Chapter One

Introduction

In this chapter, the researcher emphasizes some problems to be discussed. This chapter discusses the background of this research, explains the identification of the problem. In addition, delimitation of the problem, research questions, objective of the study, and significances of the research will also be discussed in this chapter.

Background of the Study

Language is our primary source of communication. It is how we communicate our thoughts and feelings to others. There are thousands of languages in the world. Every nation has a primary national language and a variety of local languages spoken and understood by its citizens. English is one of the most widely spoken languages worldwide. In learning English, students must learn four skills, namely listening, speaking, reading, and writing. Every student has different strategies for learning English. Generally, students learn English at school, even though it is not enough to master the language. Many ways to learn a foreign language, such as listening, speaking, reading, and writing outside the classroom. Since people were born, they are not encouraged to learn a language, but they receive what is happening around them. Therefore, people acquire a language by listening. Listening is essential in language acquisition. By listening, people can understand what they receive and respond to others. Listening is

essential because it helps learners acquire pronunciation, word stress, vocabulary, rhythm, and intonation (Renukadevi, 2014).

Recently, technology has become advanced in general and played a role in facilitating the teaching and learning of foreign languages. According to Fansury, Januarty, & Rahman (2020), technology support for teaching and learning processes is essential for increasing student interest in learning topics. There are several authentic media for learning English. Students can learn English using media by watching videos or movies, listening to songs or podcasts, reading a book, and many more. Learning a language by listening can improve language ability. To improve students' listening ability is quite difficult because every student receives knowledge differently. With authentic media, students will feel enjoyment in learning English. Students will show their excitement in learning if they enjoy the activity. Therefore, using authentic media as learning materials can make students motivated and interest in learning English. For example, listening to songs and looking up the lyrics can help students gain new vocabulary. Students can look up the lyrics from the songs they were listening to and see the meaning of the lyrics from the dictionary. Moreover, watching movies can help students in learning English. By watching movies with or without subtitles, students can practice their listening and reading skills. It can make a new experience for students to explore more learning activities.

Using authentic media for learning English can be categorized into extensive listening activities. According to Renandya (2012), extensive listening represents a variety of listening activities that permit students to receive a large

quantity of understandable and enjoyable input. Another definition comes from Ivone and Renandya (2019) describe extensive listening as a language teaching and learning method that encourages language learners to be dealt with a large quantity of comfortably comprehensible and enjoyable resources provided in the target language over a significant amount of time. Extensive listening is a learning method that encourages students to be exposed to learning materials that are easily comprehensive and enjoyable. Ivone and Renandya (2019) stated that extensive listening is not only improved students' listening skills but also improves students' overall language skills.

In extensive listening, learning sources are not determined by teachers. Students can choose any listening sources or materials that are suitable for them and not difficult for them to make enjoyable in learning English. For example, students can choose the learning media that is suitable for them and use it for learning. Students will feel comfortable with their chosen learning material and feel motivated to learn English. It is called extensive listening activity because students can choose the materials they want to listen to and what they do for comfort in learning. According to Ivone and Renandya (2019), comprehensible and exciting extensive listening materials can motivate learners to keep listening to the target language (p. 240). Setyawan, Ivone, and Suryati (2022) stated that students should have a chance to choose what they listen to and watch during listening for enjoyable activities, as they will only be motivated to listen more if they find the texts interesting. The students will feel interested and motivated to

learn English with the material they can choose. With extensive listening, students have doing learning outside the classroom.

In this research, the researcher focuses on extensive listening activity using authentic media to learn English. A study by Fauzanna (2017) found extensive listening using authentic material is effective for students. Authentic media are engaging and provide a variety of topics from which students can choose when choosing the online materials they will use. Students who engaged in extensive listening discovered they could understand meaning from various sources and expand their vocabulary. Students practices of expressing their learning have helped them improve their listening, particularly when it comes to vocabulary and pronunciation. Another study by Hapsari and Ratri (2014) showed that using authentic materials is important to enhance students' experience to be aware and actively participate in the learning process. Students' understanding of their learning process is also improved, along with their problems, which may slowly fade away as their listening skills advance. However, none of those studies investigate specific authentic media and activities students use for extensive listening. Instead, they explain using authentic materials to practice listening skills through extensive listening. Therefore, this research aims to know EFL students' perceptions of extensive listening activity using authentic media to learn English. Moreover, the participants will be EFL students with extensive listening experience.

This research investigates the English Foreign Language students' perceptions towards extensive listening activity using authentic media to learn

English. The researcher has conducted a mini-survey of English Language Education Department students. Based on mini research conducted by the researchers, students in the English Language Education Department at one of the private Islamic University has used authentic media when they have free time or doing any activity. Mostly, students listen to songs and do other activities. They are also watching English movies when they have free time. By doing those activities, students accidentally do extensive listening activities while using English media for source material. It was found that students did not use it as an activity for learning English. Only a few students use it to learn English outside the classroom. The problem found that students only enjoy the media, such as listening to music and watching videos and movies, when bored and want to relax than using to learn English. Moreover, students can have incidental knowledge such as grammar, pronunciation, vocabulary, and others. Therefore, the researcher is interested in doing this study to know more about students' perceptions of doing extensive listening activities using authentic media to learn English.

Identification of the Problem

According to the background of the study, the researcher is interested in knowing the English Foreign Language students' perceptions on doing an extensive listening activity using authentic media for learning in English Language Education Department at one private Islamic University in Yogyakarta. The researcher does this research by the experience of learning English by using authentic media. The lack of motivation and interest in learning English makes

students prefer to learn English with audio visual because it is more interesting than learning in the classroom. Students have done extensive listening activities by using authentic media for learning English. Therefore, the researcher is interested to see the students' perceptions and how students use authentic media to learn English.

Delimitation of the Problem

Based on the identification of the problem, the researcher limits the problem. This research will discuss authentic media use by EFL students for extensive listening activities to learn English and to find out EFL students' activities while doing extensive listening.

Research Question

1. What does the authentic media that EFL students use for extensive listening activities?

2. What are the activities that EFL students do for extensive listening?

Objectives of the Research

Based on the research questions, the research objectives are formulated as follows:

1. To investigate the media used by EFL students for extensive listening for learning English.

2. To find out the activities that EFL students use for extensive listening.

Significance of the Research

There are three points of significance of this research that will be useful to give some knowledge:

Students. This research is an effort to help students to know about other students' perceptions of media used and activities for extensive listening. It can give students motivation and strategy to acquire knowledge by learning English using extensive listening activities.

Teachers. This research gives the teachers information about English Foreign Language students choosing materials and activities for extensive listening. The researcher hopes this research gives knowledge to teachers to provide an extensive listening activity for students learning English. Moreover, this research may encourage teachers to use extensive listening activities for teaching and learning.

Future researchers. The result of this research may be helpful as a reference for conducting future research similar to this one. It supports other researchers who need to do research on English Foreign Language students' perceptions towards extensive listening activity using authentic media to learn English.

Organization of the Chapter

This research will be divided into five chapters. The first chapter is an introduction consisting of the research background, research identification,

problem boundaries, research questions, research objectives, and research significance.

The second chapter is a literature review. This chapter contains research-related definitions. This chapter additionally provides and discusses theories describing extensive listening using authentic media to learn English in addition to discussing listening, extensive listening, listening activity, authentic media, and related research.

The third chapter is methodology. This chapter describes how the researcher will conduct the study. This chapter has four sections, including the research methodology, consisting of research design, research setting, research participants, data collection method, research instrument, data collection procedure, and data analysis.

The fourth chapter contains the findings of the research and discussion. This chapter provides detailed information regarding the data collection and analysis from the research. In addition, the researcher relates the research findings to the relevant literature reviews or theories presented in this research.

The last, chapter five, consists of a conclusion and recommendations. In this chapter, the researcher summarizes the research findings related to the research problems. This chapter also provides researcher recommendations for future teachers, students, and researchers.