

Chapter one

Introduction

The first chapter of this research discusses the background of the study and further describes the statement of the problem. This is followed by delimitation of the problem, the research questions and purpose of the study. The chapter concludes significance of the research. Finally, the organization of the chapter is also included here.

Background

Research on the issue of Extensive Listening in language teaching has gained much attention since it brings many benefits for teachers and students. Extensive Listening can be defined as an approach to enjoyably practice listening skills. Rixon (1986) stated that students in Extensive Listening are not constrained by tasks or questions, instead, students can choose their listening materials and media that they desire to learn. They can be in a form of audio or video. The main idea of this approach is learning by doing (Ucán, 2010).

TED Talks is one of the media that is commonly used by students and or teachers to practice their listening skills. It is a resource providing meaningful presentations from many speakers (Povey, 2016). TED Talks has presented lectures from many countries around the globe regarding Technology, Entertainment, Design, and it has been designed since 1984 (TED Talks, n.d.). In 2007, TED Talks went

online and was available for public in more than 40 languages. Nowadays, TED Talks presents not only lectures on Technology, Entertainment, and Design but almost all topics. For these reasons, TED Talks can be one of the suitable media for students to practice their listening skills in foreign languages.

Several pieces of research have proven that Extensive Listening has many benefits for teachers and students. A study about Extensive Listening done by Vo (2013) found that Extensive Listening can engage students' attention and increase their motivation because they have options to choose the materials by themselves. It can also promote independent learning because students must discover the material that suits their level and proficiency. A similar study done by Renandya and Farrell (2011) revealed that Extensive Listening can help students receive more vocabulary and increase their speaking and pronunciation skills. Moreover, material selection in Extensive Listening is important. A study done by Waring (2010) suggests that the material that students choose should be understandable for them. If the students do not have enough understanding of the listening material, they may become frustrated.

Despite several research concerned with the benefits of Extensive Listening in English teaching and learning, the issue of students' preference on the activities in implementing the approach has not been sufficiently addressed, especially in Indonesia. As an example, students at an English Education Department of a private university in Yogyakarta have taken International Language Testing class. Based on a casual interview done by the researcher before conducting this research, some

students have problems with listening section. One of the challenges was the difficulty in recognizing vocabulary which shows that the students need additional authentic materials outside the classroom. Finally, the students used TED Talks videos to improve their listening skills. As the students have done several activities in Extensive Listening to help them improve their listening skills, this matter becomes interesting to be studied.

Statement of The Problem

Many approaches have been studied to help students improve their listening skills including Extensive Listening. The term of “Extensive Listening” is originally from “Extensive Reading”. Therefore, many principles of Extensive Reading can also be applied in Extensive Listening. However, studies on Extensive Listening are not as much as Extensive Reading. Many Extensive Listening studies focus only on how the approach is applied in teaching and learning inside the classroom. Yet, the use of Extensive Listening outside the classrooms is not widely studied. As Extensive Listening offers many benefits such as increasing vocabulary, engaging students’ attention, and promoting independent learning, it becomes an approach that is highly needed by many students in Indonesia, especially during Corona virus disease 2019 (COVID-19) pandemic.

After interviewing some students at an English Education Department of a private university in Yogyakarta, the researcher found that some students have used TED Talks videos as Extensive Listening sources to improve their listening skills

since they have difficulty recognizing vocabularies in listening section of International Language Testing. For that reason, the researcher wants to reveal activities done by the students in Extensive Listening using TED Talks videos and to know how the activities help students improve their listening skills.

Delimitation of The Problem

Some students at an English Education Department of a private university in Yogyakarta have practiced Extensive Listening approach. They watch TED Talks videos regularly to improve their listening skills. The researcher wants to reveal activities done by the students and to know how the activities help them improve their listening skills.

Research Question

The researcher has proposed the research questions for this research. There are two research questions as research guidelines. The questions are:

1. What are the activities done by students in Extensive Listening using TED Talks videos?
2. How do the activities help students improve their listening skills?

Purpose of The Research

Based on the research question above, the purposes of the research are:

1. To reveal activities done by the students in Extensive Listening using TED Talks videos
2. To know how the activities help students improve their listening skills

Significance of Research

This research is expected to present benefits and to be further references for those who want to study any other perspectives and purposes. The participants in this research are the students of English Language Education. The significance of the research is the theoretical significance and practical significance.

Theoretical Significance

This research provides information about activities done by students in Extensive Listening using TED Talks videos. This research also shows how the activities help students improve their listening skills. Hopefully, this research can be one of references for further research.

Practical Significance

To be a successful investigation, research should offer some importance. This research is expected to be a source of knowledge for teachers, students, and other researchers. There are some parts of practical significance as explained as follows:

The Teachers

By knowing activities done by the students in Extensive Listening using TED Talks videos, teachers can adjust and select activities for teaching, in addition, by knowing how the activities help students improve their listening skills, teachers may be able to provide effective learning activities using TED Talks videos to improve students' listening skills.

Students

This research serves information about activities done by the students in Extensive Listening using TED Talks videos and how the activities help students improve their listening skills. By knowing the information, hopefully, students can understand the concepts and theories of Extensive Listening and improve their listening skills through TED Talks videos.

Other Researchers

This research is expected to be one of references for further research. Further research can be related to the use of Extensive Listening in teaching and learning using TED Talks videos. After reviewing this research, other researcher can know activities done by the students in Extensive Listening using TED Talks videos and how the activities help students improve their listening skills.

Organization of The Chapter

This research report is divided into five chapters. The first chapter presents introduction that identifies the background, statement of problem, delimitation of the problem, research questions, purpose of the research, significant of the research, and organization of the chapter. The second chapter provides literature review used as a foundation of the research. Several theories and concepts are reviewed in the second chapter including Extensive Listening, benefits of Extensive Listening, listening strategies, TED Talks, review of related study, and conceptual framework. The third chapter explains how the researcher collects the data started from research design, research setting, research participants, data collection method, research instrument, data collection procedure, and data analysis. The fourth chapter presents the data that has been collected by the researcher and discusses the result of the data to answer the research questions. Finally, the last chapter brings conclusion and recommendations of this research.