social, especially if the video has no transcripts/caption...” (LM.P.25.1)

The second category of problems in extensive listening activities is the problems related to learners’ performance. The problems faced by EFL learners in extensive listening activities related to learners’ performance can be divided into four major categories, those are motivational difficulties, distraction (losing concentration or losing focus), lack of background knowledge, and anxiety or frustration. The result showed that 32% of the participants expressed motivational difficulties as one of their problems related to their performance while doing extensive listening activities. The motivational problems they faced are low motivation, lack of enthusiasm, and boredom. Moreover, some participants describe that their motivational difficulties are caused by many other problems, such as distraction (L.P.P.3.1), the range words of vocabulary (L.P.P.9.1), and anxiety (L.P.P.24.1). The samples of the participants’ description are shown below.

“...I lose my focus and scroll through other videos – which is not in English – instead. Because of that distraction, I become unmotivated...” (LPI.P.3.1)

“Because there are too many unfamiliar vocabulary, I become easily bored...” (LPI.P.9.1)

“...The fear of failure and the constant self-doubt can significantly diminish my motivation to practice, making it difficult to stay engaged...”
(LP.P.24.1)

On the other hand, the motivational difficulties also caused another problem, which the participants described as distraction (LP.P.6.1 and LP.P.12.1). The sample of the participants’ description are shown below.

“Sometimes, low motivation makes it hard to stay focused and fully engage with the material, especially if the topic feels challenging or uninteresting. This lack of motivation can lead to distractions...”
(LP.P.12.1)

Based on the responses, it can be concluded that motivational difficulties in learners’ performance during extensive listening activities can cause and be caused by many other problems, such as distraction, the learning materials, and anxiety.

The next problem is distraction. Approximately 68% of the participants choose distraction as one of their problems in extensive listening activities. Most participants describe that distraction was caused by others and noisy environment. The sample of participants’ answers below show the description of the problems.

“...I can't focus for a long time when listen to something because there are many distractions from peoples or anything...” (LP.P.7.1)

“...Sometimes it is also because the environment is noisy, so I was distracted.” (LPI.P.10.1)

Additionally, there are some other problems that cause distraction, which are motivational difficulties (L.P.P.6.1 and L.P.P.12.1), lack of background knowledge (L.P.P.8.1), and learning materials (L.P.P.18.1). Here are the samples of descriptions of participants' answers.

"...I also can't focus if I don't understand the context..." (L.P.I.P.8.1)

"...if I listen to listening material for too long and repeatedly, it makes me feel sleepy..." (L.P.P.18.1)

Apart from that, the distraction can also cause another problem, such as anxiety. Here is the description of the participant on the problems.

"...The anxiety is because I am easily distracted." (L.P.I.P.22.1)

Hence, it can be concluded that distraction can cause and be caused by many other problems apart from that distraction itself.

The other problem related to learners' performance is the lack of background knowledge. About 24% of the participants describe lack of background knowledge as their problem in extensive listening activities. The sample of participants' answers on the description of the problems are shown below.

"Lack of practice, so I have difficulty in understanding the material" (L.P.P.17.1)

“My problem when doing extensive listening activities is because the lack of background knowledge about particular topics, like science, law, social, etc.” (LP.P.25.1)

Their descriptions of the problems show that the lack of background knowledge includes unfamiliar topics and the lack of listening practice. Apart from those descriptions, one of the participants expresses that their problem in the lack of background knowledge also leads to another problem, which is distraction.

“...I also can't focus if I don't understand the context...” (LPI.P.8.1)

The last sub-category of problems related to learners' performance is anxiety or frustration. Approximately 20% of the participants describe that anxiety or frustration is one of their problems related to listening materials. This problem was described as nervousness, feeling anxious, and frustrated. This anxiety and frustration can be caused by distractions and the learning materials. The sample of participants' answers on the description of the problems are shown below.

“If the environment is noisy, I can't get the context. It leads me to anxiety in listening.” (LPI.P.5.1)

“...Sometimes I feel nervous, If there is some noise, it makes me lose focus. The anxiety is because I lose focus.” (LPI.P.2.1)

“When I encounter long-spoken texts or rapid speech, my frustration grows...” (L.P.P.24.1)

Apart from all those problems above, one of the participants expresses that they haven’t found any problem related to learners’ performance during extensive listening activities. The description below shows the answer from the participant.

“Not too much trouble, only in the listening test, the problem is from the pressure around me, but for extensive listening I do not encounter any problem.” (L.P.I.P.11.1)

The last category of problems in extensive listening activities is problems related to supporting equipment. The problems faced by EFL learners in extensive listening activities can be divided into three major categories, those are background noises, poor connection, and poor device quality. Based on the result, 24% of the participants stated that background noises is one of their problems in extensive listening activities. The noises might be come from either the environment or the audio itself. The sample of participants’ answers on the description of the problems are shown below.

“Sometimes I don't focus and get distracted easily,” (SE.P.4.1)

“Background noise, such as motorbikes or loud conversations, can significantly hinder focus during language learning...” (SE.P.24.1)

In addition, most of the participants also describes that the background noises problem leads them to another problem, which is distraction. The

sample of participants' answers on the description of the problems are shown below.

"... the background noises lead to external distractions. It can be from the noise around me, the audio itself, or maybe from the device." (SEI.P.23.1)

"...My dorm is also noisy so it is hard for me to stay focus while learning." (SEI.P.3.1)

The next sub-category, which was chosen by 44% of the participants, is poor connection which affects learners' extensive listening activities. Poor connection can make the listening material lagged and delayed. The sample of participants' answers on the description of the problems are shown below.

"...the connection is going bad, so the audio is delayed." (SEI.P.10.1)

"Sometimes the connection becomes the problem,..." (SEI.P.19.1)

Additionally, some other participants describe that bad connection leads to other problems, such as motivational difficulties and the clarity of the audio.

"The connection is bad in my dorm, so the video is lagging and delayed, and it also makes me unmotivated..." (SEI.P.3.1)

"Sometimes the connection is bad, so the audio is unclear and broken." (SEI.P.5.1)

The last sub category of problems in extensive listening activities related to supporting equipment is poor device. Approximately 44% of the

participants stated that poor device quality affects their extensive listening activities. Poor device quality may result to bad sound quality. This category may include bad device quality and bad listening audio. The sample of participants' answers on the description of the problems are shown below.

"Because some of videos i am listening having a bad sound quality makes me hard to identify the meaning or the speakers say." (SE.P.7.1)

"...Poor audio quality from headphones or speakers can further complicate understanding..." (SE.P.24.1)

In addition, one of the participants expresses that poor sound quality leads to distraction.

"When the audio isn't clear ..., it becomes much harder to understand what's being said, which affects focus." (SE.P.12.1)

Apart from all those problems above, seven or 25% of the participants expresses that they haven't found any problem related to supporting equipment during extensive listening activities. The samples of description below show the answer from the participant.

"If the device is from me myself, there is no problem." (SEI.P.11.1)

"Actually, I don't have any excessive problems with the supporting equipment, it's just annoying and doesn't become a problem that affects my listening activity." (SE.P.15.1)

Interestingly, the result that showed no problem, either in the problems related to learners performances or supporting equipment, may indicate

individual differences in prior knowledge, learning preferences, levels of listening proficiency, or equipment availability. Alternatively, it could reflect a potential bias in self-reporting, as participants may have underestimated their difficulties or interpreted problems differently.

Based on the problems faced by EFL learners in their extensive listening activities, they formulated some strategies to help them cope with the problems they faced. There are some strategies used by EFL learners to deal with the problems they face in extensive listening activities, which can be categorized into several types, those are pausing and repetition, using subtitles or transcript, taking notes, inferencing (e.g., predicting the content by using background knowledge, linguistic cues, and making guesses), and visualization. The descriptions of how the strategies are used are displayed in Table 4.4 in Appendix 2.

Based on the findings, there are three additional categories found in participants' responses, those are checking, using additional equipment, and taking breaks. For the checking strategy, the participants describe it in some contexts as in the sample as follows.

"If I find unfamiliar words, I pause and look for the meaning..."
(STI.P.17.2)

"...I'll check the material with my friend to ensure what it is about."
(STI.P.19.2)

"...if I find new words, I'll take notes and check for the meaning at the end of the session." (STI.P.20.1)

As described by P.17, the checking strategy was used by directly pausing and checking for the meaning of new vocabulary found while doing extensive listening. On the other hand, another participant, such as P.20 expresses that the checking strategy was used after the listening session ended. They report that if they find new vocabulary, they will take notes on the new vocabulary first, then check for the meaning after one listening material is done. Additionally, other participants (P.5 and P.19) describe that they do the checking by asking their friends about the listening materials. All participants above reported that they did the checking strategy and combined it with other strategies, such as pausing and taking notes.

Apart from the checking strategy, most of the participants' answers showed that they usually combined the strategy they used. In Table 4.4, all participants except P.1 and P.7 reported that they use more than one strategy in their listening activities. Moreover, their answers also show whether they adjusted the strategy they used by changing or combining the strategies they used with either their listening materials or the problems they found. The sample of the participants' answers below describes the adjustment of their strategies.

Adjusting Strategies

“Because of the error device, I use an additional device. If it still doesn't work, I put the transcript on. Sometimes if the audio is too fast, I also use transcripts. I also pause and repeat the audio if the audio is unclear. If I am bored, I take a break...” (STI.P.9.2)

“Because the speaker speaks too fast, I usually lower the speed of the audio, sometimes I pause then I repeat. If the material has transcripts, and at the same time the audio is unclear or can't be heard well, usually I use transcripts. Apart from that, I also guess from the context, for example, where the listening happens or others, while doing that, I also visualize. Then I imagine the context, so I can guess. I also take some notes on new words or forgettable words. I adjust the strategies with the material. If I listen to podcasts and there are many new words, I'll take notes. If I'm not too focused, I usually put the transcripts on, so I can read it simultaneously. If the strategies I use don't work, I will combine some more strategies. If that still doesn't work, I'll check the material with my friend to ensure what it is about.” (STI.P.19.2)

“I adjust the strategies based on whether the video has transcripts or captions. If there is a caption or easy for me, I just guess the meaning then check it on the internet. If there is no transcript or the material is difficult, I'll look for a similar video that has transcripts on it.” (ST.P.25.2)

Not Adjusting the Strategies

“I tend to use repetition and show the transcript. If the material is difficult, I still use the same strategy, but only add more frequencies of the repetition.” (ST.P.13.2)

“...I'll read first about that context, so I can understand more about it later. When listening, I put the transcript on, and if I find new words, I'll take notes and check for the meaning at the end of the session... No, I use the strategies all the same.” (STI.P.20.2)

In Table 4.4, 48% or 12 of the participants adjusted the strategies they used by changing it or combining one or more strategies with other

strategies. As shown in the samples, some participants adjusted their strategies based on some factors, such as the materials (P.19), the difficulty of the material (P.25), or the problems they found (P.9). Meanwhile, 13 or 52% of the participants describe that they do not adjust their listening strategies by changing them. Based on the findings, it can be seen that the sum of the participants who adjusted and did not adjust the strategies is almost equal. Moreover, the frequencies of participants' preferences on the strategies they used are displayed in the figure below.

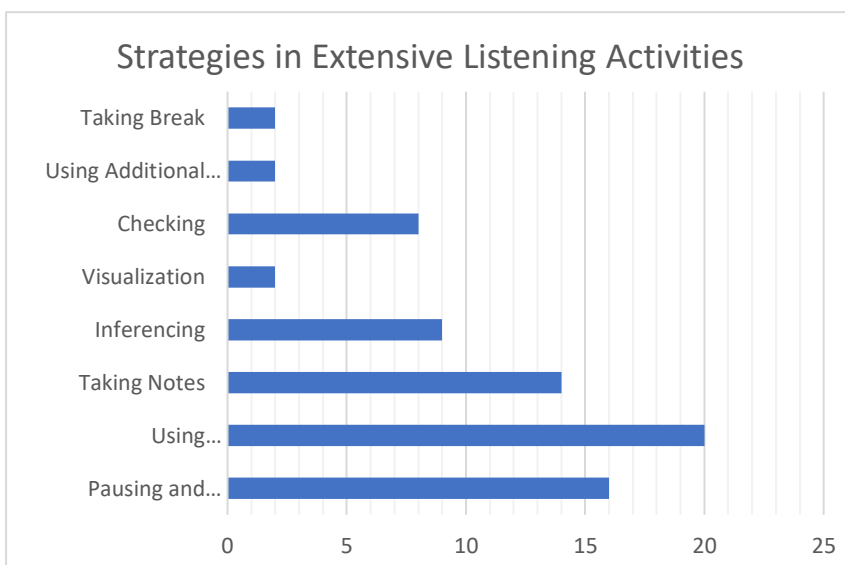


Figure 4.4 Participants' Preferences on the Strategies They Use during Extensive Listening Activities

As can be seen from the graph above, the most used strategy is using subtitles/transcripts which was chosen by 20 or 80% of the participants. The second most-used strategy is pausing and repetition strategy was chosen by 16 or 64% of the participants. The next are taking notes which

is chosen by 56% of the participants, inferencing which is chosen by 36% of participants, and checking which is chosen by 32% of participants. The last strategies are visualization, using additional devices, and taking breaks which were chosen by 8% of the participants. Additionally, as described above, most participants combined the strategies to deal with the problems they found in extensive listening activities

B. Discussion

This study aimed to explore the problems faced by EFL learners during their extensive listening activities and the strategies they used to deal with those problems. This section will discuss the findings more deeply while comparing them with previous studies. The discussion section will be categorized based on the research questions, which are organized as follows.

1. Problems Found by EFL Learners During Extensive Listening Activities

As described in the findings above, the problems in extensive listening activities in this study are categorized into three major problems, those are related to learning materials learner's performance, and supporting equipment. A similar study conducted by Santi (2018) also categorized the problems into three topics, which are listening materials, students' performances/physical limits, and supporting equipment. Another study in this scope conducted by Indra (2022) also divides the problems into three major difficulties, which are comprehension difficulties, technical difficulties, and

motivational difficulties. Based on the findings, each problem's scope was divided into sub-categories based on the answers of the participants.

The first category is problems related to listening materials, which were classified into four sub-categories. The first is the range words of vocabulary. Participants stated that the vocabulary used in their listening materials sometimes becomes a problem. As can be seen from the findings, one of the responses stated that unfamiliar vocabulary leads to boredom. This statement is in line with the study of Gilakjani (2016) which described that the more words or vocabulary learners know, the more their interest and motivation grow, and it can have a positive impact towards their listening ability. This shows that it is important to build a positive attitude or interest while improving listening ability.

The next sub-category of the problems related to listening materials is speech rate. A study conducted by Renandya and Farrel (2011) found that speech rate is the main problem of learners during listening activities. If the speech is too fast, listener may miss the important points, leading to distraction and reduced comprehension. As highlighted by Renandya and Farrel, the inability to process speech in real-time forces learners to focus on catching individual words rather than grasping the overall meaning. Although this study does not find a similar leading problem, the data showed that speech rate still does lead to another problem, which is unclear pronunciation. The participant described that because of the speakers

speak too fast, they can't listen to the materials clearly, which was stated as unclear pronunciation from the speakers. The last sub-category of problems related to listening materials is unclear pronunciation or speakers' accents. Another previous study (Mandiri et al., 2022) also described that the accents of speakers have become one of the problems in listening activities. In addition, the findings also show an additional problem faced by EFL learners of higher education, which is video with no transcripts or caption. However, this topic will be discussed in the next session, as one of the strategies used in extensive listening activities is using subtitles and transcripts.

The second category is problems related to learners' performance. The first sub-category is motivational difficulties, which as described before can cause and be caused by many other problems. A previous study conducted by Indra (2022) showed that motivational difficulties were also considered a problem although being relatively smallest number of responses occurred in the research. Compared to motivational difficulties, distraction is the most faced problem during extensive listening activities related to learners' performance. This result is in line with the study conducted by Renandya (2011), which showed distraction as the second major problem of all the problems faced. The study also described that distraction might be caused by another problem, which is also related to the findings of this research. The other sub-categories are lack of background knowledge and anxiety or frustration. Previous research conducted by Hasan (2000) reported similar problems faced by the

learners', which were psychological problems that may occurred when they failed to understand the spoken text. Furthermore, there is an additional result found in the findings of this study, which is no problem. The description of the participant shows that they might not have faced any significant problems related to their performance during extensive listening activities.

The last category is problems related to supporting equipment. The problems that arose in this study were classified into three sub-categories, which are background noises, poor connection, and poor device quality. Those technical difficulties were also described as a problem in a previous study conducted by Indra (2022). Hasan (2000) also reported that the unclear sound was caused by poor equipment or environmental conditions interfering with their understanding. Additionally, this research found that some of the participants did not face any significant problems related to supporting equipment. However, based on the results of studies related to this problem, the factors in the listeners' environment should also be taken into account in order to create a comfortable environment to learn listening comprehension. These findings highlight various challenges faced by EFL learners in extensive listening activities, ranging from material-related issues to technical difficulties. To address these problems, learners have adopted various strategies, which will be discussed in the following section.

2. Strategies Used by EFL Learners to Deal with The Problems They Found in Extensive Listening Activities

Regarding the problems found by EFL learners during extensive listening activities, they applied some strategies to deal with the problems found. The strategies were classified into eight categories as described in the findings of this research. Those strategies are pausing and repetition, using subtitles or transcripts, taking notes, inferencing, visualization, checking, using additional devices, and taking breaks. The results of this study showed that most participants combined the strategies they used to deal with the problems. This result is in line with co-occurrences found in another study (Mandiri et al., 2022). The study believes that there are connections among the coping mechanisms used by learners to deal with the problems they find.

Furthermore, as described in the findings, an additional category of strategies (i.e., checking) was found based on participants' responses. Another study (Prastiyowati, 2018) on this topic also found similar strategies used by learners to deal with the problems that arose in extensive listening activities. The strategies described were 1) Giving pause and Replay, 2) Guessing Unknown words, 3) Finding difficult words in dictionaries, 4) Predicting the content by using background knowledge, and 5) Making notes or rewriting the text. Apart from that, the results of this study showed more additional strategies, which are using additional devices and taking breaks. The participants described that each strategy was used

depending on the problems. The use of additional devices was for the equipment problems, while taking break was used to deal with motivational difficulties. These results encourage the application of strategies to deal with problems that might be encountered in extensive listening activities. However, this paper is restricted to the participants' engagement and the period of data collection. This study is also only focused on finding the problem and strategies used in extensive listening activities.

Thus, further research on this topic will lead to the start of more detailed and focused studies, including examinations of particular listening techniques or their efficacy in different learning environments. The potential benefits of incorporating various media into lengthy listening exercises to enhance listening comprehension may potentially be investigated in future studies. This study suggests that in order to help EFL learners improve their listening abilities, they should be specifically taught these strategies for lengthy listening exercises and encouraged to practice listening in their target language more frequently and in a variety of contexts outside of the traditional classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This section includes the conclusion based on the results of the study and suggestions for general purposes and further research.

A. Conclusion

This study describes the problems faced by EFL learners in extensive listening activities and the strategies they used to deal with the problems. Based on the findings, the problems found in extensive listening activities are classified into three major categories, such as problems related to listening materials, problems related to learners' performance, and problems related to supporting equipment. The problems related to listening materials are also classified into three main scopes, those are the range words of vocabulary, speech rate, and unclear pronunciation or accent. The problem that is mostly found in the problems related to listening materials is the range words of vocabulary. Additionally, it is found that there is one additional answer, which is related to the content of the material. The additional problem is no video caption/transcript.

Subsequently, the problems related to learners' performance are classified into four major scopes, those are motivational difficulties, distraction, lack of background knowledge, and anxiety or frustration. The most stated problem found in extensive listening activities is distraction that either comes from themselves or others.

However, the finding also showed that one of the participants faced no problem related to their performance while doing extensive listening activities. Lastly, the problems related to supporting equipment are classified into three main scopes, those are poor sound quality of equipment, background noises, poor connection, and poor device quality. Most of the participants stated that poor device quality becomes their problem in extensive listening activities. In addition, some other participants stated that they didn't find any serious problems related to supporting equipment. From the findings, it is also found that most of the time, one problem leads to the rise of other problems.

Regarding the problems found in extensive listening activities, the participants were also asked about their strategies to deal with those problems. The strategies are classified into eight major scopes those are using subtitle/transcript, pausing and repetition, taking notes, inferencing, visualization, checking, using additional devices, and taking breaks. Based on the findings, participants mostly used subtitles/transcripts to help them in extensive listening activities. Furthermore, most of the participants combined the strategies they used, while the other used them differently. Also, nearly half of the participants stated that they adjusted the strategies by changing or combining the strategies with one or more other strategies, either based on the materials or the problems they found, while about half more of the participants did not adjust the strategies.

B. Suggestion

The result of this paper can be used for educational purposes, either for institutions (e.g., using in the classroom) or for individual preferences. For educational institutions, the findings can be applied by encouraging the application of extensive listening strategies. Additionally, individual learners can also benefit from the practical solution offered in this study by incorporating them into their own learning processes and adjusting their listening practices to their specific preferences and goals. However, this paper is restricted to the participants' engagement and the period of data collection. This study is also only focused on finding the problem and strategies used in extensive listening activities.

The completion of additional research on this subject will result in the initiation of additional, more in-depth, and specific studies, such as investigations into the specific listening strategies or their effectiveness in various learning contexts. Further research could also look into how integrating different types of media in extensive listening activities can improve listening comprehension. The implication of this study is in order to help EFL learners enhance their listening skills, they should be explicitly taught these tactics for extensive listening exercises and should be encouraged to engage in more consistent and varied listening practices in their target language outside of formal classroom settings.

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APPENDICES

Appendix 1 – Research Instrument for Questionnaire

Table 1.1 Instrument for exploring problems found in extensive listening activities

Variable	Indicator	Reference	Question
Kinds of problems faced by EFL learners in their extensive listening activities	Problems related to listening materials	<ul style="list-style-type: none"> - Bidabadi, Farinaz Shirani, and Hamidah Yamat, ‘Strategies Employed by Iranian EFL Freshman Students in Extensive Listening: A Qualitative Research’ - Mandiri, Indra Cipta Putra, Muhammad Handi Gunawan, and Suharno Suharno, ‘EFL Student’s Difficulties in Extensive Listening Activities: A Thematic 	<ol style="list-style-type: none"> 1. What problems do you have during listening activities related to listening materials? Here are some examples of the potential problems during extensive listening activities related to listening materials. <ol style="list-style-type: none"> A. The range words of vocabulary (unfamiliar words, complex grammatical structures, long-spoken text, colloquial language, reduced form). B. Speech rate C. Unclear pronunciation or accent of speakers D. Others (please mention) 2. Tell more about the problems you have

		<p>Content Analysis’</p> <ul style="list-style-type: none"> - Paramitha, Nathasa Gracia, ‘Investigating the Students’ Challanges in Extensive Listening Class’ - Renandya, Willy A., and Thomas S.C. Farrell, “Teacher, the Tape Is Too Fast!” - Yang, Ming-Nuan, ‘A Study on EFL Learners’ Listening Comprehensi on Difficulties by Using Listening Diaries’ 	<p>during listening activities related to listening materials!</p>
	<p>Problems related to learners’ performance</p>	<ul style="list-style-type: none"> - Bidabadi, Farinaz Shirani, and Hamidah Yamat, ‘Strategies Employed by Iranian EFL 	<p>1. What problems do you have during listening activities related to learners’ performance? Here are some examples of the potential problems during</p>

		<p>Freshman University Students in Extensive Listening: A Qualitative Research'</p> <p>- Mandiri, Indra Cipta Putra, Muhammad Handi Gunawan, and Suharno Suharno, 'EFL Student's Difficulties in Extensive Listening Activities: A Thematic Content Analysis'</p> <p>- Paramitha, Nathasa Gracia, 'Investigating the Students' Challenges in Extensive Listening Class'</p> <p>- Renandya, Willy A., and Thomas S.C. Farrell, "Teacher, the</p>	<p>extensive listening activities related to learners' performance.</p> <p>A. Motivational difficulties</p> <p>B. Distraction (losing concentration or losing focus)</p> <p>C. Lack of background knowledge</p> <p>D. Anxiety or frustration</p> <p>E. Others (please mention)</p> <p>2. Tell more about the problems you have during listening activities related to learners' performance!</p>
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		<p>Tape Is Too Fast!”</p> <ul style="list-style-type: none"> - Yang, Ming-Nuan, ‘A Study on EFL Learners’ Listening Comprehension Difficulties by Using Listening Diaries’ 	
	Problems related to supporting equipment	<ul style="list-style-type: none"> - Bidabadi, Farinaz Shirani, and Hamidah Yamat, ‘Strategies Employed by Iranian EFL Freshman University Students in Extensive Listening: A Qualitative Research’ - Mandiri, Indra Cipta Putra, Muhammad Handi Gunawan, and Suharno Suharno, ‘EFL 	<ol style="list-style-type: none"> 1. What problems do you have during listening activities related to supporting equipment? Here are some examples of the potential problems during extensive listening activities related to supporting equipment. <ul style="list-style-type: none"> A. Background noises B. Poor connection C. Poor device quality D. Others (please mention) 2. Tell more about the problems you have during listening activities related to supporting

		<p>Student's Difficulties in Extensive Listening Activities: A Thematic Content Analysis'</p> <ul style="list-style-type: none"> - Paramitha, Nathasa Gracia, 'Investigating the Students' Challenges in Extensive Listening Class' - Renandya, Willy A., and Thomas S.C. Farrell, "Teacher, the Tape Is Too Fast!" - Yang, Ming-Nuan, 'A Study on EFL Learners' Listening Comprehension Difficulties by Using Listening Diaries' 	equipment!
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Table 1.2 Instruments for exploring the strategies to deal with the problems in extensive listening activities

Variable	Indicator	Reference	Question
Kinds of strategies and how they are used by EFL learners to deal with the problems found in their extensive listening activities	Kinds of strategies used to deal with the problems	<ul style="list-style-type: none"> - Bidabadi, Farinaz Shirani, and Hamidah Yamat, 'Strategies Employed by Iranian EFL Freshman University Students in Extensive Listening: A Qualitative Research' - Mandiri, Indra Cipta Putra, Muhammad Handi Gunawan, and Suharno, Suharno, 'EFL Student's Difficulties in Extensive Listening Activities: A Thematic Content Analysis' - Paramitha, Nathasa Gracia, 	<ol style="list-style-type: none"> 1. What strategies do you use to deal with the problems you find during extensive listening activities? Here are some examples of the potential strategies you may use during extensive listening activities to deal with the problems. <ul style="list-style-type: none"> A. Pausing and Repetition B. Using Subtitles or Transcripts C. Taking Notes D. Inferencing (Predict the Content by Using Background Knowledge, Linguistic Cues, and Making Guesses) E. Visualization F. Others (please write your own strategy here) 2. Tell more about the strategies you use during extensive listening activities to

		<p>‘Investigating the Students’ Challenges in Extensive Listening Class’</p> <ul style="list-style-type: none"> - Renandya, Willy A., and Thomas S.C. Farrell, “Teacher, the Tape Is Too Fast!” - Yang, Ming-Nuan, ‘A Study on EFL Learners’ Listening Comprehension Difficulties by Using Listening Diaries’ 	deal with the problems!
	How to use the strategies in extensive listening activities	<p>Mandiri, Indra Cipta Putra, Muhammad Handi Gunawan, and Suharno Suharno, ‘EFL Student’s Difficulties in Extensive Listening Activities: A Thematic Content Analysis’</p>	<ol style="list-style-type: none"> 1. Do you use more than one strategy at the same time when you’re doing extensive listening activities? Please elaborate your answer! 2. Do you adjust your listening strategies based on the difficulty of the material? If so, how do you do it?

Appendix 2 – Data of Categorized Problems and Strategies in Extensive Listening Activities on Tables

A. Problems related to listening materials

1. The range words of vocabulary

Table 4.1.1 Participants' Description of the Range Words of Vocabulary

Data	Kinds of problem	Examples of the problems
LM.P.2.1	The range words of vocabulary	Unfamiliar topic words or content
LM.P.4.1	The range words of vocabulary	Lack of vocabulary mastering
LM.P.5.1	The range words of vocabulary	Unfamiliar terms, synonyms
LM.P.8.1	The range words of vocabulary	High level of vocabulary, long-spoken text
LM.P.9.1	The range words of vocabulary	Unfamiliar context
LM.P.10.1	The range words of vocabulary	Unfamiliar context
LM.P.11.1	The range words of vocabulary	Unfamiliar context, slang words, high level of vocabulary
LM.P.13.1	The range words of vocabulary	Unfamiliar content
LM.P.14.1	The range words of vocabulary	Unfamiliar words or content
LM.P.16.1	The range words of vocabulary	Unfamiliar vocabulary
LM.P.19.1	The range words of vocabulary	Unfamiliar vocabulary, unfamiliar word context, high level of vocabulary, idiom or slang
LM.P.20.1	The range words of vocabulary	High level of vocabulary, slang or idioms
LM.P.22.1	The range words of vocabulary	Reduced form
LM.P.23.1	The range words of vocabulary	Unfamiliar words, high level of vocabulary
LM.P.24.1	The range words of vocabulary	Unfamiliar vocabulary
LM.P.25.1	The range words of vocabulary	Unfamiliar content

2. Speech Rate

Table 4.1.2 Participants' Description of the Speech Rate

Data	Kinds of problem	Examples of the problems
LM.P.1.1	Speech rate	The speech rate affects my listening activities
LM.P.2.1	Speech rate	Audio is too fast
LM.P.3.1	Speech rate	The speaker speaks too fast
LM.P.5.1	Speech rate	Speakers speak too fast
LM.P.8.1	Speech rate	Speaker speaks too fast
LM.P.9.1	Speech rate	Unclear pronunciation because of speech rate
LM.P.10.1	Speech rate	Audio is too fast
LM.P.15.1	Speech rate	Speaker speaks too fast
LM.P.17.1	Speech rate	Speaker speaks too fast
LM.P.22.1	Speech rate	Speaker speaks too fast
LM.P.23.1	Speech rate	Speaker speaks too fast
LM.P.24.1	Speech rate	Speaker speaks too fast
LM.P.25.1	Speech rate	Speaker speaks too fast

3. Unclear Pronunciation or Accent

Table 4.1.3 Participants' Description of the Unclear Pronunciation or Accent

Data	Kinds of problem	Examples of the problems
LM.P.3.1	Unclear pronunciation or accent	Unfamiliar accents
LM.P.5.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.6.1	Unclear pronunciation or accent	Speaker using British accent (unfamiliar)
LM.P.7.1	Unclear pronunciation or accent	Unclear pronunciation
LM.P.8.1	Unclear pronunciation or accent	Unfamiliar accents
LM.P.9.1	Unclear pronunciation or accent	Unfamiliar accent, unclear pronunciation because of speech rate
LM.P.11.1	Unclear pronunciation or accent	Strong accent, unclear pronunciation
LM.P.12.1	Unclear pronunciation or accent	Unclear pronunciation
LM.P.13.1	Unclear pronunciation or accent	Pronunciation is hard to identify
LM.P.14.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.16.1	Unclear pronunciation or accent	Unclear pronunciation

LM.P.18.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.19.1	Unclear pronunciation or accent	Unclear pronunciation, intonation
LM.P.20.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.21.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.22.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.25.1	Unclear pronunciation or accent	Unclear pronunciation, unfamiliar accent

4. Other Problem

Table 4.1.4 Participants' Description of the Other Problem

Data	Kinds of problem	Examples of the problems
LM.P.25.1	No caption/transcript	No caption/transcript

B. Problems related to learners' performance

1) Motivational difficulties

Table 4.2.1 Participants' Description of the Motivational Difficulties

Data	Kinds of problem	Examples of the problems
L.P.P.3.1	Motivational difficulties	Distraction leads to motivational difficulties
L.P.P.6.1	Motivational difficulties	Losing focus because of tiredness and lack of enthusiasm
L.P.P.9.1	Motivational difficulties	Unfamiliar vocabulary leads to boredom.
L.P.P.10.1	Motivational difficulties	Unmotivated
L.P.P.12.1	Motivational difficulties	Low motivation leads to distraction
L.P.P.13.1	Motivational difficulties	Low motivation
L.P.P.19.1	Motivational difficulties	Rarely had friends to learn with
L.P.P.24.1	Motivational difficulties	Anxiety leads to motivational difficulties

2) Distraction

Table 4.2.2 Participants' Description of the Distraction

Data	Kinds of problem	Examples of the problems
L.P.P.2.1	Distraction	Noisy environment leads to distraction
L.P.P.3.1	Distraction	Distracted from learning and a noisy environment

L.P.P.4.1	Distraction	Easily distracted, noisy environment leads to loss of focus
L.P.P.5.1	Distraction	Distracted because of a noisy environment
L.P.P.6.1	Distraction	Losing focus because of tiredness and lack of enthusiasm
L.P.P.7.1	Distraction	Distraction from people
L.P.P.8.1	Distraction	Distraction from others, lack of background knowledge also leads to loss of focus
L.P.P.12.1	Distraction	Low motivation leads to distraction
L.P.P.13.1	Distraction	Losing focus
L.P.P.14.1	Distraction	Distracted by another activity
L.P.P.15.1	Distraction	Distracted from learning
L.P.P.16.1	Distraction	Distraction from others
L.P.P.18.1	Distraction	Long-spoken text leads to loss of focus
L.P.P.19.1	Distraction	Distractions from others and a noisy environment
L.P.P.21.1	Distraction	Distraction from others
L.P.P.22.1	Distraction	Being easily distracted leads to anxiety
L.P.P.23.1	Distraction	Noisy environment

3) Lack of Background Knowledge

Table 4.2.3 Participants' Description of the Lack of Background Knowledge

Data	Kinds of problem	Examples of the problems
L.P.P.6.1	Lack of background knowledge	Lack of practice, lack of background knowledge of the context
L.P.P.8.1	Lack of background knowledge	Lack of background knowledge leads to loss of focus
L.P.P.17.1	Lack of background knowledge	Lack of practice in listening
L.P.P.20.1	Lack of background knowledge	Lack of background knowledge from the context
L.P.P.22.1	Lack of background knowledge	Lack of background knowledge from the context
L.P.P.25.1	Lack of background knowledge	Lack of background understanding of the context

4) Anxiety or frustration

Table 4.2.4 Participants' Description of the Anxiety or Frustration

Data	Kinds of problem	Examples of the problems
L.P.P.1.1	Anxiety or frustration	Losing focus leads to frustration
L.P.P.2.1	Anxiety or frustration	Nervousness. Feeling anxious because of distraction
L.P.P.5.1	Anxiety or frustration	Distraction leads to anxiety
L.P.P.22.1	Anxiety or frustration	Being easily distracted leads to anxiety
L.P.P.24.1	Anxiety or frustration	Long-spoken text leads to frustration

C. Problems related to supporting equipment

1) Background Noises

Table 4.3.1 Participants' Description of the Background Noises

Data	Kinds of problem	Examples of the problems
SE.P.3.1	Background noises	Noisy environment leads to distraction
SE.P.4.1	Background noises	Noisy environment
SE.P.5.1	Background noises	Noisy environment leads to distraction
SE.P.12.1	Background noises	Background noises lead to distraction
SE.P.23.1	Background noises	Noisy environment leads to distraction
SE.P.24.1	Background noises	Noisy environment

2) Poor Connection

Table 4.3.2 Participants' Description of the Poor Connection

Data	Kinds of problem	Examples of the problems
SE.P.2.1	Poor connection	Lagging
SE.P.3.1	Poor connection	Lagging leads to motivational difficulties
SE.P.5.1	Poor connection	Poor connection affects the clarity of the listening
SE.P.8.1	Poor connection	Bad connection

SE.P.10.1	Poor connection	Delay from bad connection
SE.P.13.1	Poor connection	Bad connection
SE.P.14.1	Poor connection	Bad connection
SE.P.16.1	Poor connection	Bad connection
SE.P.19.1	Poor connection	Bad connection
SE.P.20.1	Poor connection	Lagging
SE.P.21.1	Poor connection	Bad connection leads to motivational difficulty

3) Poor device quality

Table 4.3.3 Participants' Description of the Poor Device Quality

Data	Kinds of problem	Examples of the problems
SE.P.1.1	Poor device quality	Sound quality depends on the equipment
SE.P.2.1	Poor device quality	Unclear audio
SE.P.5.1	Poor device quality	Poor sound affects the clarity of the listening
SE.P.7.1	Poor device quality	Bad sound quality
SE.P.8.1	Poor device quality	Error from the device
SE.P.9.1	Poor device quality	Error from the device
SE.P.12.1	Poor device quality	Bad sound quality leads to distraction
SE.P.13.1	Poor device quality	Error from the device
SE.P.16.1	Poor device quality	Error device
SE.P.20.1	Poor device quality	Error from the device
SE.P.24.1	Poor device quality	Error from device

4) No problem

Data	Kinds of problem	Examples of the problems
SE.P.6.1	Nothing	-
SE.P.11.1	Nothing	-
SE.P.15.1	Nothing	-
SE.P.17.1	Nothing	-
SE.P.18.1	Nothing	-
SE.P.22.1	Nothing	-
SE.P.25.1	Nothing	-

D. Strategies to deal with problems in extensive listening activities

Table 4.4 Strategies in extensive listening activities.

Data	Kinds of strategies	Adjusting Strategies	How the strategies are used
ST.P.1.2	Using subtitle/transcript	No	Using subtitle/transcript if the vocabulary sounds unclear
ST.P.2.2	Using subtitle/transcript, pausing and repetition, visualization, taking notes, inferencing	Yes	Pausing and repetition while using the transcript. If the audio is short, I use inferencing first, but if it is long, I take notes
ST.P.3.2	Using subtitle/transcript, pausing and repetition, taking break	Yes	If it is unclear, I use pausing and repetition. If I don't understand the meaning, I enable the transcript/subtitle. If distracted, I take a break. I adjust the strategies based on the problems.
ST.P.4.2	Pausing and repetition, taking notes	No	Take notes while pausing and repeating the audio or video
ST.P.5.2	Using subtitle/transcript, taking notes, inferencing	No	I usually use transcripts while taking notes and inferencing. Sometimes, I check it with my friends
ST.P.6.2	Pausing and repetition, taking notes, inferencing	No	I usually pause and repeat it while guessing the meaning. I also make some notes on the important points.
ST.P.7.2	Using subtitle/transcript	No	Using subtitles is the best solution for me
ST.P.8.2	Pausing and repetition, taking notes, inferencing	Yes	I repeat while visualizing the context, but if it is too unfamiliar, I enable the transcript
ST.P.9.2	Using subtitle/transcript, Pausing and repetition, taking a break, using	Yes	Because of my device error, I used an additional device. If I am bored, I take a break. If the audio isn't clear enough,

	additional equipment		I use subtitles while pausing and repeating the audio
ST.P.10.2	Using subtitle/transcript, taking notes, checking	No	I take notes while playing the video. After it ends, I look for the meaning. I also enable the transcript. I use the same strategy for all difficulties
ST.P.11.2	Using subtitle/transcript, pausing and repetition, inferencing, checking	Yes	I use pausing and repetition. I also show the subtitle. If no subtitle, I use Google Assistant. If still unclear, I just guess from the context. I also directly check the meaning of new words. If I watch film, I directly check the meaning, but if I learn through podcast, I take notes
ST.P.12.2	Using subtitle/transcript, taking notes, pausing and repetition	No	I use subtitles/transcripts if the audio is unclear. I also take notes and pause or slowing down the audio.
ST.P.13.2	Using subtitle/transcript, pausing and repetition	No	I tend to use repetition and show the transcript. If the material is difficult, I still use the same strategy, but only add more frequencies of the repetition.
ST.P.14.2	Using subtitle/transcript, pausing and repetition, taking notes	No	Usually, I use subtitle and take notes on the unfamiliar words. I also repeated some unclear sections.
ST.P.15.2	Using subtitle/transcript, pausing and repetition, taking notes	Yes	I use pausing and repetition on the speech rate. If distracted, I use transcript. If the movie is on the climax, I use subtitle, but if the movie is light, I use English

			transcript
ST.P.16.2	Pausing and repetition, taking notes, inferencing	Yes	If the audio is long, I will repeat it and take notes, but if it's short I will only guess the vocabulary
ST.P.17.2	Using subtitle/transcript, pausing and repetition	Yes	If I found a similar vocabulary, I would only guess it. If it is difficult, I'll check the meaning directly
ST.P.18.2	Using subtitle/transcript, pausing and repetition, checking	No	I use audio-visual media and show the transcript. I also pause and repeat the material to familiarize it. If I find a new vocab, I'll check the meaning.
ST.P.19.2	Using subtitle/transcript, Pausing and repetition, taking notes, inferencing, visualization, checking	Yes	I lower the speed, sometimes I pause the repeat. If the audio is unclear or I am not focused, I use subtitles. I also visualize and use inferencing from the context. I also take notes on some words. If the strategies don't work, I combine them or check with my friend. I adjust the strategies with the materials
ST.P.20.2	Checking, using subtitle/transcript, taking notes	No	I search for the context of the material first. When listening, I use transcripts and take notes. After listening, I check the meaning of the words.
ST.P.21.2	Using subtitle/transcript, pausing and repetition, taking notes, checking	No	I use transcripts and take notes on the words, then I check the meaning.
ST.P.22.2	Pausing and repetition,	Yes	I repeat it. If I find new

	inferencing, taking notes, checking		words while enabling the transcript, I take notes on my phone. If there is pictures or others, I just guess it. If it's difficult, I translate it on DeepL.
ST.P.23.2	Using subtitle/transcript, pausing and repetition, checking	No	I combine the strategies. I put the transcript on while lowering the speed. Sometimes I also pause and look for the meaning.
ST.P.24.2	Using subtitle/transcript, using additional equipment	Yes	If the sound isn't clear, I will use an additional device or show the subtitles. If the connection is bad, I will find another source
ST.P.25.2	Using subtitle/transcript, pausing and repetition, taking notes, inferencing	Yes	I usually use transcripts, if there is no transcript, I will look for other similar videos to ensure the words. If the material is easy, I only guess the meaning. But if it is difficult I'll learn more about the context.

Appendix 3 – Participants’ responses to questionnaire

Table 2.1 Responses on Problems in Extensive Listening Activities related to Listening Materials

Data	What problems do you have during extensive listening activities related to listening materials?	Tell more about the problems you have during extensive listening activities related to listening materials!
LM.P.1.1	Speech rate	<i>Kecepatan dalam berbicara sangat mempengaruhi apalagi jika terdapat kosakata yang belum pernah kita dengar sebelumnya</i> (The speech rate really affects the listening, especially if there are new vocabulary)
LM.P.2.1	The range words of vocabulary, Speech rate	Unrelated topic, unfamiliar topic words or content, etc.
LM.P.3.1	Speech rate, unclear pronunciation or accent	Native speak fluently
LM.P.4.1	The range words of vocabulary	Lack of vocabulary mastery is sometimes an obstacle for me when listening
LM.P.5.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	several times I heard an accent that is rarely encountered, so when I first heard it I felt strange. and also sometimes native speakers speak too fast, so I have difficulty understanding them
LM.P.6.1	Unclear pronunciation or accent	The speaker using british accent, while me still understand american accent
LM.P.7.1	Unclear pronunciation or accent	Sometimes the most difficult when understanding materials in videos are the pronunciation from the speakers and the accent, especially when it comes from

		not native speakers
LM.P.8.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	terkadang, perbedaan aksen yang menjadi masalah, (Sometimes, the problem is in the accent difference)
LM.P.9.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	speed of pronunciation by the speaker
LM.P.10.1	The range words of vocabulary, Speech rate	Native speaker yang terlalu cepat mengucapkan sesuatu, sehingga saya terkadang ada pengucapan yang terlewat. (Native speaker speaks too fast, so sometimes I miss what they said)
LM.P.11.1	The range words of vocabulary, Speech rate, Unclear pronunciation or accent	I find the difficulties when the native use slang word or when they started to talk about things and then connected to western thing yeah something that i dont know (90's artist, idioms etc)
LM.P.12.1	Unclear pronunciation or accent	In my opinion, the main problems in extensive listening activities are unclear pronunciation and different accents. Sometimes, fast and informal speech makes certain words hard to understand, especially when mixed with unfamiliar accents. This forces us to concentrate more, and we sometimes miss the speaker's point.
LM.P.13.1	The range words of vocabulary, Unclear pronunciation or accent	The topic i watch on the podcast are random, it feels tremendously unfamiliar for me and frequently the speaker also come from

		native english country, so it makes the pronunciation sometimes a bit harder to be identified.
LM.P.14.1	The range words of vocabulary, Unclear pronunciation or accent	i found some another difficulties such as in unfamiliar accent, so i can't clearly hear the speakers. besides that, i also found some difficulties in unfamiliar words that they used.
LM.P.15.1	Speech rate	I have problems with native speaking speed
LM.P.16.1	The range words of vocabulary, Unclear pronunciation or accent	I feel that when I try to hear about the music or songs or audio which I listen to, there's any unclear sounds and vocabulary
LM.P.17.1	Speech rate	i can't listen clearly, and understand some sentences they talk about.
LM.P.18.1	Unclear pronunciation or accent	<i>Aksen dari native speaker yang berbeda beda membuat saya bingung yang manakah yang benar pengucapannya serta apakah yang dibicarakan native itu artinya ini? atau itu? jadi kadang saya menangkap makna yang berbeda.</i> (The different accents from the native speakers make me confused about which pronunciation is the right one and what they said. Sometimes I catch different meanings)
LM.P.19.1	Speech Rate, The range words of vocabulary, Unclear pronunciation or accent	The unfamiliar vocabularies I haven't heard before
LM.P.20.1	The range words of vocabulary,	<i>kurang banyak vocab, mungkin klo</i>

	Unclear pronunciation or accent	<i>udah byak vocabnya ya, insyaallah gk jdi masalah</i> (Lack of vocabulary mastery, maybe if I master more vocabulary it won't be a problem)
LM.P.21.1	Unclear pronunciation or accent	<i>perbedaan accent</i> (The accent difference)
LM.P.22.1	The range words of vocabulary, Unclear pronunciation or accent	Weird vocab that i didn't know the meaning, so i can't understand the meaning of sentence
LM.P.23.1	The range words of vocabulary, speech rate	sometimes I need to change the speed into 0.75
LM.P.24.1	The range words of vocabulary, speech rate	My main difficulty is The range of words of vocabulary (unfamiliar words, complex grammatical structures, long-spoken text, colloquial language, reduced form). Maybe it's because my listening score is poor and I don't have enough knowledge about learning to listen. So, if I hear people who are too fast and talk too long, sometimes I don't fully understand.
LM.P.25.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate, no caption/transcript	<i>Saya merasa kesulitan memahami arti kosakata yang berhubungan dengan konten yang masih asing seperti konten ilmiah, hukum, dan sosial. Terutama ketika tidak ada caption di dalam video. Saya juga merasa kesulitan memahami makna ketika dihadapi dengan video dengan pengucapan dan</i>

		<p><i>aksen yang cepat dan tidak jelas sehingga membuat saya bingung. (I had a problem understanding the meaning of some words related to unfamiliar contents like science, law, and social, especially if the video has no transcripts/caption. I also had a problem when the video used unfamiliar accents and unclear and fast-paced speech, it makes me confused)</i></p>
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Table 2.2 Responses on Problems in Extensive Listening Activities related to Learner's Performance

Data	What problems do you have during extensive listening activities related to learners' performance?	Tell more about the problems you have during extensive listening activities related to learners' performance!
L.P.P.1.1	Anxiety or frustration	<p><i>Ketika diminta dosen untuk mendengarkan terkait dengan listening namun native speaker berbicara dengan cepat yang membuat saya bingung akan maksudnya sehingga harus memutar ulang agar faham sedangkan teman teman sudah mendengarkan materi listening tersebut di durasi yang cukup jauh sehingga membuat saya kehilangan konsentrasi yang membuat saya cemas dan frustrasi.</i></p> <p>(When my lecturer asked to do extensive listening activities, but the speakers spoke too fast which made me confused about</p>

		the meaning, so I needed to repeat it, while my friends listened more than me. It makes me lose concentration and makes me anxious and frustrated)
L.P.P.2.1	Motivational difficulties, distraction, lack of background knowledge, anxiety or frustration	All of above are mentioned
L.P.P.3.1	Distraction, Motivational difficulties	Unfocus and easy to get distracted
L.P.P.4.1	Distraction	Sometimes I don't focus and get distracted easily, so it's very easy for me to miss the topic being discussed in the video or audio I'm listening to.
L.P.P.5.1	Distraction, anxiety or frustration	because when we lose concentration for a moment it will be difficult to understand the next conversation. then sometimes when listening has not started there is already a certain fear that causes us to be frustrated
L.P.P.6.1	Distraction, lack of background knowledge, Motivational difficulties	Sometimes I lose focus because I'm tired or lack enthusiasm because I did a lot of assignments at night.
L.P.P.7.1	Distraction	Yeaa, I can't focus for a long time when listen to something because there are many distraction from peoples or anything
L.P.P.8.1	Distraction, Lack of background knowledge	<i>biasanya kurang paham dengan konteks konten</i> (Usually, I don't quite

		understand about the context of the content)
L.P.P.9.1	Distraction, motivational difficulties	quickly get bored with the material delivered
L.P.P.10.1	Motivational difficulties, distraction	I think It's enough
L.P.P.11.1	Nothing	Actually i didnt have any problem with listening session, but i feel so stressed if the native speaker has strong accent and not pronounce the word clearly
L.P.P.12.1	Motivational difficulties	In my opinion, one of the main problems during listening activities is related to learners' motivation. Sometimes, low motivation makes it hard to stay focused and fully engage with the material, especially if the topic feels challenging or uninteresting. This lack of motivation can lead to distractions and makes it harder to improve listening skills.
L.P.P.13.1	Motivational difficulties, Distraction	when i have a huge motivation to learn, i will be opened to watch many podcasts, it also need a huge concentration to be avoided from distraction. A lot of motivation and a strong concentration will be the top factors I need to learn from extensive listening.
L.P.P.14.1	Distraction	sometimes i still getting distract by another activity or in another apps. i mean not focusing on that apps or on that activities
L.P.P.15.1	Distraction	I think it's a problem with my

		native speaking speed What I got, related to learner performance, was a bit disturbing
L.P.P.16.1	Distraction	I feel so much distraction when I am on the classroom, so I need to be alone in a room
L.P.P.17.1	Lack of background knowledge	how they talk. still not usually
L.P.P.18.1	Distraction, anxiety or frustration	<i>ketika belajar listening saya memiliki daya fokus yang rendah, jadi ketika mendengarkan suara yang terlalu lama dan berulang membuat saya mengantuk. sering terjadi ketika saya belajar listening dengan podcast dan youtube.</i> (When learning, I have a low focus. So, if I listen to listening material for too long and repeatedly, it makes me feel sleepy. It often happens when I learn through podcast and youtube)
L.P.P.19.1	Motivational difficulties, Distraction	Teacher speaks too fast, my friends sounded unclearly
L.P.P.20.1	Lack of background knowledge	<i>kurang baground tentang apa yg d dengarkan, kyak kita dengarin kesehatan ya kita g tau tentang itu jadi bisa jdi masalah dalam listening</i> (Lack of background knowledge about what I listened to. For example, when I listen to content about health and I don't understand, it can be a problem)
L.P.P.21.1	Distraction	<i>menurut saya listening sangat</i>

		<p><i>membutuhkan fokus yang tinggi sehingga saya sangat terganggu saat ada orang/sesuatu yang mengalihkan fokus.</i></p> <p>(In my opinion, listening really needs high level of focus. So, I'll be distracted if there is someone/something that distract me)</p>
L.P.P.22.1	Distraction, Lack of background knowledge, anxiety or frustration	Distraction maybe
L.P.P.23.1	Distraction	motivation to learn English is one of the most difficult to invite students learning
L.P.P.24.1	Motivational difficulties, anxiety or frustration	<p>The constant exposure to unfamiliar vocabulary and complex grammar can be incredibly daunting. It often feels like an uphill battle, and the fear of not understanding can be paralyzing. When I encounter long-spoken texts or rapid speech, my frustration grows, as I struggle to keep up with the pace and decipher the meaning. My low listening scores and limited knowledge of effective listening strategies only exacerbate these feelings of inadequacy. The fear of failure and the constant self-doubt can significantly diminish my motivation to practice, making it difficult to stay engaged and committed to improving my listening skills.</p>

L.P.P.25.1	Lack of background knowledge	<i>Saya merasa sulit ketika melakukan extensive listening karena kurangnya pemahaman awal tentang topik" tertentu (ilmiah, law, social, dll)</i> (My problem when doing extensive listening activities is because the lack of background knowledge about particular topics, like science, law, social, etc.)
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Table 2.3 Responses on Problems in Extensive Listening Activities related to Supporting Equipment

Data	What problems do you have during extensive listening activities related to supporting equipment?	Tell more about the problems you have during extensive listening activities related to supporting equipment!
SE.P.1.1	Poor device quality	<i>Kualitas peralatan sangat mempengaruhi suara yang di hasilkan</i> (Equipment quality really affects the sound)
SE.P.2.1	Poor device quality, poor connection	All of above are mentioned
SE.P.3.1	Poor connection, background noises	unclear pronounce
SE.P.4.1	Background noises	My environment is a bit noisy and it makes me lose focus
SE.P.5.1	Background noises, poor device quality, poor connection	when listening and there is a disturbing background noise it can distract focus. Apart from that, sound quality is also important because if there is a problem it will affect the clarity of each word in the sound.

SE.P.6.1	Poor device quality	The campus does not provide speaker equipment so one of the students or lecturers must bring it.
SE.P.7.1	Poor device quality	Because some of videos i am listening having a bad sound quality makes me hard to identify the meaning or the speakers say
SE.P.8.1	Poor device quality, poor connection	maybe just that
SE.P.9.1	Poor device quality	sound quality
SE.P.10.1	Poor connection	I think It's enough
SE.P.11.1	Poor device quality	I think the main problem in listening activities is the audio quality, they (institution) always use old audio and not updated yet, and the audio speakers is not good enough so there's a lot of noises They didn't use new audio listening (i don't know either) WHY THEY ARE NOT USE THE AUDIO FROM TED TALK CHANNEL OR SOMETHING LIKE THAT
SE.P.12.1	Poor device quality, background noise	In my opinion, a major problem during listening activities is the poor sound quality of the equipment and background noise. When the audio isn't clear or there's noise interference, it becomes much harder to understand what's being said, which affects focus and makes it difficult to fully grasp the material.

SE.P.13.1	Poor connection, Poor device quality	I usually hear high quality contents. So, the problem will come from my internet connection and my devices.
SE.P.14.1	Poor connection	maybe sometimes bad connection influence my listening or learning activities
SE.P.15.1	Poor device quality	Actually, I don't have any excessive problems with the supporting equipment, it's just annoying and doesn't become a problem that affects my listening activity
SE.P.16.1	Poor device quality, poor connection	Maybe if when I am on classroom there's any problem with internet connection or the sound system so it can make us not really comfort when listen to the audio
SE.P.17.1	Nothing	i think nothing problem about the supporting equipment. my lecturer make them perfect.
SE.P.18.1	Nothing	<i>kalau audio dari youtube atau reels tidak ada kendala, hanya saja sering saya jumpai ketika test bahasa suara yang keluar tidak begitu jelas entah karena aksen yg digunakan oleh yg berbicara atau kualitas audio tersebut yang memang tidak bagus.</i> (If the audio is from YouTube or reels, there isn't any problem. The only problem I found was when I took a listening test, the sound is unclear whether because of the accent or the

		poor audio quality)
SE.P.19.1	Poor connection	Sound system doesn't work well
SE.P.20.1	Poor device quality, poor connection	<i>kedaan sound yg kurang jelas dan mengganggu pendengaran</i> (unclear sound affects the listening activities)
SE.P.21.1	Poor connection	<i>jaringan wifi yang kadang jelek membuat saya tidak bersemangat belajar listening.</i> (Bad Wi-Fi connection makes me unmotivated to learn listening skill)
SE.P.22.1	Nothing	Have mentioned before
SE.P.23.1	Background noises	listening in a classroom normally uses a speaker which can't reduce voice from outside. noise can make students uncomfortable with the condition
SE.P.24.1	Background noises, Poor device quality	Background noise, such as motorbikes or loud conversations, can significantly hinder focus during language learning. Poor audio quality from headphones or speakers can further complicate understanding, especially with fast-paced content. These distractions can make learning feel like trying to listen in a noisy market, making it exhausting and ineffective.
SE.P.25.1	Nothing	I don't have any

Table 2.4 Responses on Strategies in Extensive Listening Activities to Deal with The Problems

Data	What strategies do you	Adjusting	Tell more about the
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	use to deal with the problems you find during extensive listening activities?	Strategies	strategies you use during extensive listening activities to deal with the problems!
ST.P.1.2	Using subtitle/transcript	No	<i>Dengan menggunakan fitur subtitle dan transkrip dapat membantu kita untuk mengetahui kosa kata yang mungkin bagi kita terdengar kurang jelas</i> (Using subtitle and transcript help us in understanding unclear words)
ST.P.2.2	Using subtitle/transcript, pausing and repetition, visualization, taking notes, inferencing	Yes	All of above are mentioned
ST.P.3.2	Using subtitle/transcript, pausing and repetition, taking break	Yes	take a break when got distract
ST.P.4.2	Pausing and repetition, taking notes	No	My experience when listening is to take notes by pausing and repeating the audio or video that is the listening source
ST.P.5.2	Using subtitle/transcript, taking notes, inferencing	No	if i can access the transcript i will use it. but if i can't i will note down some words that might be important points in the topic
ST.P.6.2	Pausing and repetition, taking notes, inferencing	No	I made some notes for the important points from the speaker so that I would remember them.

ST.P.7.2	Using subtitle/transcript	No	Imo, using subtitle is the best solution when the sound from the videos or something that you listening
ST.P.8.2	Pausing and repetition, taking notes, inferencing	Yes	strateginya sama yaitu menulang kembali, berimajinasi, lalu kalo terlalu unfamiliar dg bahasanya, saya coba tampilkan transkrip atau subtitle (I repeat while visualizing the context, but if it is too unfamiliar, I enable the transcript)
ST.P.9.2	Using subtitle/transcript, Pausing and repetition, taking a break, using additional equipment	Yes	pause for a while and then repeat with a better mood
ST.P.10.2	Using subtitle/transcript, taking notes, checking	No	Thats Enough
ST.P.11.2	Using subtitle/transcript, pausing and repetition, inferencing, checking	Yes	<i>I paused the audio and repeat it again and again Using subtitles or transcript (kalo ada subtitle resminya si enak yah, cuman kalo pake auto subtitle si beberapa ga kebaca jelas atau malah salah kalo nativenya pronounciationnya gajelas)</i> (If the official subtitle is available I will use them, but if I use auto-subtitle, some words isn't right if

			the native's pronunciation is unclear)
ST.P.12.2	Using subtitle/transcript, taking notes, pausing and repetition	No	To overcome problems during extensive listening activities, I usually rely on subtitles or transcripts. This helps me catch words or phrases that are hard to understand due to unclear pronunciation or unfamiliar accents. It also makes it easier to follow along and ensures I don't miss important details.
ST.P.13.2	Using subtitle/transcript, pausing and repetition	No	the transcription will help me in understanding the content of course, and repetition make me get the point.
ST.P.14.2	Using subtitle/transcript, pausing and repetition, taking notes	No	usually i use subs or taking some notes regarding the unfamiliar words and also i repeated some unclear sentences or sections
ST.P.15.2	Using subtitle/transcript, pausing and repetition, taking notes	Yes	The 2 methods that I chose, in my opinion, are the easiest and most efficient ways to learn, but it doesn't leave me feeling happy about watching films, if I'm too fixated on films as extensive learning materials, it will result in me no longer wanting to study through movies (removing the happiness

			side)
ST.P.16.2	Pausing and repetition, taking notes, inferencing	Yes	For myself, I just take a note while the audio played and use repetition while listen it by repeat it until 3-5 times. If the audio is long, i will hear it 3-5 times, and take a note, but if short I just try to remember what are vocabulary that I catch when I listen too
ST.P.17.2	Using subtitle/transcript, pausing and repetition	Yes	listening carefully is key. i will ask to my lecturer or my friends
ST.P.18.2	Using subtitle/transcript, pausing and repetition, checking	No	<i>ketika mempelajari bahasa inggris menggunakan cara listening saya harus didampingi dengan visual, audio-visual membuat saya paham makna dari percakapan atau yang dinarasikan secara cepat. tapi jika hanya audio daya tangkap telinga saya menuju otak sedikit lambat. bahkan dalam percakapan secara langsung pun saya tidak hanya fokus pada suara tapi dengan gesture dan gerak mulut pembicara. Jika saya menemukan kata baru, saya akan lihat artinya. Biasanya saya juga menyalakan</i>

			<p><i>transkrip.</i> (When learning, I have to look at the visuals also. The audio-visual helps me understanding the meaning of the dialogue or fast-paced narration. If it s the audio only, I can't get the meaning quickly. Even in direct dialogue I focus on both the voice and gestures. If I find a new vocab, I'll check the meaning. I also put the transcript on)</p>
ST.P.19.2	Using subtitle/transcript, Pausing and repetition, taking notes, inferencing, visualization, checking	Yes	Ask my friends when we're not get the point/words on the audio said, improve my listening skills by listen my friends speak english, try to listen carefully the audio, if the audio doesn't clear, I will understand the content and topic in the audio so I will catch what the audio said
ST.P.20.2	Checking, Using subtitle/transcript, take notes	No	<p><i>lihat subtitle sih, biar paham sama nulis vocab yg g tau</i> (I show the subtitle so I can understand, also I write some new vocabulary)</p>
ST.P.21.2	Using subtitle/transcript, pausing and repetition, taking notes, checking	No	<p><i>saya menggunakan subtible setelah menemukan kata yang susah lalu mencatat</i></p>

			<p><i>kosakata yang susah lalu saya cek artinya dalam bahasa indonesia.</i></p> <p>(I use transcripts if I found unfamiliar words and then take notes on the words, then I check the meaning)</p>
ST.P.22.2	Pausing and repetition, inferencing, taking notes	Yes	Have mentioned before
ST.P.23.2	Using subtitle/transcript, pausing and repetition, checking	No	listening while reading the transcript so I don't only listen and read but also know the word and how it pronounces. sometimes I also repeat the sound to understand it again
ST.P.24.2	Using subtitle/transcript, using additional equipment	Yes	I often use subtitles or transcripts to help me learn languages. That way, while listening, I can also read the words. It's like having two teachers at once, right? One teaches through sound, the other through writing. So, I can understand the meaning more easily, especially if there are new words or sentences that are a bit complicated. Then, by looking at the subtitles, I can also pay attention to how to speak correctly, such as intonation and pronunciation.
ST.P.25.2	Using subtitle/transcript, pausing and repetition,	Yes	<i>Saya menyesuaikan strategi tergantung ada</i>

	taking notes, inferencing	<p><i>tidaknya caption video. Jika ada caption maka ketika mendapat kata" yang sulit saya langsung menebak kata kemudian mengetik kata yang sulit tsb di internet untuk mencari tahu. Jika tidak ada caption video maka saya mencari video yang lain yang terdapat caption di dalamnya yang menyebutkan kata tsb (I adjust the strategies based on whether the video has transcript or caption. If there is caption or easy for me, I just guess the meaning then check it on the internet. If there is no transcript or difficult for me, I'll look for the similar video which has transcript on it)</i></p>
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Appendix 4 – Transcript of Interview

The interview is only used for triangulation. The questions are the same as the questionnaire. However, the researcher ensures some answers from some of the participants and dig for the answer more deeply. Here is the list of the questions:

1. Can you explain more about your problems in extensive listening activities related to learning materials?
2. Can you explain more about your problems in extensive listening activities related to learners' performance?
3. Can you explain more about your problems in extensive listening activities related to supporting equipment?
4. How do you usually use your strategies? Do you combine them?
5. Do you adjust your listening strategies based on the difficulty of the materials or the problems?

Participant 2

1. *Kadang saya merasa audionya terlalu cepat, jadi cenderung tidak bisa menangkap keseluruhan pembahasan.*
(Sometimes I feel that the audio is too fast, so I can't get the whole point.)
2. *Distraksinya biasanya dari diri sendiri dan lingkungan. Saya kadang merasa gugup, jadinya mudah kedistract. Kalau faktor luar itu karena lingkungan kurang bagus, misal ada bunyi-bunyi yang mengganggu itu bisa membuat konsentrasi saya hilang. Untuk kecemasan itu datangnya karena saya hilang konsentrasi atau hilang fokus.*
(The distractions come from both myself and the environment. Sometimes I feel nervous, so I am easily distracted. Another factor is because the environment is too noisy. If there is some noise, it makes me lose focus. The anxiety is because I lose focus)
3. *Kalau mendengarkan audio, tapi koneksinya tidak bagus, jadinya delay/lagging. Audionya juga kadang kurang terdengar jelas, bisa jadi karena faktor device saya atau memang dari faktor lain.*

(If I listen to an audio, but the connection is bad, it'll be delayed/lagging. The audio is also unclear, it could be because of my device or other factors)

4. *Biasanya saya menggunakan strategi pausing and repetition dan using transcript secara bersamaan. Saya pernah taking notes, tapi jarang. Biasanya saya Cuma nebak-nebak aja. Misalnya ada sesuatu yang saya tidak faham, biasanya saya nebak dulu sesuai dengan konteks. Setelah itu, baru saya menyalakan transkrip.*

(Usually, I use pausing and repetition while using transcripts simultaneously. I do also take notes, but rarely. Usually, I just guess. If there is something I don't understand, I will guess it based on the context first. After all that, I put the transcript on)

5. *Kalau videonya pendek, biasanya saya cuma nebak dari konteks. Tapi kalau audionya panjang, saya taking notes, saya catat poin-poin penting isi dari video tersebut.*

(If the video is short, I usually only guess from the context. But if the audio is long, I'll take notes on some important points from the video.)

Participant 3

1. *Karena biasanya dengar dari nativenya langsung, kadang kesusahan karena aksennya nggak familiar, misalnya British accent. Buat orang sana mungkin biasa aja tapi kalau saya dengar rasanya cepat sekali.*

(Because I usually listen directly from natives, sometimes it is hard for me because the accent is unfamiliar, like the British accent. Maybe for the native speakers, it's just how they usually talk, but for me, they talk so fast)

2. *Biasanya karena saya belajar lewat video Instagram, saya hilang fokus terus kebablasan scroll video lain (yang tidak berbahasa inggris). Karena kedistraksi tadi, kadang jadi nggak mood. Jadi biasanya saya istirahat sebentar baru lanjut lagi.*

(Usually, because I learn through Instagram videos, I lose my focus and scroll through other videos – which is not in English – instead. Because of that distraction, I become unmotivated. So, I usually take a break for a moment.)

3. *Koneksi di kos jelek. Jadi loadingnya lama, bikin nggak mood juga. Kos saya juga ramai jadi buat belajar agak susah fokus.*
(The connection is bad in my dorm, so the video is lagging and delayed, and it also makes me unmotivated. My dorm is also noisy so it is hard for me to stay focus while learning.)
4. *Kalau nggak jelas, saya pause terus ulang lagi, kalau nggak faham artinya, saya pakai transkrip atau subtitle dari materinya. Kalau kedistraksi, saya break dulu baru lanjut lagi nanti. Saya pakai strateginya satu satu tergantung masalah yang ditemukan.*
(If it is unclear, I'll pause and then repeat it. If I don't know the meaning, I use transcripts or subtitles from the material. If distracted, I take a break. I use the strategies one by one depends on the problem found.)
5. *Biasanya saya samaratakan untuk strateginya, baik sulit maupun mudah.*
(I usually use the same strategies apart from the difficulties)

Participant 5

1. *Kalau ada istilah-istilah tertentu atau sinonim saya kesulitan memahami.*
(I have difficulties to understand if there are some particular terms or synonyms)
2. *Kalau lingkungan berisik, jadi nggak nangkap konteks. Karena itu, jadi cemas saat listening.*
(If the environment is noisy, I can't get the context. It leads me to anxiety in listening)
3. *Kadang audionya kurang jelas, koneksi juga tidak lancar, jadi listeningnya kurang jelas dan terpotong-potong.*
(Sometimes the connection is bad, so the audio is unclear and broken)
4. *Biasanya saya pakai transcript sambil dicatat poin-poin pentingnya. Kadang juga saya checking sama teman, buat memastikan isi listeningnya.*
(I usually use transcript while noting some important points. I sometimes also checking understanding with my friend)
5. *Tidak, disamakan semua.*
(No, I use it the same)

Participant 6

1. *Kadang bingung kalau ada idiom. Aksennya juga bikin sulit untuk difahami. Kadang juga bicaranya terlalu cepat jadi bingung.*
(I am confused when I find idioms. The accent is also difficult to understand. Sometimes, they also speak too fast.)
2. *Hilang fokus karena kurang motivasi. Konteksnya juga kadang asing karena pembahasan baru, misalnya tentang politik. Selain itu karena kurang latihan listening juga jadi kurang terbiasa.*
(I lose focus because I am unmotivated. If I found a new discussion, like politics, the context is unfamiliar. Besides, I don't get used to because the lack of listening practice)
3. *Kalau untuk equipment nggak ada masalah*
(I don't have any problem with the equipment)
4. *Biasanya materinya dipause terus diulang lagi kalau kurang faham, juga sambil tebak maknanya.*
(Usually, I pause and repeat the material while guessing it.)
5. *Kalau ketemu masalah, saya langsung memakai kedua strategi itu.*
(If I find any problem, I directly use both methods)

Participant 8

1. *Yang bikin sulit itu kalau di materinya menggunakan bahasa yang level kesulitannya tinggi yang bukan dipakai sehari-hari. Bisa juga karena teksnya terlalu panjang. Aksen juga kadang menjadi masalah.*
(The problem is when the material uses a high level of vocabulary which is not used daily. Also, it can be because of the long-spoken text. The accent also becomes the problem.)
2. *Distraksi biasanya dari luar, karena berisik, jadi aku hilang fokus. Selain itu, karena nggak faham konteks di awal juga jadi bikin nggak fokus.*
(Distraction is from others, because of the noise, I can't focus. Besides, I also can't focus if I don't understand the context)
3. *Karena error dari device jadi masalah. Kadang karena audionya online dan koneksinya kurang bagus juga jadi mempengaruhi.*
(The problem is from the error device. Also, because the audio is online and the connection is bad, it also affects my listening.)

4. *Biasanya gitu aja, kalau nggak paham diulangi dari awal, terus diimajinasikan.*
(Usually, I only do that. If I don't understand I'll repeat it from the beginning, then visualize it.)
5. *Kalau terlalu unfamiliar, saya tampilkan transkripnya.*
(If it is too unfamiliar, I'll put the transcripts on.)

Participant 9

1. *Biasanya saya dengarin lewat music atau podcast, kadang ada kata-kata baru yang jarang digunakan apalagi kalau konteksnya asing bagi saya, misal bahas tentang pemerintahan, itu juga membuat saya kesulitan. Pronunciationnya juga jadi kurang jelas karena bicarannya terlalu cepat. Kadang karena aksennya kurang familiar.*
(I usually listen to music or podcasts, sometimes there are some new unfamiliar words, let alone if the context is unfamiliar. The pronunciation then becomes unclear because they speak too fast. Sometimes the problem is also unfamiliar accents.)
2. *Karena banyak vocab yang unfamiliar, saya jadi cepat bosan. Kalau seperti itu saya biasanya mengumpulkan mood dulu, setelah itu lanjut listening lagi.*
(Because there are too many unfamiliar vocabulary, I become easily bored. If so, I take a break to gather some motivation.)
3. *Device speaker saya agak bermasalah, jadi saya menggunakan device tambahan.*
(My device is a bit error, so I use an additional device.)
4. *Karena device agak error, jadi saya menggunakan device tambahan. Kalaupun memang masih nggak bisa, saya pakai transcript. Kadang kalau audionya terlalu cepat juga saya pakai transcript. Saya juga memakai pausing and repetition kalau misal ada audio yang kurang jelas, saya pause terus saya ulang audionya. Kadang kalau bosan juga audionya saya pause, saya lanjut kalau sudah mengumpulkan motivasi. Saya pakai dua strategi itu bersamaan.*
(Because of the error device, I use an additional device. If it still doesn't work, I put the transcript on. Sometimes if the audio is too fast, I also use transcripts. I also pause and repeat the audio if

the audio is unclear. If I am bored, I take a break. I use both of the strategies simultaneously.)

5. *Kalau materinya mudah, saya nggak pakai subtitle. Tapi kalau sulit atau ketemu masalah, saya langsung pakai subtitle sambil pause and repetition. Jadi tetap pakai strategi yang sama.*
(If the material is easy, I don't use subtitles, but if it is difficult or if I find any problem, I directly use subtitles while pausing and repeating the audio. So, I use the same strategies)

Participant 10

1. *Vocabulary, kadang ada kata-kata asing karena konteks kontennya asing, kemudian kalau saya menemukan hal seperti itu, saya akan mencatat dulu. Setelah videonya berakhir, saya akan cari di google. Kecepatan audionya juga kadang menjadi masalah bagi saya.*

(Vocabulary, sometimes there are unfamiliar words because the context of the content is not familiar to me. If so, I will take notes, and then look for the meaning on Google. The speech rate also becomes a problem for me.)

2. *Kadang nggak mood, kadang emang suasananya aja nggak nyaman. Jadinya, saya keddistraksi. Kadang juga karena lingkungannya ribut, saya jadi keddistraksi.*

(Sometimes I'm unmotivated, sometimes the vibe just isn't right. So, I was distracted. Sometimes it is also because the environment is noisy, so I was distracted.)

3. *Kalau cuaca lagi nggak bagus, kadang koneksi internetnya jadi bermasalah, jadinya delay.*

(If the weather is bad, the connection is going bad, so the audio is delayed)

4. *Saya biasanya catat sambil videonya berjalan, setelah itu baru saya cari. Saya juga sambil menyalakan transkrip video.*

(I usually take notes while the video is playing, and then after that, I look for the meaning. I also put the transcript on)

5. *Apapun levelnya, strategi yang saya gunakan tetap sama.*

(I still use the same strategy on any level of difficulties)

Participant 11

1. *Kata-katanya kurang familiar, karena konteksnya jarang saya dengar, misalnya slang atau idiom. Strong accent dan unclear pronunciation juga menjadi masalah saya waktu extensive listening.*
(The words are unfamiliar, because I rarely encountered the context, like slang or idiom. Strong accent and unclear pronunciation are also my problems in extensive listening.)
2. *Nggak terlalu ada masalah, biasanya mungkin kalau tes listening aja, karena tekanan dari sekitar. Kalau untuk extensive listening, tidak ada masalah.*
(Not too much trouble, only in the listening test, the problem is from the pressure around me, but for extensive listening I do not encounter any problem.)
3. *Kalau device dari kita sendiri, tidak ada masalah.*
(If the device is from me myself, there is no problem.)
4. *Kalau nonton sendiri, pausing dan subtitle bisa diatur. Tapi kalau nonton di bioskop, nggak enak karena nggak bisa di pause, kalau ketinggalan jadi yaudah. Selain itu, biasanya saya nyalain subtitle, tapi kadang auto-subtitle itu banyak salahnya, jadi saya ganti videonya, atau kadang saya pakai Google Assistant untuk mencari tahu apa isi listeningnya. Kalau masih benar-benar nggak kedeteksi, saya nebak-nebak aja dari konteks itu. Kadang juga saya langsung nyari artinya kalau ada kata-kata sulit.*
(If I watch by myself, I can adjust the pausing and the subtitle, but if I watch at the cinema, I feel not too comfortable because I can't pause it, so if I miss it I can't do anything. Besides, I put the transcripts on, but the auto-transcript got too many mistakes, so I will change the video, or I sometimes use Google Assistant to look for the point. If still can't be detected, I just guess from the context. Sometimes I also check the meaning directly if I found new words.)
5. *Iya saya menyesuaikan, kalau semisal lagi nonton film, saya langsung nyari artinya. Tapi kalau emang lagi belajar, buka lewat podcast atau lainnya, bisa aja saya catat kata-katanya.*
(Yes, I adjust it. If I watch movies, I look directly for the meaning, but if I am learning through podcast or others, I will take notes on the words.)

Participant 15

1. *Hanya kecepatan berbicara yang menjadi masalah.*
(The only problem is the speech rate)
2. *Karena saya biasanya belajar lewat film, kedistraksinya kalau lagi klimaks filmnya, saya jadi tidak memperhatikan vocab, tapi lebih fokus ke cerita filmnya.*
(Because I usually learn through movies, I get distracted when the movie gets to the climax. I don't pay attention to the vocab, but only focus on the story.)
3. *Sebenarnya tidak terlalu ada masalah yang mengganggu untuk equipment.*
(Actually, there isn't much problem in equipment)
4. *Kalau masalahnya karena kecepatan berbicara, saya pakai pausing and repetition. Kalau using subtitle itu dipakai jika terdistraksi, jadi kalau lagi seru filmnya, saya ganti subtitlenya ke Indonesia, tapi kalau sudah lewat nanti saya ganti lagi pakai transkrip inggris.*
(If the problem is because of the speech rate, I use pausing and repetition. I use subtitles if I am distracted. So, if the film is in the climax part)
5. *Ya, saya menyesuaikan. Kalau movienya santai kadang nggak pakai subtitle atau hanya pakai transkrip bahasa inggris.*
(Yes, I adjust it. If the movie is light, I don't use subtitles or only use English transcript.)

Participant 17

1. *Karena kurang practice, sulit untuk menangkap yang dibicarakan. Speaker juga berbicara terlalu cepat.*
(Because the lack of practice, I hardly catch the points. The speaker also speaks too fast)
2. *Kurang latihan, jadi agak kesulitan memahami materi*
(Lack of practice, so I have difficulty in understanding the material)
3. *Kalau untuk equipment nggak ada masalah*
(I have no problem in equipment)
4. *Kalau ketemu kata dalam kalimat yang tidak dipahami, saya biasanya pause terus cari artinya. Kalau kata yang muncul masih mirip dengan beberapa kata yang sudah diketahui, cuma*

ditebak saja. Kadang kalau ada teman, saya checking pemahaman ke teman.

(If I find unfamiliar words, I pause and look for the meaning. If the words are still similar to the words I know, I'll only guess it. Sometimes if I am with my friends, I check my understanding with them)

5. *Ya, disesuaikan, kalau mudah ditebak, kalau sulit saya pause terus cari artinya.*

(Yes, I adjust it. If it is easy, I'll only guess it, if it is difficult, I'll pause it and look for the meaning)

Participant 19

1. *Pernah saya temukan, ada di salah satu audio, seharusnya kata itu "first" tapi dia bialngnya "fest", jadi saya lumayan sulit menebaknya kalau memang pronunciationnya kurang jelas. Selain itu, biasanya juga kadang sedang mendengarkan materi listening yang berbau academic, biasanya pake scientific words. Kadang juga kalau misal materinya lewat film atau songs, ada idiom atau slang yang dipakai, jadi kesulitan karena masih asing. Selain itu, intonasi juga kadang menjadi masalah. Misal di audio terdengar seperti questioning, padahal aslinya tidak. Itu juga membuat bingung.*

(I once found in a video, there was the word "first" but they pronounced it as "fest", and I had difficulty guessing that one if the pronunciation was unclear. Besides, when listening to academic things, usually they use scientific words, or maybe when the materials are on movies or songs, there are some idioms or slang used, so it was difficult for me because those are unfamiliar. Besides, the intonation also becomes a problem. For example when the audio sounded like questioning, but as it turns out it's not, it is confusing.)

2. *Motivasinya agak kurang karena jarang menemukan teman yang pas untuk diajak belajar bersama. Dari lingkungan juga kurang mendukung karena biasanya mereka menyalakan lagu Jawa/Bahasa Indonesia. Selain itu, distraksinya biasanya karena notifikasi dari teman. Selain itu, distraksi dari lingkungan yang ribut juga bikin nggak fokus.*

(Lack of motivation because I rarely find some friends to learn with. The environment is also not supporting me because usually they play Indonesian/Java song. Besides, the distractions are usually from notification and noisy environment.)

3. *Koneksi kadang menjadi masalah, jadinya audionya putus-putus. Kalau di kampus, yang menjadi masalah toolsnya. Tapi kalau dari saya sendiri, toolsnya tidak ada masalah, tetapi yang jadi masalah itu koneksinya.*

(Sometimes the connection becomes the problem, so the audio is broken. If I did listening activities in campus, the problem is in the tools, but if it is for myself, the problem is in the connection)

4. *Karena speakernya bicara terlalu cepat, jadi biasanya saya lambatin audionya, kadang saya pause terus ulang lagi. Kalau materinya ada transkrip, dan kebetulan kurang jelas atau suaraya kurang kedengaran, biasanya saya pakai transkrip. Selain itu saya juga menebak-nebak dari konteks, misal latarnya dimana dan sebagainya, sambil saya visualisasikan. Kemudian dari membayangkan konteks saya jadi bisa menebak. Saya juga mencatat beberapa kata baru atau kata yang sering saya lupakan.*

(Because the speaker speaks too fast, I usually lower the speed of the audio, sometimes I pause then I repeat. If the material has transcripts, and at the same time the audio is unclear or can't be heard well, usually I use transcripts. Apart from that, I also guess from the context, for example, where the listening happens or others, while doing that, I also visualize. Then I imagine the context, so I can guess. I also take some notes on new words or forgettable words)

5. *Saya menyesuaikan strategi yang dipakai dengan materinya. Misalnya dengerin podcast, terus banyak kata-kata baru yang didapat, nanti saya catat. Kalau semisal saya lagi kurang fokus, biasanya saya menyalakan transkrip, jadi bisa sambil baca. Misal strategi yang dipakai masih ga work, saya combine beberapa strategi. Kalaupun masih tidak bisa, saya crosscheck ke teman untuk memastikan apa isi listening itu.*

(I adjust the strategies with the material. If I listen to podcast and there are many new words, I'll take notes. If I'm not too focused, I usually put the transcripts on, so I can read it simultaneously. If

the strategies I use don't work, I will combine some more strategies. If that still doesn't work, I'll check the material to my friend to ensure what it is about)

Participant 20

1. *Banyak unfamiliar words, misal kalau materinya academic, atau kadang ada digunakan slang atau idiom untuk materi sehari-hari. Selain itu, kalau saya dengar pakai american accent itu agak kesulitan, tapi kalau british enggak.*

(There are many unfamiliar words. For example, if the material is using academic language, or sometimes if it is about daily, they'll use slang or idioms. Besides, if I listen to the material with an American accent, it'll be more difficult for me than the British one)

2. *Masalahnya Cuma di kekurangan background knowledge. Karena biasanya saya dengarin podcast tentang kesehatan, kimia, dan sebagainya, jadi harus effort untuk memahami itu.*

(The problem is only in the lack of background knowledge because I usually listen to podcasts about health, chemistry, and others, so I have to put more effort to understand it.)

3. *Device kadang trouble, kalau di kos koneksinya juga agak trouble. Jadinya, lemot dan ngelag, jadi kurang jelas yang didengarkan.*

(Sometimes my device has troubles. If I am in my dorm, the connection is also bad. So, it is delayed and lagging, so I can't hear it clearly.)

4. *Biasanya kalau saya mau dengarin podcast tentang kesehatan, saya baca-baca dulu tentang konteks itu, jadi nanti bisa lebih paham. Ketika mendengarkan, saya nyalain subtitle, kalau ada kata baru saya sambil catat dan dicek artinya di akhir.*

(Usually, if I want to listen to a podcast about health, I'll read first about that context, so I can understand more about it later. When listening, I put the transcript on, and if I find new words, I'll take notes and check for the meaning at the end of the session.)

5. *Tidak, saya menyamakan strategi yang dipakai.*

(No, I use the strategies all the same)

Participant 22

1. *Saya kadang kalau nonton itu banyak aksen yang berbeda-beda. Kayak misalnya ada aksen British, Indian, jadi nggak familiar. Mereka juga ngomongnya cepat, kadang juga misal ada kalimat yang seharusnya tiga kata tapi pas dibaca jadi satu, yang kayak gitu juga sulit untuk dipahami.*

(I sometimes encountered different accents, like the British or the Indian accent, and it is unfamiliar for me. They also talk too fast, also there are some phrases that should be in three words but they read it as one. It is also difficult to understand)

2. *Saya orangnya memang gampang kediistract, jadi kalau lagi listening terus ada suara, saya nengok dulu, tapi malah jadi ketinggalan konteks listeningnya tadi. Masalah lain juga di konteksnya yang kurang bisa saya pahami, apalagi kalau bahasanya pakai bahasa ilmiah, itu susah. Kalau cemas itu biasanya karena gampang kediistraksi.*

(I myself is easily distracted, so if I am doing extensive listening activities, then I heard a voice, I'll look at it, but it makes me miss the context of the listening material. Another problem is that when I can't understand the context, let alone it is in scientific language, it is difficult for me. The anxiety is because I am easily distracted.)

3. *Biasanya masalah itu memang kalau waktu tes. Kalau lagi sendiri itu nggak ada masalah.*

(Usually, the problem in the equipment is only in listening tests. If I am by myself, there isn't any problem.)

4. *Kalau memang materinya nggak ada transcript, biasanya saya repeat. Terus kalau misal pakai subtitle terus ada kata-kata baru, saya catat di notes di hp. Kalau kosa katanya ada gambar atau lainnya, saya nebak-nebak aja. Tapi kalau nggak bisa, saya translate lewat DeepL baru saya catat di notes.*

(If the material has no transcript, I repeat it. Then, when I use transcript then there are some new words, I'll put on my notes on my phone. If the words have picture or others, I just guess the meaning, but if it is difficult, I translate in on DeepL then put on my notes)

5. *Kalau gampang, biasanya saya nebak aja. Tapi kalau susah atau asing di telinga, saya nyalain transcript, terus saya cari artinya.*

(If it's easy, I only guess the meaning, but if it's difficult or unfamiliar, I put the transcript on, then check for the meaning)

Participant 23

1. For example, if we are practicing listening in TOEFL or maybe in IELTS, there must be unfamiliar words, it's not like daily vocabulary, which we need to dig it more. So, there are many vocabularies that actually similar, but we didn't use daily. For example, we use try rather than we use attempt. Then about the speed, of course, because the listening audio is spoken by native speaker, sometimes we couldn't follow the recognition of the speed and of course, their pronunciation so I need to lower the speed into 0.75x.
2. I got distracted mostly because of external distractions. It can be from the noise around me, the audio itself, or maybe from the device.
3. As I said before, the background noises lead to external distraction.
4. I prefer to combine listening and reading. So even if I listen and watch the video, I put on the transcript. Also, I lower the speed, and sometimes I pause and directly look for the meaning. I also sometimes repeat the audio if there is a unique pronunciation like vowel to vowel or to consonant to listen to it better.
5. I do not adjust the strategies, because most problems in listening are similar. So, I use all of the strategies mentioned.

Appendix 5 – Data Combination of Questionnaire Responses and Interviews

Table 4.1 Problems in extensive listening activities related to listening materials

Data	Kinds of problem	Examples of the problems
LM.P.1.1	Speech rate	The speech rate affects the listening activities
LM.P.2.1	The range words of vocabulary, Speech rate	Unfamiliar topic words or content, Audio is too fast
LM.P.3.1	Speech rate, unclear pronunciation or accent	Speaker speaks too fast, unfamiliar accent
LM.P.4.1	The range words of vocabulary	Lack of vocabulary mastering
LM.P.5.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	Unfamiliar accent, speakers speak too fast, unfamiliar terms, synonyms
LM.P.6.1	Unclear pronunciation or accent	Speaker using British accent (unfamiliar)
LM.P.7.1	Unclear pronunciation or accent	Unclear pronunciation
LM.P.8.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	High level of vocabulary, long-spoken text, unfamiliar accent, speaker speaks too fast
LM.P.9.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	Unfamiliar context, unclear pronunciation because of speech rate, unfamiliar accent
LM.P.10.1	The range words of vocabulary, Speech rate	Unfamiliar context, audio is too fast
LM.P.11.1	The range words of vocabulary, Unclear pronunciation or accent	Unfamiliar context, slang words, high level of vocabulary, strong accent, unclear pronunciation
LM.P.12.1	Unclear pronunciation or accent	Unclear pronunciation

LM.P.13.1	The range words of vocabulary, Unclear pronunciation or accent	Unfamiliar content, pronunciation hard to be identified
LM.P.14.1	The range words of vocabulary, Unclear pronunciation or accent	Unfamiliar accent, unfamiliar words or content
LM.P.15.1	Speech rate	Speaker speaks too fast
LM.P.16.1	The range words of vocabulary, Unclear pronunciation or accent	Unclear pronunciation, unfamiliar vocabulary
LM.P.17.1	Speech rate	Speaker speaks too fast
LM.P.18.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.19.1	Speech Rate, The range words of vocabulary, Unclear pronunciation or accent	Unfamiliar vocabularies, unfamiliar words context, high level of vocabulary, idiom or slang, unclear pronunciation, intonation
LM.P.20.1	The range words of vocabulary, Unclear pronunciation or accent	High level of vocabulary, slang or idioms, unfamiliar accent
LM.P.21.1	Unclear pronunciation or accent	Unfamiliar accent
LM.P.22.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate	Unfamiliar accent, speaker speaks too fast, reduced form
LM.P.23.1	The range words of vocabulary, speech rate	Unfamiliar words, high level of vocabulary, speakers speak too fast
LM.P.24.1	The range words of vocabulary, speech rate	Unfamiliar vocabulary, speakers speak too fast
LM.P.25.1	The range words of vocabulary, Unclear pronunciation or accent, speech rate, no caption/transcript	Unfamiliar content, no caption/transcript, unclear pronunciation, unfamiliar accent, speaker speaks too fast

Table 4.2 Problems in extensive listening activities related to learners' performance

Data	Kinds of problem	Examples of the problems
LP.P.1.1	Anxiety or frustration	Losing focus because of the speech rate, leads to frustration
LP.P.2.1	Distraction, anxiety or frustration	Noisy environment leads to distraction, nervousness. Feeling anxious because of distraction
LP.P.3.1	Distraction, Motivational difficulties	Distracted from learning and a noisy environment, leads to motivational difficulties
LP.P.4.1	Distraction	Easily distracted, noisy environment leads to loss of focus
LP.P.5.1	Distraction, anxiety or frustration	Distracted because of a noisy environment, leads to anxiety
LP.P.6.1	Distraction, lack of background knowledge, Motivational difficulties	Losing focus because of tiredness and lack of enthusiasm. Lack of practice, lack of background knowledge of the context
LP.P.7.1	Distraction	Distraction from people
LP.P.8.1	Distraction, Lack of background knowledge	Distraction from others leads to loss of focus. Lack of background knowledge also leads to loss of focus
LP.P.9.1	Motivational difficulties	Unfamiliar vocabulary leads to boredom.
LP.P.10.1	Motivational difficulties, distraction	Unmotivated, noisy environment leads to distraction
LP.P.11.1	Nothing	-
LP.P.12.1	Motivational difficulties, Distraction	Low motivation leads to distraction
LP.P.13.1	Motivational difficulties, Distraction	Low motivation, losing focus
LP.P.14.1	Distraction	Distracted by another activity

L.P.P.15.1	Distraction	Distracted from learning
L.P.P.16.1	Distraction	Distraction from others
L.P.P.17.1	Lack of background knowledge	Lack of practice in listening
L.P.P.18.1	Distraction, Motivational difficulties	Long-spoken text leads to motivational difficulties and loss of focus
L.P.P.19.1	Motivational difficulties, Distraction	Rarely had friends to learn with, distractions from others and a noisy environment
L.P.P.20.1	Lack of background knowledge	Lack of background knowledge from the context
L.P.P.21.1	Distraction	Distraction from others
L.P.P.22.1	Distraction, Lack of background knowledge, anxiety or frustration	Being easily distracted leads to anxiety, Lack of background knowledge from the context
L.P.P.23.1	Distraction	Noisy environment
L.P.P.24.1	Motivational difficulties, anxiety or frustration	Long-spoken text leads to frustration. Anxiety leads to motivational difficulties
L.P.P.25.1	Lack of background knowledge	Lack of background understanding of the context

Table 4.3 Problems in extensive listening activities related to supporting equipment

Data	Kinds of problem	Examples of the problems
SE.P.1.1	Poor device quality	Sound quality depends on the equipment
SE.P.2.1	Poor device quality, poor connection	Lagging, unclear audio
SE.P.3.1	Poor connection, background noises	Lagging leads to motivational difficulties, noisy environment leads to distraction
SE.P.4.1	Background noises	Noisy environment
SE.P.5.1	Background noises, poor device quality, poor connection	Noisy environment leads to distraction, poor sound and connection affect the clarity of the

		listening
SE.P.6.1	Nothing	-
SE.P.7.1	Poor device quality	Bad sound quality
SE.P.8.1	Poor device quality, poor connection	Error from the device, bad connection
SE.P.9.1	Poor device quality	Error from the device
SE.P.10.1	Poor connection	Delay from bad connection
SE.P.11.1	Nothing	-
SE.P.12.1	Poor device quality, background noise	Bad sound quality and background noises lead to distraction
SE.P.13.1	Poor connection, Poor device quality	Bad connection, error from the device
SE.P.14.1	Poor connection	Bad connection
SE.P.15.1	Nothing	-
SE.P.16.1	Poor device quality, poor connection	Error device, bad connection
SE.P.17.1	Nothing	-
SE.P.18.1	Nothing	-
SE.P.19.1	Poor connection	Bad connection
SE.P.20.1	Poor device quality, poor connection	Error from the device, lagging
SE.P.21.1	Poor connection	Bad connection leads to motivational difficulty
SE.P.22.1	Nothing	-
SE.P.23.1	Background noises	Noisy environment leads to distraction
SE.P.24.1	Background noises, Poor device quality	Noisy environment, error from device
SE.P.25.1	Nothing	-

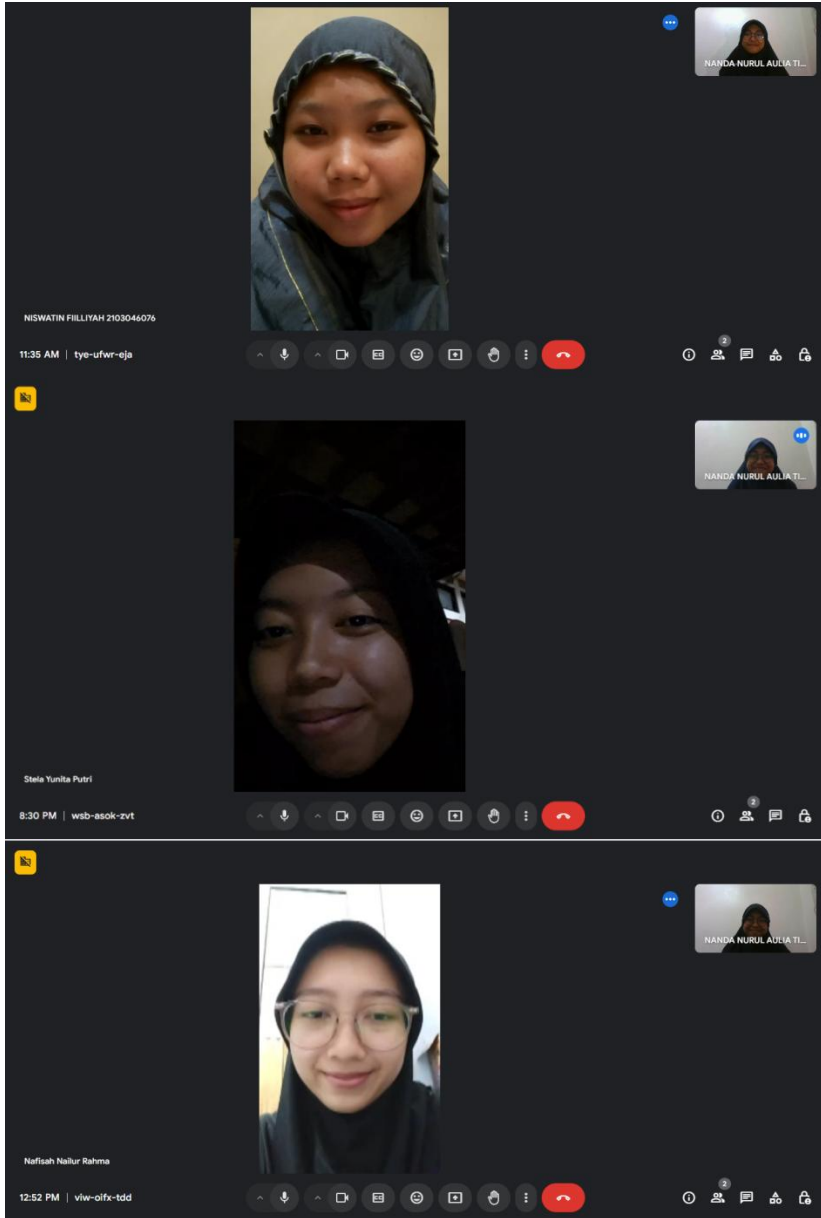
Appendix 6 – Documentation of Interviews

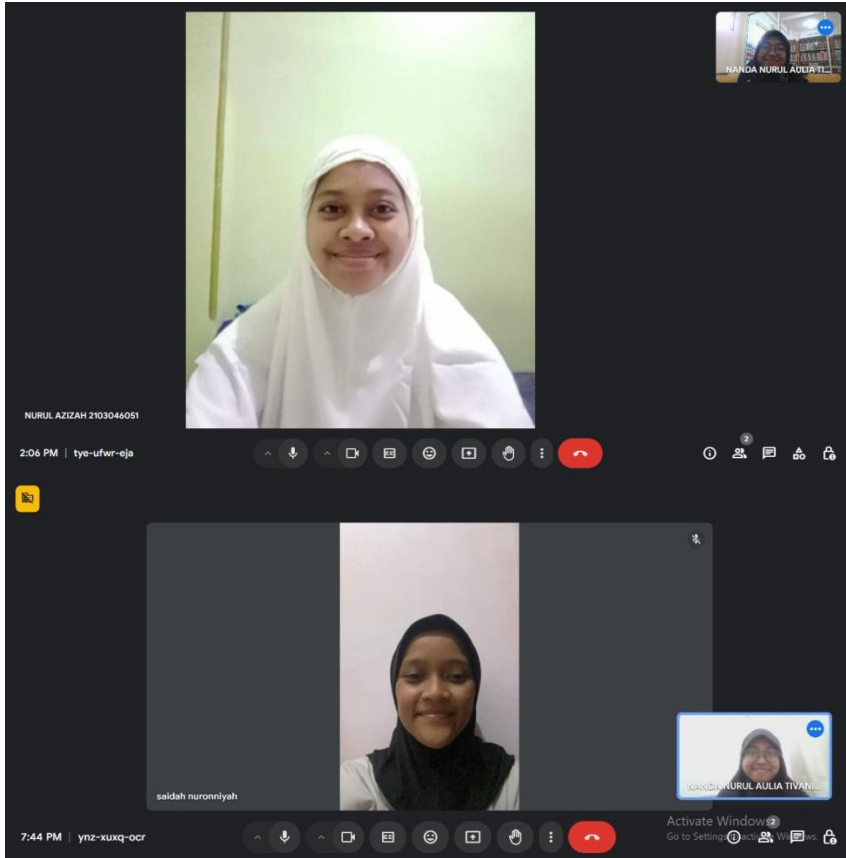












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