LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 25, No. 1, April 2022, pp. 23-37

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

LEARNERS' PREFERENCES OF MULTIMEDIA RESOURCES IN AN EXTENSIVE LISTENING PROGRAM

Dimas Setyawan[1], Francisca Maria Ivone[2], Nunung Suryati[3]
[1,2,3]Universitas Negeri Malang, Indonesia
correspondence: dimass6179@gmail.com
https://doi.org/10.24071/llt.v25i1.3690
received 16 September 2021; accepted 16 March 2022

Abstract

Extensive listening has gained popularity in the past few years due to its benefits for foreign/second language learning. It improves language learners' listening skills in a less stressful way because they can choose topics based on their interest or do the activity simply for enjoyment. Also, in the implementation, students may choose any multimedia resources in extensive listening activities. In this descriptive study, students' preferences of multimedia resources used in extensive listening activities were explored. In addition, aspects of the resources they found easy and challenging and why they choose them were also investigated. Research data were collected from 109 learners' extensive listening journals over a semester. Results of the data analysis indicated that there are 17 types of multimedia resources used by the students. Most of them selected the listening materials based on their interests and curiosity. Moreover, the speakers' accent and speech rate, and limited vocabulary are aspects some students found challenging. Further studies may want to compare types of resources used and reasons for choosing them by high and low proficient listeners. How learners used the resources may also be of interest to future researchers.

Keywords: extensive listening, extensive listening journal, multimedia resources

Introduction

Listening is one of the keys to sustaining effective communication in daily life, and it is also a crucial element of language learning. In learning a second or foreign language learning, listening skill needs to be mastered to facilitate understanding of spoken discourse (Richards, 2008). For example, in learning L2, learners may start developing their receptive skills, i.e., listening and reading, which are then followed by productive use of the language by using it in spoken and written forms. This is also the case in foreign language learning. Learners who cannot listen well will face difficulties in the latter stages of their language learning that require more complex patterns of language acquisition (Rintaningrum, 2018).

Listening plays a vital role in communication as it is said that out of the total time spent on communicating, listening takes up 40-50%, speaking 25-30%, reading 11-16%, and writing about 9% (Mendelsohn, 1994, as cited in Gilakjani & Ahmadi, 2011). Moreover, listening is one of the most important skills among the other language skills because it is the first step in learning a language, and everybody has done that since they were babies. We listen to our father, mother, sister, and others until we reach the stage where we can speak our first word, and soon we can communicate with others. Mastering English as a foreign language, including listening skills, takes much time and needs a proper learning method. Many foreign language learners struggle to improve their listening skills because they only practice the skill in the language classroom. When outside of the class, they seldom hear people speak English in their surroundings.

Intensive and Extensive Listening

Listening activities that students do in language classes mostly take the form of *intensive listening* activities. Renandya (2011) defines intensive listening as an approach that is still widely used in the foreign or second language classroom and instrumental and helpful for beginner and intermediate learners. The activities focus on intense practice involving pronunciation, grammar, and vocabulary. Intensive listening has a format that usually consists of three steps: pre-listening, while-listening, and post-listening activities. Also, students are expected to achieve some goals but not in a fun way because the teacher chooses the materials. The aural texts used in intensive listening focus on specific topics. They are usually only used in a very short period before the whole class moves on to the following topic of discussion.

In order to be able to improve listening skills, there are many ways that EFL learners can use; one of them is by conducting *extensive listening*. Ivone and Renandya (2019: 237) describe extensive listening as "a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period." Another definition comes from Renandya (2012: 2), who explains that extensive listening is "all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable input." In extensive listening, students do listening activities by themselves for pleasure and in a leisurely way. Besides, they can do the activities outside the language classes without the influence of the teacher. On the other hand, not all listening activities outside of the class can be called extensive listening. Extensive listening strives on overall understanding, therefore common listening activities like listening for specific information, listening for the precise words of a phrase or expression, and listening for details are not included.

Extensive Listening Materials

There are plenty of extensive listening materials learners can use to improve their listening skills, especially in this era. Everything is easy to access. These things called the internet and social media can be the best options for learners to access aural texts in their multimedia formats. One of the popular trends among generation Z is listening to podcasts. Learners can access podcasts easily from their phones by using many kinds of applications. Listening to podcasts can be

very fun for learners because they can choose the topic they want to listen to. Also, they can listen while doing another activity. The benefit of listening to podcasts for language learners is that they can replay the track as often as needed if they miss something from the conversation.

In addition to listening to podcasts, listening to songs can also help learners improve their listening skills. When listening to music, language learners do not only express their feelings; they also have the chance to listen to words and expressions repeatedly. This activity can build language learners' vocabulary. Another popular extensive listening activity beneficial for listening skills and vocabulary development is watching movies. Watching movies in the target language, learners have access to visual, aural text, and written text simultaneously. Thus, it allows learners to learn language skills such as listening, reading, speaking, and writing (Kusumaningrum, 2015). According to King (2002), movies are invaluable and rich resources for language learning because they present colloquial English in real-life contexts rather than artificial situations, a chance of being exposed to different native speaker voices, stress, accents, and dialects.

Vlogs have also become a notable trend nowadays. A person who creates vlogs is called a vlogger. Vlogs are easily found on online platforms, such as Youtube. Vloggers have the freedom to make their own content about whatever they want, regardless of its controversial topic. The benefit of watching vlogs is almost the same as watching movies because learners will have the chance to listen to native speakers of the target language with different accents. Unlike vlogs that use informal language, lecture videos can also be used as resources for improving listening skills, especially for academic purposes, because they contain academic and formal language. One widely used website that presents lecture videos is TED Talks. According to Takaesu (2014), TED lectures are used as resources in academic speaking and listening courses. TED Talks allows the audience to choose from many kinds of topics, such as social issues, gender and sexuality, education, psychology, and many more. Therefore, learners can choose a topic based on their interests to widen their knowledge and develop their listening skills.

Similarly, news can also be beneficial for foreign language learners. However, listening to the news is not an easy task. Budyana, Basuki, Nurlaela, and Nagari (2018) explain that learners must know the main points to capture news content. This is why listening to the news requires a variety of abilities. There are three abilities required to listen to news content, i.e., concentration, understanding content, and precipitator information. The ability to concentrate is used to prevent someone from easily missing the news that followed. The ability to understand the content is needed to capture and digest the content in the news. The ability to precipitate information must be possessed by someone to understand the meaning of the news. Besides all the resources mentioned previously, language learners can explore many other resources, knowing they have easy access to all platforms on the internet. They only need to choose resources that will make them enjoy doing the extensive listening activities.

Benefits of Extensive Listening

Largely, extensive listening benefits language learners because they do comprehensible and exciting listening activities. According to Bozan (2015), learners perform extensive listening activities for pleasure or enjoyment. Moreover, the activities are motivating because learners can choose the material to listen to by themselves. Given a chance to choose texts they are interested in, learners can improve their listening skills and, at the same time, enjoy the learning process. Furthermore, extensive listening encourages learners to listen to aural texts to fit their listening proficiency level. "In extensive listening, learners may choose any listening sources and materials that they find suitable for their English proficiency, are highly enjoyable for them, and not very difficult for them to understand" (Vo, 2013: 30). Thus, they do not need to stop and replay the texts to understand them because they are within their comprehension level.

Another benefit of extensive listening highlighted by Ivone and Renandya (2019) is that it develops listening fluency and automaticity in recognizing spoken text. Learners can get acquainted with words used in various narrow topics. The frequent encounter with words used in narrow topics and repeated practice help them become more fluent listeners. As learners are more relaxed in extensive listening, their confidence in listening to texts in the target language also increases. In addition, benefits that learners get from extensive listening are obtaining vocabulary and knowing more about using stress, intonation, and pronunciation correctly.

Many researchers have studied the development of listening skills, especially in various extensive listening contexts. Destatama (2018) reported a positive correlation between learners' habits of watching English movies and their listening achievements. Extensive listening plays a role in improving learners' listening comprehension as having regular and frequent input of listening in English is considered a hobby. Akbar (2018) conducted a study that investigated extensive listening, and listening strategies showed that almost all ELT students agreed that extensive listening activities contribute to their listening proficiency development.

Extensive listening, though beneficial, is not free from challenges. According to Zeng (2007), there are a total of ten listening problems experienced by students when practicing listening. Those listening difficulties are speaking rate or speech rate, distraction, inability to recognize words they knew, new vocabulary, missing subsequent input, nervousness, sentence complexity, background, knowledge, anxiety, and frustration. The last one is unfamiliar pronunciation. In Akbar's (2018) study, some of the problems were encountered in students' listening practice; they had problems with comprehending unknown words and new vocabulary, context unfamiliarity, fast spoken language, sentence complexity, and accent unfamiliarity.

In an attempt to describe the experience and challenges ELT students encounter in an extensive listening program, the current study looked into students' preferences of multimedia resources used in extensive listening activities. Thus, this study aims to identify the type of multimedia resources used by learners, the aspects they find easy or demanding from the resources, and why they choose them. Furthermore, the current study focused on self-directed

listening for pleasure done by learners outside the scheduled classroom meetings and reported in their extensive listening journals.

The study was conducted to answer the following research problems.

1. What types of multimedia resources are used by learners from advanced listening classes in their extensive listening activities?
2. What aspects of the multimedia resources do learners find easy to listen to?
3. What aspects of the multimedia resources do learners find difficult to listen to?
4. What are their reasons for choosing the multimedia resources for extensive listening activities?

Method

The purpose of this study is to describe the types of multimedia resources used by students in their extensive listening activities, aspects they find easy and difficult from the listening material, and also why they choose them. Hence, a descriptive study is the adopted design for this research.

The study involved second-year students of the ELT study program in a public university in Malang. The students were enrolled in the Advanced Listening courses in the 2019/2020 academic year. There were four classes that conducted intensive and extensive listening programs during the semester. The total number of students in the four classes was 109. All of the students in these four classes participated in the research. They were invited to report on what they did during the weekly extensive listening sessions, which they which they completed outside of class.

A weekly intensive listening journal was employed to collect the information from the students. The journal listed the types of audio/video resources the students listened to or watched, the aspects of the audio/video resources that they found easy and difficult, as well as the reasons they chose the audio or video resources. The journals were all written in the English language. There were four open-ended questions in all. The design of the extensive listening journal utilized in the study is shown in Table 1. A *Google Form* was used to collect the students' weekly journal.

Table 1. Listening journal blueprint

No.	Variable	Indicators
1.	Resources	Types of audio/audiovisual used in extensive listening (e.g., movies, news, podcasts, etc.)
2.	Undemanding Aspects	Aspects that the learners think they are easy to understand in the audio/audiovisual selected.
3	Demanding Aspects	Aspects that the learners think they are difficult to understand in the audio/audiovisual selected.
4.	Consideration	Reasons of choosing multimedia sources

Data from the *Google Form* were downloaded into an Excel spreadsheet. The students' responses to the open-ended questions were then categorized into types and aspects, and the frequency of occurrence was calculated. The frequency of occurrences of certain multimedia categories, as well as reasons for selecting multimedia resources for extensive listening, and factors that hinder and promote

comprehension, were then transformed into percentages. Finally, each percentage derived from the data was analyzed, concluded, and applied to the four study topics.

Findings and Discussion

Thomas (2000) and Brown et al. (2010) stated that because the fundamental challenge in communication is the ability to listen well, it is important to identify students' listening preferences. The study attempted to identify foreign language learners' listening preferences and experience by examining the types of multimedia resources used by the second-year English department students in their extensive listening activities and aspects that make the aural texts easy or difficult to comprehend.

Types of Multimedia Resources

The students in the study used audiovisual media a lot more often than audio media in their extensive listening activities. Analysis of the listening journal showed that there are 167 instances (10.58%) in which the respondents reported to use audio resources and 1412 occurrences (89.42%) of the use of audiovisual as aural input in extensive listening activities. Overall, there are 17 types of multimedia resources used by the students during the 16-week extensive listening program. The data analysis result shows that the students repeatedly used movies as multimedia resources with a total of 814 occurrences (51.55%) in one semester. On the other hand, interview video, song, and game walkthrough are the most rarely selected resources, with only one instance (0.06%) each. Use of *Youtube* videos, news, and podcasts are also frequently reported in the students in the listening journal. Occasionally, the students watched cooking programs, vlogs, audiobooks, and radio programs for pleasure (reported 10-21 times over the semester). Details of the multimedia resources used by the students can be seen in Table 2.

Table 2. Multimedia resources used by students over a semester (N=1579)

No.	Resources Types	Responses	
		f	%
1	Commercial comedy programs	1	0.06
2	Game walkthrough	1	0.06
3	Interview videos	1	0.06
4	Songs	1	0.06
5	Documentaries	5	0.32
6	English lessons	6	0.38
7	Cooking programs	10	0.63
8	Vlogs	15	0.95
9	Audiobooks	21	1.33
10	Radio programs	21	1.33
11	Live Speeches	46	2.91
12	TED Talks	52	3.29

13	TV programs	95	6.02
14	Podcasts	125	7.92
15	News	148	9.37
16	Any kind of *Youtube* videos	217	13.74
17	Movies	814	51.55
	Total	1579	100.00

From the findings, 17 types of extensive listening multimedia resources opted by students are revealed. Movies and any kind of video content on *Youtube* were more preferable to listening to or watching other types of resources. From the many movies reported in the students' weekly journals, it can be concluded that the students enjoyed watching movies during their extensive listening sessions. This also meant that they preferred audiovisual over audio-only type of extensive listening resources. Similarly, previous studies conducted by Lindgren and Muoz (2013) and Peters (2018) showed that L2 learners enjoy watching TV and movies, and listening to music when learning language outside of the classroom.

The finding highlights the issue of multimodality in foreign language listening. Multimodality plays a vital role in learning English as a foreign language (Winiharti & Karjo, 2017). They stated that students need to be exposed to multimodal input to learn a language faster and more efficiently. Also, students will find it easier to watch audiovisual than audio-only texts because when exposed to more than one modality, they can maximize their performance compared to when they are given access to a single modality. Mayer's Multimedia Learning Theory and Paivio's Dual Coding Theory both argue that displaying information in both verbal and picture formats might boost learning, implying that viewing may be preferable for language learning than reading or listening only activity (Feng & Webb, 2020). Access to audio-only or text-only calls language learners to listen or read very carefully and concentrate fully on one single input. On the contrary, watching videos can make the aural input more comprehensible because they have access to other types of information such as pictures, move, gestures, and text. Correspondingly, Ivone and Renandya (2019) suggest that when it is hard to find extensive listening materials that fit learners' comprehension level, learners can use any aural text and conduct listening-while-reading, watching-while-listening, and simultaneous watching, listening, and reading to make the texts more comprehensible.

Aspects Students Find Easy from the Listening Material

There are 14 aspects the students found easy from the listening resources they used in the extensive listening sessions. Table 3 presents the summary of these aspects. The students had different aspects they found easy; some found it easy to understand the familiar content, while others had no idea which aspects of the resources they found easy and thus gave no answer to the question. Nonetheless, two of the most frequently mentioned features the students found easy are everything about the aural texts and the content of the texts.

On many occasions, the students found familiar words/easy vocabulary (185 instances) and multiple aspects (105 instances) of the aural texts easy to deal with.

They also often found the plot/storyline, explanation, accents, voice clarity, clear pronunciation, and slower speech rate made the aural input easy to listen to. However, only one to two percent of instances point to the main ideas, subtitles, and topics as aspects that made the aural texts easy to comprehend.

Aspects the students mentioned in their extensive listening journals as contributing to making aural texts easier to comprehend are all concerning text characteristics (i.e., familiarity of topic, content, vocabulary, expressions, and good text structure with clear plot and main ideas, and subtitles) and interlocutor characteristics (i.e., voice and pronunciation clarity, familiar accent, and speech rate). Text relevance is a major issue to the students in the study. They consider topic and content familiarity important in making aural texts comprehensible. Accordingly, aural text selection needs to consider topic familiarity because lack of background knowledge hinders comprehension (Anderson & Lynch, 1988) and it significantly affected listening comprehension at any level of proficiency (Schmidt-Rinehart, 1994). In addition to topic and content familiarity, clear plot, main ideas, and explanation also support aural comprehension.

Table 3. Aspects students find easy (N=1487)

No.	Aspects	Responses	
		f	%
1	Familiar expressions	6	0.40
2	Clear main ideas	16	1.08
3	Availability of subtitle	22	1.48
4	Familiar topics	26	1.75
5	Speakers talking slowly/slower speech rate	60	4.03
6	Clear pronunciation	67	4.51
7	Clear voice	67	4.51
8	Familiar accents	73	4.91
9	Clear explanation	77	5.18
10	Plot/storyline	87	5.85
11	Multiple aspects (vocab, accent, etc.)	105	7.06
12	Familiar words/ vocabulary items	185	12.44
13	Familiar content	327	21.99
14	Everything is easy to understand	369	24.82
	Total	1487	100.00

Another text characteristic stressed in the findings is lexical familiarity. Students found it easier to listening to and watch resources that contain familiar vocabulary and expressions. Learners with limited vocabulary potentially misinterpret and misunderstand what they hear or see due to inability to recognize words or expressions used in the texts. This is in support of the study by Izzah and Keeya (2019) that revealed that the many listening challenges faced by Indonesian EFL learners include lack of lexical knowledge. In listening context, this is intensified because listening is fast, variable, with blurry word boundaries that need to be processed in real time (Renandya & Farrell, 2011). Moreover, it

contains substantially more incomplete sentences and shorter idea units, includes various disfluencies and self-corrections as well as more colloquial expressions, involves face-to-face interactions, influences by stress, intonation, pitch, and volume, as well as accents and background noise (Chang, 2012). In extensive listening, therefore, it is advised to use aural texts which are within the listeners' proficiency and comprehension level (Ivone & Renandya, 2019), more preferably, those that contain 95% familiar vocabulary (Waring, 2008).

Aspects Students Find Difficult from the Listening Material

Table 4 details the aspects students found difficult when listening to their chosen aural texts. The data analysis results highlight that some of the challenging aspects the students found when listening to multimedia resources of their choice fit the aspects they found making resources easy to comprehend. For instance, common and uncommon words/vocabulary items and slower and faster speech rate and content/context and accent familiarity play substantial roles in making aural texts easy or difficult to comprehend.

Three of the most frequently mentioned reasons that make the aural input difficult to comprehend were uncommon words/vocabulary items, unfamiliar content, and fast speech rates. Rarely did the students (1-3% instances) think that unclear voice, unfamiliar expressions, and unclear pronunciation hindered aural comprehension. Some minor aspects (less than one percent occurrence) that contributed to making aural texts harder to comprehend were unclear plot, incomplete explanation, unclear main ideas, and unfamiliar topics. In many cases (21.29% instances), the students did not find any aspects that made aural comprehension challenging.

Students often find words or vocabulary items unfamiliar to them because they have never encountered them before. Webb's (2008) study revealed that when language learners read texts that contain rich contextual clues comprehend the texts better. His findings suggest that the quality of the context has a great impact on text comprehension. Thus, language learners may want to use aural texts containing rich contextual clues.

Table 4. Difficult aspects (N=1503)

No.	Aspects	Responses	
		f	%
1	Subtitle makes it harder	1	0.07
2	Unfamiliar topics	3	0.20
3	Unclear main ideas	4	0.27
4	Everything is hard to understand	7	0.47
5	Incomplete explanation	7	0.47
6	Unclear plot/storyline	10	0.67
7	Multiple aspects (vocab, accent, etc.)	21	1.40
8	Unclear voice	34	2.26
9	Unfamiliar expressions, idioms, etc.	34	2.26
10	Unclear pronunciation	47	3.13
11	Unfamiliar accent	108	7.19

12	Speakers talking too fast/fast speech rate	202	13.44
13	Didn't find any difficulties	320	21.29
14	Unfamiliar content	332	22.09
15	Uncommon words/vocabulary items	373	24.82
	Total	1503	100.00

The findings reveal that accent familiarity, as well as voice and pronunciation clarity are interlocutor characteristics that influence listening comprehension. In addition, the importance of speech rate was also emphasized. The students reported that in some cases, the speakers' accent was little bit unclear and too fast to be understood. This is inevitable because the students opted for authentic materials that vary in terms of level of difficulty. Some students may find the speakers' accents familiar but others may find them more challenging. Major, Fitzmaurice, Bunta, and Balasubramanian (2005) report that ESL listeners scored lower on a listening comprehension test using ethnic and international dialects than on one using standard American English in a study that looked at the effects of regional, ethnic, and international dialects on listening comprehension. A number of studies have found that accent familiarity is one of the elements that affect auditory comprehension, and that new accents can impede or even prevent L2 listeners from understanding what they are hearing (Major, et al., 2005). However, because language learners are likely to encounter a variety of native and non-native accents, the necessity to expose learners to a diversity of accents in the context of ESL/EFL education must be recognized (Major, et al., 2005). Besides, it is more beneficial to be able to comprehend a variety of accents than it is to be able to comprehend a single native accent (Jenkins, 2006).

Quite a few students noted in their listening journals that faster speech rates made it difficult for them to grasp the listening content because the presenters spoke too swiftly. A normal speech rate is one at which listeners can typically understand a text without difficulty, whereas a threshold rate is one at which understanding begins to rapidly deteriorate (Rubin, 1994). Fujita (2017) stated that fast speech rate negatively affected learners' listening comprehension. Griffiths (1990) discovered evidence that speech rate faster than 200 w.p.m. is difficult to grasp for lower-intermediate learners. He discovered that at 127 w.p.m., this level of student performed best. Higher proficiency learners will find faster speech less problematic.

When interlocutors speak not within the normal rate, it is hard for language learners to comprehend aural texts especially when the input comes in the form of audio-only. Thus, they need additional input to enhance aural comprehension. The input can be visual or textual. For instance, Liou (2000) reports that effective listeners used L2 transcripts more frequently than ineffective listeners who used the replay function more often than transcripts. Similarly, students in Ivone's (2017) study considered transcripts the most useful and frequently used help options when performing online listening on websites. Additional visual input works similarly, so using audiovisual resources in listening is recommended because fast speech rate can be supplemented with additional visuals, such as animation, gesture, facial expression, etc. that benefit aural comprehension.

Reasons Students Choose the Listening Material

It is shown in Table 5 that the students have various personal reasons for choosing specific multimedia resources in their extensive listening activities. There are six motive categories they mentioned as the reasons for choosing the multimedia resources for extensive listening activities, i.e., for enjoyment, random selection, friends/teachers' recommendation, personal needs, curiosity, and based on their interests. The main reason for choosing a multimedia text is the students' personal interests (54.65% instances). For example, one student wrote that he chose the text because he watched the animated movies since he was a kid and he really liked it, other students stated that they chose it because the movie is their favorite, so they watch it over and over again, and some said that it was because the movies have characters they really liked. Curiosity was the second most frequently mentioned reason for choosing a multimedia text for extensive listening (28.75%). The students said, for instance, that they heard about the texts they are interested in, but they did not know the entire content, so they decided to watch the movie. Some of them also stated that they were interested in the thumbnails in *Youtube* or the videos' trailer, and some simply wrote that "it seems interesting."

Personal needs and recommendation from friends/teachers were quite popular reasons given by the students. They were mentioned 100 and 95 times, respectively, in the extensive listening journals. Some students chose the audio or video resources based on their personal needs; some choose the selected videos because they wanted to improve certain things in them such as improving confidence, developing critical thinking, cooking skills, etc. In 55 instances, random selection was mentioned as the reasons for choosing the extensive listening texts. Twelve times in the journals, the students did not specifically state reasons. Instead, they wrote for enjoyment.

Table 5. Students' reason (N=1579)

No	Reasons	Responses	
		f	%
1	Students do it just for enjoyment	12	0.76
2	Students choose randomly	55	3.48
3	Recommendation from friends/teachers	95	6.02
4	Personal needs	100	6.33
5	Curiosity of the students	454	28.75
6	Based on students' interest	863	54.65
	Total	1579	100.00

The last research question to answer in the study is students' reasons for choosing a specific multimedia resources for extensive listening purposes. The findings revealed that most students choose the resources based on personal interest, curiosity, and suggestions given by others. All of these are valid grounds for choosing materials for extensive listening. Students' motivation in learning is essential, and it also plays a part in the development of students' thinking abilities. They are more likely to pay attention, digest information more effectively, and

focus on deep structure rather than superficial elements when they are engaged in what they are listening to. A strong interest is one of the most powerful reasons for learning English, since without it, all tasks will be completed less successfully and efficiently. Students will pay greater attention to something if they are interested in it, and they will enjoy doing it. In order to reach a goal, both learning and motivation are necessary. Learners develop new information and abilities as a result of learning, and motivation encourages them to continue the learning process (Wimolmas, 2013). Listening texts should match learner objectives and interests, and entail self-selection and assessment in order to be relevant (Rost, 2002). In terms of L2 listening, this means that learners should be given a say in the selection of listening materials. This is in fact, one of the main principles of extensive listening.

Another finding from the data indicates that some students chose the topic because it sparked their curiosity. Curiosity for a topic will not be evoked, according to Pluck (2011), if there are no knowledge gaps discovered or if the participant believes they already know the knowledge. Furthermore, it is thought that curiosity develops greater the closer an individual feels to acquiring knowledge, and that when information gaps are filled, there is a pleasant sensation of fulfillment. Furthermore, curiosity and memory are interconnected. Learners recalled more of what they learnt when their interest is stimulated, showing that increasing students' interest might be a powerful incentive for learning.

Conclusion

The research uncovers what language learners do during extensive listening sessions outside of the classroom by analyzing the sorts of resources they utilize and why they choose them. The study also confirms previous research and theories in listening comprehension, showing that text and interlocutor characteristics such as topic and lexical familiarity and familiar accents, and appropriate speech rate are all strongly linked to the more comprehensible aural text. There are a variety of reasons why students prefer audiovisual materials to their aural equivalents.

However, it is encouraging that the students select from a wide range of listening materials based on their unique needs and preferences. Students should have the option to pick what they wish to listen to and watch during their listening for pleasure sessions since they will only be motivated to listen more and more if they are interested in the texts. This will increase their willingness to take responsibility of their language acquisition in the long term. When selecting resources they are interested in, learners must also ensure that they are appropriate for their level of comprehension. As a result, students must use materials that are easy or very easy to comprehend. Many of the comprehensive listening materials utilized by the students in this research, on the other hand, are not graded and were not created with language learners in mind. The majority of them are in the form of films. Therefore, the students can adopt listening and viewing tactics that make auditory material more intelligible, such as doing listening-while-reading or watching-while-reading, to ensure that what they listen to or see is appropriate for their level of comprehension.

References

Akbar, D. D. (2018). *An investigation on extensive listening activities and listening strategies done by ELT students of State University of Malang* [Unpublished Undergraduate Thesis]. Universitas Negeri Malang.

Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press.

Bozan, E. (2015). *The effects of extensive listening for pleasure on the proficiency level of foreign language learners in an input-based setting* [Master's Thesis, University of Kansas]. UK Campus Repository. https://kuscholarworks.ku.edu/handle/1808/21594.

Brown, T., Boyle, M. J., & Williams, B. (2010). Listening styles of undergraduate health students. *Education for Health*, *23*(3), 424. Retrieved from https://www.educationforhealth.net/temp/EducHealth233424-348441_094044.pdf

Budyana L., Basuki I., Nurlaela L., Umboh M. A., & Nagari K. (2018) The effect of listening to radio news in developing students' listening comprehension skills. In Persichitte K., Suparman A., Spector M. (eds.) *Educational Technology to Improve Quality and Access on a Global Scale. Educational Communications and Technology: Issues and Innovations*. Springer, Cham. https://doi.org/10.1007/978-3-319-66227-5_12

Chang, A. C-. S. (2012). Gains to L2 learners from extensive listening: Listening development, vocabulary acquisition and perceptions of the intervention. *Hong Kong Journal of Applied Linguistics, 14*(1), 25–47. https://doi.org/10.1177/0033688216631175

Destama, R. (2018). *The correlation between watching English movies habit and the listening achievement of the freshmen student at the State University of Malang* [Unpublished Undergraduate Thesis]. Universitas Negeri Malang.

Feng, Y., & Webb, S. (2020). Learning vocabulary through reading, listening, and viewing: Which mode of input is more effective? *Studies in Second Language Acquisition, 42*, 499–523. https://doi.org/10.1017/S0272263119000494

Fujita, R. (2017). Effects of speech rate and background noise on EFL learners' listening comprehension of different types of materials. *The Journal of AsiaTEFL*, *14*(4), 638–653. http://dx.doi.org/10.18823/asiatefl.2017.14.4.4.638

Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, *2*(5), 977–988. https://doi.org/10.4304/jltr.2.5.977-988

Griffiths, R. (1990). Speech rate and NNS comprehension: A preliminary study in time-benefit analysis. *Language Learning, 40*(3), 311–336.

Ivone, F. M. (2017). Help options in English listening websites: How functional are they? *Proceedings of The 1st International Conference on Language, Literature and Teaching* (ICoLLit 2017). http://hdl.handle.net/11617/9103

Ivone, F. M., & Renandya, W. A. (2019). Extensive listening and viewing in ELT. *TEFLIN Journal*, *30*(2). 237–256. http://dx.doi.org/10.15639/teflinjournal.v30i2/237-256

Izzah, L., & Keeya, K. (2019). Common listening challenges: Indonesian EFL learners' perception. *English Language in Focus*, *1*(2), 95–106. https://doi.org/10.24853/elif.1.2.95-106

Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, *40*(1), 157–181. https://doi.org/10.2307/40264515

King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, *15*(5), 509–523. https://doi.org/10.1076/call.15.5.509.13468

Kusumaningrum, M. A. D. (2015). Using English movie as an attractive strategy to teach senior high school students English as a Foreign Language. *LLT Journal: A Journal on Language and Language Teaching*, *18*(1), 11–18. https://doi.org/10.24071/llt.2015.180102

Lindgren, E., & Muñoz, C. (2013). The influence of exposure, parents, and linguistic distance on young European learners' foreign language comprehension. *International Journal of Multilingualism, 10*, 105–129. https://doi.org/10.1080/14790718.2012.679275

Liou, H. C. (2000). Assessing learners strategies using computers: New insights and limitations. *Computer Assisted Language Learning, 13*(1), 65–78. https://doi.org/10.1076/0958-8221(200002)13:1;1-K;FT065

Major, R. C., Fitzmaurice, S. M., Bunta, F., & Balasubramanian, C. (2005). Testing the effects of regional, ethnic, and international dialects of English on listening comprehension. *Language Learning*, *55*(1), 37–69. https://doi.org/10.1111/j.0023-8333.2005.00289.x

Peters, E. (2018). The effect of out-of-class exposure to English language media on learners' vocabulary knowledge. *International Journal of Applied Linguistics, 169*, 142–168. https://doi.org/10.1075/itl.00010.pet

Pluck, G., & Johnson, H. L. (2011). *Stimulating curiosity to enhance learning*. *Education Sciences and Psychology, 2*(19), 24–31. http://gesj.internet-academy.org.ge/en/list_aut_artic_en.php?b_sec=edu&list_aut=2255

Renandya, W. A. (2011). Extensive listening in the second language classroom. In H. P. Widodo, & A. Ciroki (Eds.), *Innovation and creativity in ELT methodology* (pp. 28-41). Nova Science Publisher.

Renandya, W. A. (2012, Nov 6-8). *Materials and methods for extensive listening* [Conference Plenary Presentation]. The 59th TEFLIN International Conference, Surabaya, Indonesia. https://www.academia.edu/2462863/Materials_and_Methods_for_Extensive_Listening

Renandya, W., & Farrell, T. 2011. Teacher, the tape is too fast! Extensive listening in ELT. *ELT Journal 65*(1), 52–59. doi:10.1093/elt/ccq015.

Richards, J. C. (2008). *Teaching speaking and listening from practice to theory*. Cambridge University Press.

Rintaningrum, R. (2018). Investigating reasons why listening in English is difficult: Voice from foreign language learners. *The Asian EFL Journal*, *20*(11), 6–15. Retrieved from https://www.asian-efl-journal.com/monthly-editions-new/2018-teaching-articles/volume-20-issue-11-2018/

Rost, M. (2002). *Teaching and researching listening*. Pearson Education Limited.

Rubin, J. (1994). A review of second language listening comprehension research. *The Modern Language Journal, 78*(2), 199–221. https://doi.org/10.2307/329010

Schmidt-Rinehart, B. C. (1994). The effects of topic familiarity on second language listening comprehension. *The Modern Language Journal, 78*(2), 179–189. https://doi.org/10.2307/329008

Takaesu, A. (2014). TED Talks as an extensive listening resource for EAP students. *Language Education in Asia, 4*(2), pp.150–162. http://dx.doi.org/10.5746/LEiA/13/V4/I2/A05/Takaesu

Thomas, J. L. (2000). *The identification of listening styles of agricultural curricula majors through the administration of the listening styles profile.* (Publication No. 1402122) [Doctoral dissertation, West Virginia University]. ProQuest Dissertations Publishing.

Vo, Y. (2013). Developing Extensive Listening for EFL learners using Internet resources. *Hawaii Pacific University TESOL Working Paper Series 11*, 29–51. https//www.hpu.edu/research-publications/tesol-working-papers/2013/02_YenVo2013.pdf

Waring, R. (2008). Starting an extensive listening program. *Extensive Reading in Japan: The Journal of the JALT Extensive Reading Special Interest Group, 1*(1), 7–9. https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_1.1.pdf

Webb, S. (2008). The effects of context on incidental vocabulary learning. *Reading in a Foreign Language, 20*, 232–245.

Wimolmas, R. (2013). A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. *Proceedings of the 3rd International Conference on Foreign Language Learning and Teaching 2013*, 904–915. http://litu.tu.ac.th/FLLT2013/www.fllt2013.org/private_folder/Proceeding/904.pdf

Winiharti, M., & Herlina, C. (2017). Audio only or video?: Multimodality for listening comprehension. *Advances in Social Science, Education and Humanities Research (ASSEHR), Proceedings of the Ninth International Conference on Applied Linguistics (CONAPLIN 9), 82,* 189–192. https://doi.org/10.2991/conaplin-16.2017.41

Zeng, Y. (2007). *Metacognitive instruction in listening: A study of Chinese non-English major undergraduates* [Unpublished MA Thesis]. National Institute of Education, Nanyang Technological University.