AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUNDENTS' DIFFICULTIES IN ENGLISH

LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH

BRAJA SELEBAH

By :

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TEACHERS TRAINING FACULTY STATE INSTITUTE ISLAMIC

STUDIES OF METRO

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AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH

Presented as Partial Fulfillment of the Requirements

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study
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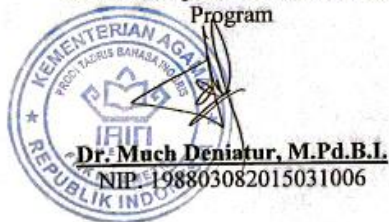
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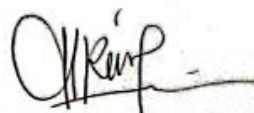
Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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v

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RATIFICATION PAGE
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An undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH. Written by Nini Sri Rahayu, student number 1901052025, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 14th 2023 at 08.00 - 10.00 a.m.

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ABSTRACT

AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMDAIYAH BRAJA

By:
NINI SRI RAHAYU

The purpose of this study were to know students' difficulties in English listening extensive skill, to find out why students have difficulties in English listening extensive skill, and to find out the solve problem of students' difficulties in English listening extensive skill. The phenomena found were analyzed based on the consideration of the students' listening problems which were investigated in the pre-survey process.

This study method was a descriptive qualitative research in the form of a case study conducted at SMA Muhammadiyah Braja Selebah. The main source of this study was the fifteen students of class XII IPS at SMA Muhammadiyah Braja Selebah. This study used observation, documentation and interviews in collecting data. Observation was made to find out the students' difficulties in understanding listening extensive activity. Interview was conducted to find out the students' difficulties in listening extensive activity.

The study result concluded that there were three components that cause students' difficulties in listening extensive, they were: motivation, understanding and listening (the speech is considered too fast, the utterances are regarded as being too complex, unfamiliar vocabulary, word boundaries are blurry). The students' low motivation made them faced difficulties in listening extensive activity which also had an impact on their low understanding. Furthermore, the results of this study also provide possible solutions to overcome students' difficulties in extended listening activities.

Keyword: Listening difficulties, Listening extensive, Listening skill

ABSTRAK

ANALISIS KESULITAN SISWA DALAM KETERAMPILAN MENDENGARKAN EKSTENSIF BAHASA INGGRIS DI SMA MUHAMMDAIYAH BRAJA

Oleh:
NINI SRI RAHAYU

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam keterampilan mendengarkan bahasa Inggris ekstensif, untuk mengetahui mengapa siswa mengalami kesulitan dalam keterampilan mendengarkan bahasa Inggris ekstensif, dan untuk mengetahui pemecahan masalah kesulitan siswa dalam keterampilan mendengarkan bahasa Inggris ekstensif. Fenomena yang ditemukan dianalisis berdasarkan pertimbangan masalah mendengarkan siswa yang diselidiki dalam proses pra-survei.

Metode penelitian ini merupakan penelitian kualitatif deskriptif berupa studi kasus yang dilakukan di SMA Muhammadiyah Braja Selebah. Sumber utama penelitian ini adalah lima belas siswa kelas XII IPS SMA Muhammadiyah Braja Selebah. Penelitian ini menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan siswa dalam memahami aktivitas mendengarkan ekstensif. Wawancara dilakukan untuk mengetahui kesulitan siswa dalam aktivitas mendengarkan ekstensif.

Hasil penelitian menyimpulkan bahwa ada tiga komponen yang menyebabkan kesulitan siswa dalam mendengarkan ekstensif, yaitu: motivasi, pemahaman dan mendengarkan (ucapan dianggap terlalu cepat, ucapan dianggap terlalu rumit, kosa kata asing, batasan kata kabur). Rendahnya motivasi siswa membuat mereka menghadapi kesulitan dalam aktivitas mendengarkan ekstensif yang juga berdampak pada rendahnya pemahaman mereka. Selanjutnya, hasil penelitian ini juga memberikan solusi yang mungkin untuk mengatasi kesulitan para siswa dalam kegiatan mendengarkan ekstensif.

Kata Kunci: Kesulitan mendengarkan, Mendengarkan ekstensif, Kemampuan mendengarkan

STATEMENT OF RESEARCH ORIGALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Braja Indah, 14 December 2023
The reseacher

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Braja Indah, 14 December 2023
Penulis

Nini Sri Rahayu
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MOTTO

"If you are not listening, you are not learning."

~Lyndon B. Johnson~

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

1. Allah who always give His full Rohmah and blessing.

2. My beloved parents, Mr. Gunawan and Mrs. Purwati who always pray and support me in finishing this thesis.

3. My beloved sister Luluk and brother Sisun and all my family who always support me.

4. My sponsor, Syahreni Siregar, M.Hum who always give the guidance and assistance to accomplish this research.

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CHAPTER I

INTRODUCTION

A. Background of The Study

English plays as essential role in the world. First, English can be used as a way to communicate with people around the world. Second, it helps people prepare for the future. Third, they can access information, share information and win more opportunities, which helps them lead a better life. Because of the importance of English, people want to learn more English.

In studying the English language, there are four skills that must be mastered. They are reading, writing, speaking and listening. The fourth such capabilities must be mastered in order to master the English language very well. Listening is one of other skills in English which has to be mastered by students. Listening in English language is a skill to understand what the other said vey well and also the information that we get from the other media.[1] It means listening is a very important in acquiring understandable input.

Learning does not occur if there will not be input. Listening is an important language skill used to develop English students in learning a second language.[2] When we learn a language, usually first we learn are skills listening, then speaking, reading, and finally writing. Thus, it can be concluded that students will have speaking, reading and writing skills well if they also have good in listening skill. Someone should certainly develop their

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[1] Yeasy Agustina Sari, Suhono, Listening Comprehension for EFL Learners, (Kota Metro: Agree Media Publishing,2023)p. 1.

[2] Ni Luh Eka Yuliarini, *The use of Song in Improving Students' Listening Skill,* Indonesian Journal of Educational Research and Review, vol.5, no. 2, 2022. p. 226.

ability to hear and speak in their daily lives as a preparation for them to interact with their community in the outside world. Listening is a key to all effective communication because it is the most basic to make connection with the other person.[3]

The researcher has conducted a pre-survey on January 25 2023 at SMA MUHAMMADIYAH BRAJA SELEBAH by visiting the school directly. In the pre-survey process, the writer conducted an interview with one of the English teachers. Based on the results of the interviews, the researcher received information that the problem of the students first was related to lack of vocabularies, so the students did not understand what words they had heard from the speakers. The second problem was related to low motivation and not enjoying the the learning process. The third that students have difficulty understanding the meaning of the material offered. Concerning of the problems above, researcher took a research with the title "An Analysis Of The Students' Difficulties In English Listening Extensive Skill at Sma Muhammadiyah Braja Selebah".

According to Ivone and Renandya extensive listening is all types of listening activites that allow learners to receive a lot of comprehensible and enjoyable listening input.[4] It means extensive listening as a language teaching and learning approach that encourages language learners to be exposed to a

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[3] *Ibid*

[4] Indra Cipta Putra Mandiri, Muhammad Handi Gunawan, Suharno, EFL Students' Difficulties In Extensive Listening Activitie: A Thematic Content Analysis, English Review: Journal of English Education,Vol. 10, 2022.p.393.

large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period.

In this research, researcher wants to know students' difficulties in English listening extensive and reasons why they are having difficulties in English listening extensive and how to solve students' problems in listening extensive at SMA MUHAMMADIYAH BRAJA SELEBAH. The finding of this research will be beneficial for the teacher since it will provide solution by knowing students' difficulties.

B. Research Question

In this study the researcher formulates questions as follows:

1. What are the students' difficulties in English listening extensive skill at SMA Muhammadiyah Braja Selebah?

2. Why the students get difficulties in English listening extensive skill at SMA Muhammadiyah Braja Selebah?

3. How to solve the students' difficulties in English listening extensive skill at SMA Muhammadiyah Braja Selebah?

C. Objective of the Study

1. To know students' difficulties in English listening extensive skill at SMA Muhammadiyah Braja Selebah.

2. To find out why students have difficulties in English listening extensive skill at SMA Muhammadiyah Braja Selebah.

3. To find out the solve problem of students' difficulties in English listening extensive skill at SMA Muhammadiyah Braja Selebah.

D. Benefit of the Study

This research is expected to provide benefits not only for the other researcher but also for teachers and students.

1. For the teachers

    The researcher thought that this research can help teachers in providing information related to the phenomenon of students' difficulties in listening extensive skill. By getting information related to this information, teachers can be expected to motivate students more in the process of learning listening skills. By encouraging students to practice more and hope that students' listening skill will be better.

2. For the students

    For the students as the subject of the research, it is expected that the students to be more active, improve their listening skill by continuing to hone their skills in implementing listening extensive skill. Thus, it is expected that can improve their achievement by using listening extensive skill.

3. For the other researcher

    The researcher expects that this research will be useful reference for the future researcher who interested with topic of the listening extensive skill. By knowing the finding of this research, the future research can modify of add some new idea to this study.

E. Prior Research

The first relevant research was done by Santi Prastiyowati with the title of research Extensive Listening For EFL Students' Listening Comprehension.[5] The research took place in Muhammadiyah University of Malang in 2018. Purpose of this study is to describe the implementation of Extensive Listening as well as the difficulties found in Extensive Listening. This study employs mixed method. Mixed method covers both collecting and analyzing quantitative and qualitative data. This study applied two instruments to gather the data: questionnaire with close and open-ended questions were used as the research instrument as well as interview to gain the students' opinion while the data to identify the strategies used by the students were gathered from interview.

The scope of questions included listening in general, problems in listening, students' opinion about listening class, and students' strategy in listening activity. This research employed semi-structured interviews which enables the interviewer to modify the interview process. The results of the investigation indicated that several problems occurred in the teaching and learning of listening. The problems are related to listening materials, students' performance, and supporting equipment.

The second relevant research was conducted by Indra Cipta Putra Mandiri, Muhammad Handi Gunawan and Suharno with the title EFL Student's Difficulties In Extensive Listening Activities: A Thematic Content

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[5] Santi Prastiyowati. *Extensive Listening For EFL Students' Listening Comprehension*, Journal Of Issues in Applied Linguistics and Language Teaching, Vol. 1 No.2, June 2018.

Analysis.[6] The research took place in UPI University in 2022 with using quantitative research methods. The data that serves as the main focus of the analysis is sourced from a reflection questionnaire in regards to their experience throughout the course. This paper aims to conduct a thematic analysis of EFL students' difficulties in extensive listening activities in order to unveil difficulties that may arise in extensive listening activities, under the demography of Indonesian EFL students. The result showed that the difficulties encountered by the participants in their extensive listening activities can be devided into three major categories, namely comprehension difficulties, technical difficulties, and motivational difficulties.

The third relevant research was conducted by Demet Turan ÖZTÜRK and Süra Tekin with the research title Encouraging Extensive Listening in Language Learning.[7] The research took place in Turkey 2019. The methodology of this study was kept within the border of qualitative and quantitative research considering the features of mixed type research design. The participants are provided with an audio list and websites. The learners listened to various topics related to their own interests and completed worksheets about these listening activities. Data of this study were collected from the interviews with the participants, worksheets which participants completed after the listening activities, listening quiz scores of the participants and researchers' observations about extensive listening.

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[6] Indra Cipta Putra Mandiri et al. *EFL Student's Difficulties In Extensive Listening Activities: A Thematic Content Analysis*, ENGLISH REVIEW: Journal of English Education, Vol. 10, Issue 2, June 2022.

[7] Demet Turan ÖZTÜRK and Süra Tekin. *Encouraging Extensive Listening in Language Learning,* Journal of Language Teaching Research Quarterly, Vol. 14, 80–93, 2020.

This study aims to generate an analysis of how to encourage extensive listening in an English Preparatory Program with listening worksheets in an enjoyable way, to identify the learners' responses, and to establish the feedback from students which could provide more productive activities. The result of the analysis showed that all of the participants showed positive tendency towards listening and they developed their level of listening skill, along with some other skills in the target language.

From the prior researches above, the novelty of this research is the researcher use qualitative research. The participants are provided an audio visual (film) media. The students listened to the media and then completed worksheet about this listening activity. Data of this study were collected from the structured interview with the participants. This study aims to know the students' difficulties in listening extensive activity, to find out the reason of students' difficulties in listening extensive and to find out the solve problem of students' difficulties in listening extensive activity at SMA Muhammadiyah Braja Selebah.

CHAPTER II

LITERATURE REVIEW

A. Listening Skill

1. Definition of Listening Skill

Listening is the first and the most fundamental skill novices must master when learning a new language. According to Pollard, listening is one of the receptive skills, and as such, it includes students in collecting and processing English input.[1] It means that in listening process, it is hoped that other people can and are able to respond to the message or intention well, so that the interlocutor can respond to the speaker's intentions. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

Meanwhile Gilakjani and Ahmadi state that listening has an important role in developing a foreign language.[2] It means that listening is a basic skill for learners in learning foreign language. In addition, according Anderson and Lynch Listening skill is as important as speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem.[3] It means that without good listening usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says.

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[1] Lucy Pollard, Lucy Pollard's Guide To Teaching English: A book to help you through your first two years in teaching, (London: Lucy Pollard, 2008) p.39.

[2] Alya Sekar Anindya, Student-Teachers' Ideas for Reseach in ELT, (Malang: Media Nusa Creative, 2022) p.2.

[3] Thao Quoc Tran, Tham My Duong, *Insights into Listening Comprehension Problems: A Case Study in Vietnam*, PASAA, vol.59, 2020. p.78.

Futhermore, Harmer expresses that listening is a receptive skill where people obtain the main idea according to what they hear.[4] It is more complex than merely hearing. In this case, student receive the meaning of a language without producing the language by themselves.

From the definition above, it can be concluded that listening is a complex and active process of interpretation in which listeners match what they have heard with what they have already known. It is an important skill such speaking skill. We must pay attention first with the listening then we can easily study the other skills.

According to Galvin in Underwood. there are five main reasons for listening, and the reasons students will have for listening will generally fall under one other of these categories:[5]

a. To engage in social rituals

b. To exchange information

c. To exerct control

d. To share feelings

e. To enjoy yourself

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[4] Naniek Jusnita et al., *Exploring Students' Listening Skills Through Short Movies*, JURNAL BILINGUAL, vol.11, no. 2, 2021.p.163.
[5] Siti Mukminatun, Empowering the Students Through Listening Diaries to Motivate Them to Improve Their Listening Ability,2019. p.10.

2. **The Difference Between Hearing and Listening**

Listening is a process which begins with hearing. Hearing has been called a physiological process whereas listening is a mental one.[6] It means hearing is passive and listening is active.

Similarly, Rost states the difference as follows: [7]

a. Hearing is a form of perception

b. Listening is an active and intentional process

from the differences above, it can be concluded that listening and hearing are considered different process. While hearing is considered as physical, passive and natural process, listening is physical and mental, active and learnt process and is defined as a skill. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.

3. **Stages of Listening**

According to Tyagi there are five stages of listening process:[8] hearing, understanding, remembering, evaluating and responding.

a. Hearing

Physical responses are the term used to describe hearing. Sound waves stimulate the sensory receptors in the ears, which is reffered to as a reaction. Hearing is defined as the perception of sound waves. It indicates that you must prepare up to listen, and that you must hear to

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[6] Sharma, Sangeeta, Mishra, Binod, Communication Skills fo Engineers and Scientists 2nd Edition, (PHI Learning Pvt. Ltd: 2023) p.33.

[7] *Ibid*

[8] Novika. H, Arbain, M, Aprizani. Y, *Three Hidden Problems Faced by Second Year University Students on Listening Skill*, Intensive Journal, vol.3, no.1, 2020.p.3.

tune it, yet you do not need to tune in to hear (perception necessary for listening depends on attention).

b. Understanding

This stage will help us comprehend the image from what we have seen and heard. We must examine the significance of the stimuli that have been perceived. Symbolic stimuli include not only words but also sound, such as applause, and sight. The listener must comprehend the desired meaning and set expected by the speakers in order for interpersonal communication to be successful.

c. Remembering

Because someone has not only received and comprehended a message, but also conveyed and saved it in their mind-brain store, remembering is an important stage in the listening cycle. Our thoughts and memories are made plain as we listen. It's not uncommon for what we remember to be substantially different from what we first saw or heard.

d. Evaluating

Because of the substantially varying sets of life experience, examination of similar messages can broadly begin with one audience and then go on to the next.

e. Responding

It is the fifth and last step in the listening process, and it's also known as feedback. This stage speaker has no other way of knowing if a

massage has been received or for the sender to determine the level of success in communicating the massage.

4. Types of Listening

Rost distinguished six types of listening practice in terms of ways of interacting with input, and how those ways allow learners to understand and to glean more from the input, those are: intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening.[9]

Tabel 1. Types of listening practice by Rost

No	Listening Type	Listening Focus	Learning Activity
1.	Intensive	Focus on phonology, syntax, lexis	Learners pay close attention to what is actually said. Teachers give feedback on accuracy
2.	Selective	Focus on main ideas, pre-set tasks	Learners attempt to extractkey information and construct or utilize information in a meaningful way. Teacher intervention during task and feedback on task completion
3.	Interactive	Focus on becoming active as a listener; attempt to clarify meaning or form	Learners interact verbally with others, in collaborative tasks, to discover information or negotiate solutions. Teacher gives feedback on form and outcome of interaction
4.	Extensive	Focus on listening continuously, managing large amounts of listening input	Learners listen to longer extracts and performs meaning-oriented tasks. Teacher directs instruction on comprehension strategies; global feedback from teacher

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[9] Michael Rost, Teaching and Researching Listening 2nd edition, (Routledge: 2013) p.182-200.

5.	Responsive	Focus on learner response to input	Learners seek opportunities to respond and convey her own opinions and ideas. Teacher 'pushes output' from learner
6.	Autonomous	Focus on learner management of progress, navigation of 'Help' options	Learners select own extracts and tasks, monitors own progress; decides on own patterns of interaction with others. Global feedback from teacher on learning path

a. Intensive listening

Intensive listening means that learners listen to a text closely. The intonation of the speaker is to decode input analysis. The ability to listen intensively is listening for specific details or to spot a particular word is an essential part of listening proficiency. This type does not seem like in a daily situation, it needs a higher level of listening comprehension. The value of intensive listening is increasing listening proficiency including language-focused learning.

b. Selective listening

Selective listening refers to listening with planned purpose in mind. It is closely related to pre-set tasks before students do listening activities. Learners use this type when they gather specific information to perform a task. By using carefully planned and graded listening lessons, students will be easier in learning to listen and get facts so they become ready to listen and get ideas.

c. Interactive listening

Interactive listening means that learners are involved in a collaborative conversation. This type enables learners to have interaction through providing feedback, asking questions, and supporting the speaker. The conversation can be between a native speaker, teachers, or other students. By doing this stage, learners can acquire new linguistic forms such as syntactic structures, words, and lexical phrases.

Teachers can set the class with pair group in which every student should make a conversation. This type will be more effective when the native speaker acts as a source because the native speaker will pronounce accurately. It will minimize mistakes that will be made by students.

d. Extensive listening

Extensive listening focuses on listening continuously. This type focuses on meaning that known as listening for academic purposes and sheltered language instruction. Extensive performance ranges from listening to a conversation and deriving comprehensive messages or purposes.

e. Responsive listening

Responsive listening refers to allow students respond the goal of the activity. The methodology that will be used in this type is a paused task. Teachers pause every one minute to ask students'

response. A paused task requires the teachers to specify points during the input phase of the activity. The design of this task is short inputs. This step requires a short-term memory.

f. Autonomous listening

Autonomous listening refers to independent listening without guidelines of the teacher. It means that learners as controlled for themselves. This type may include all types of listening such as intensive, selective, interactive, extensive, and responsive. This kind is also known as natural language acquisition.

5. **Listening Processes**

There are two processes in listening:[10]

a. Bottom-up Processes

These are the processes that the listener uses to assemble the message pieceby-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

b. Top-down processes

Top-down processes involve the listener in going from the whole - their prior knowledge and their content and rhetorical schemata - to the parts. In other words, the listeners use what they know of the context

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[10] Nation, and Jonathan Newton. Teaching ESLIEFL Listening and Speaking. (New York: 2009).

of communication to predict what the message will contain, and use parts of the message to confirm, correct or add to this. The key process here is inferencing.

B. Extensive Listening

1. Definition of Extensive Listening

Extensive listening refers to independent listening of large quantities of listening materials and resources to get pleasure, and it can be implemented both in and out of the class.[11] It means extensive listening give students the opportunity and freedom to hear and listen the vocabulary and structures that are unfamiliar or new to them contained in the flow of speech that are within the reach and capacity to handle it. The use of authentic materials in the form of podcast, movies, TV and radio programs, videos and other internet resources, is highly suggested in extensive listening.

According to Renandya and Farrell, extensive listening refers to a wide range of listening activities that aim for comprehensive and enjoyable input. It also refers to listening for an extended period of time, at least a few minutes non-stop and more.[12] It means extensive listening focuses on overall understanding. Meanwhile Brown stated that extensive listening to develop a top-down, global understanding of spoken

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[11] Yusawinur Barella, Andini Linarsih, *Extensive Listening Practice in EFL Classroom with Variety of News Websites*, Pedagogy Journal of English Language Teaching, Vol. 8, No. 1, 2020. p. 44.
[12] Yongqi Gu, The TESOL Encyclopedia of English Language Teaching, First Edition.(John Wiley & Sons, Inc:2018) p. 2.

language.[13] It means listening for the gist, listening for the main idea, and making inferences are all part of extensive listening.

Moreover Rost explained that extensive listening is Focus on listening continuously, managing large amounts of listening input[14]. It means that Extensive listening refers to listening for an extended period of time, while focusing on meaning.

From the definition above, it can be concluded that in extensive listening, the student are allowed to listen or pleasure or interest without having to make great effort to overcome linguistic difficulties and those in which they need to pay more attention to the content and language.

2. **The Kinds of Media For Extensive Listening**

In this modern era, the word media have already been familiar for us in the relation with teaching and learning process. The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers.

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[13] Nurjanah, Ira Miranti, Nina Dwiastuty, *The Correlation Between Students' Habit in Listening Song and Students' English Listening Skill*, DEIKSIS, vol.10, no. 01,2018.p.45.
[14] Michael Rost, Teaching and Researching Listening 2nd edition, (Routledge: 2013) p.183.

According to Miarso, In teaching, media is everything that is used to direct messages and can stimulate the learner's thoughts, feelings, attention, and willingness to encourage the learning process.[15]

There are plenty of extensive listening medias 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.

a. Movies

Movie is one of the media for learning listening extensive. It form of popular literary work presented visually that contains of narrative or story. There are many genres have found in movie such as action, adventure, animation, comedy, drama, crime/gangster, epic, horror, musical, science-fiction, war and western and the sub genres (fantasy, romance, biography and thriller). Students can easily choose a genre that suits their interests which will motivate them to listen to the film story until the end.

According to Arono English movies is one of the media that can be used as a tool to develop students' listening skills.[16] It means movie can be good authentic learning materials for extensive listening because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding for their

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[15] Kiki Andriani, Ardiana, Firman, *Teaching Media in EFL Classrooms: What are They and Why Select Them?,* Journal of Language Testing and Assessment, Vol. 2. No. 1, 2022.p.88.

[16] Siti Munawaroh, Nurul Hasanah Fajaria, *Motivating Student Learning Listening through English Movies*, ICON 2nd International Conference on Education Faculty of Education and Teacher Training UIN Sulthan Thaha Saifuddin Jambi, vol.2, 2023.p.98.

pronounciation. Movies also combine entertainment with education, it can make the learning process more enjoyable.

b. Podcasts

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. Podcasts are often audio files but can include video and other media. They are made available for users to easily download to their computers and mobile devices.

According to Robinson, the term podcast is a combination of two words: Pod means iPod- the name of a popular MP3 player and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to on a computer or any portable playback device that supports MP3 files.[17]

It means that Podcasts are a rich source for authentic materials that could be utilized in teaching and as well as learning foreign languages. 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.

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[17] Mutia Salma Rosa, Hilma Fitriana, Rifda Zulfiana, *Teaching and Develop Pronunciation Using Media Podcast in Senior High School.* Lingua Jurnal Pendidikan Bahasa, vol.16, no. 1, 2020. p 24.

c. Vlogs

Vlogs have also become a notable trend nowadays. The word "vlog" is a combination of two words; video and blog. A vlog can be called a blog delivered in video format, where a vlogger (A person who creates vlogs) can take the camera along with them as they go about their day or talk in front of a static camera. Vlogs are easily found on online platforms, such as Youtube.

According to Kumar & Tammelin YouTube videos and other authentic resources on the Internet help motivate pupils to learn the language.[18] 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.

d. English song

Sahin claims that songs are an effective way to help students to expand confidence for language.[19] Songs are also motivating the students as they provide a good atmosphere. The students are encouraged to actively involved in the learning process by making use of their musical knowledge.

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[18] Hanna Theresia Rehulina Sembiring,Caroline Victorine Katemba, *The Use of Youtube English Educational Videos in Improving Listening Comprehension*, Journal of English Language and Pedagogy, 2023. P.163.

[19] Ni Luh Gede Windy Lestary, Si Luh Nyoman Seriadi, *The Use of Songs To Improve Students` Listening Comprehension Ability,* Yavana Bhāshā: Journal of English Language Education, Vol.2, 2019. P.39.

Learning 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.

e. Lecture Videos

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, TED lectures are used as resources in academic speaking and listening courses.[20] TED Talks allows the audience to choose from many kinds of topics, such as social issues, sex education, psychology, and many more. Therefore, learners can choose a topic based on their interests to widen their knowledge and develop their listening skills.

f. News

News can also be beneficial for foreign language learners. However, listening to the news is not an easy task. Budyana, Basuki, Nurlaela, and Nagari explain that learners must know the main points to capture news content.[21] This is why listening to the news requires a variety of

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[20] Dimas Setyawan, Francisca Maria Ivone, Nunung Suryati, *Learners' Preferences of Multimedia Resources in An Extensive Listening Program*, LLT Journal: A Journal on Language and Language Learning, Vol.25, No.1, 2022. P.25.
[21] *Ibid*

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.

g. Audio Book

Nowadays, audio books are available in bookstore with many kinds of collection. Fajry et al., define audio book as sound recording of a book that is performed by a professional narrator or the author.[22] Most of novel researcher uses audio book for presenting their novel in audio version. In brief, recorded book or audio book can be defined as a book or story which is read by professional narrators, using the highest quality of recording technology. Audio books help students as assistance in reading books even in learning.

Alcantud and Gregori claimed that audio books expose varieties of speech that it is increasing students' fluency.[23] While fluency is the key of literacy, audio books represent how a fluent speakers' sound. Audio books give benefits about the pacing of oral language, pronunciation, and even idiomatic expression.

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[22] Erkan Aydin, Muhammed Tunagur, *Effect of Audiobook Applications on Listening Skills and Attitudes of 6th Grade Students: A Mixed-Method Study*, Bulletin of Education and Research, vol. 43, no. 3, 2021.p.3.

[23] Daviq Rizal et al., *Audiobooks As Media to Increase Listening and Speaking Skill: A Qualitative Systematic Review*, ETERNAL,Vol. 8, no.1, 2022. p. 205.

Besides all the resources mentioned previously, students 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.

3. **Benefit of Extensive Listening**

Nation & Newton, Renandya believed that these following points below are the benefits of Extensive Listening:[24]

a. Enhance learners' ability to cope with the speech rate. Mostly, lower proficiency students have difficulties with the fast speech from the audio or video recording that they listen to. They often consider the normal speech as being too fast. Thus, the teacher cannot directly ask the students to be able to listen fast speech, but the teacher could give the repeated audio recording to make the students familiar with the normal speech of the audio.

b. Improve students' word recognition. Also, the common phenomenon among lower proficiency students is hard to recognize the words that they listen from the audio or video. Moreover, if the teachers often repeat the spoken text continuously, this practice can help the students to develop their word recognition skill.

c. Enhance students' bottom-up listening skills. The words often become the different forms in the speech. It is called speech phenomena such as, assimilation (e.g., in class - ing class), contractions (e.g., going to -

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[24] Renandya, Extensive listening in the language classroom. In H. P. Widodo & A. Cirocki (Eds.) *Innovation and creativity in ELT methodology* (New York: Nova Science Publisher: 2011)p. 28-41.

gonna), and resyllabification (e.g., went in - wen tin). These things are common in speech and known as the cause of the listening problem. If the students have had enough listening practice, they will be accustomed to these features of the speech.

d. Improve students' listening vocabulary. Spoken language is different from written language. Written language is easier to understand by reading it, but the spoken language tends to be less formal and often colored by nonstandard grammar and vocabulary. Extensive listening is designed to become a practice that improves students' listening vocabulary.

e. Help students become more fluent listeners. Doing listening practice extensively increases the students' ability to recognize the spoken words, phrases and sentences effortlessly. The practice gives a lot of emphasis on accuracy, and it will build fluency of listening to the students.

f. Give students a lot of opportunities to experience a high level of language comprehension. Repeated listening with the same material leads the students to get a better understanding.

g. Enhance students general proficiency in the language. Extensive listening not only helps the students improve their listening skills. Extensive listening also helps students improve in vocabulary, speaking, and reading skills.

4. The Potential Difficulties of Extensive Listening

The writer is aimed to find out the potential difficulties in extensive listening skill. Extensive Listening can produce some problems that could be the difficulties for the students, especially, for beginner learners and the students with lower English proficiency level.

a. Cultural Differences

Unfamiliar in cultural knowledge of language to understanding with another people. Brown claimed that the different refer to as English as a Second Language (ESL) and English as a Foreign Language (EFL). In additon, culture differences are the various behaviour, languages, practices and expressions. It is important that not everyone from a culutre is going to conform to a particular generalisation. Moreover learning ESL may be clearly in native spoken. For example an Arabic speaker learning English in the USA or the UK, but not easy to identified where English became widely for education, goverment, or business.[25]

b. Quality of Recorded Material

Not all of the classrooms is completed because there are some of them do not have computer, multimedia systems, smart board and so on. Moreover the quality of recorded material is bad or unclear pronunciations. Both noises around and unclear sound commonly interrupt the students during the listening process. It is not remarkably.

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[25] Guellil Assia, *The Role of Culture in Teaching English for Business Purposes,* International Journal of English Literature and Social Sciences, 5(5), 2020. p.1628.

Even listening to students native language, everyone may make a very great effort in order to grasp the message delivered due to the noises and unclear sound. Field stated that all spoken language is distorted because of the phonological processes such as reduction, assimilation, elision, resyllabification and cliticization, among others. Moreover, recordings from telephone calls, conversations, or radio transmissions are often distorted or mixed with background noise.[26]

c. Unfamiliar Vocabulary

Understanding of the words make students interest and increas the positive effect in learning listening. Moreover there are some problem from many words that have more than one meaning if they less of meaning the students get confused. There is no similar value of the coverage requisite to understanding from the spoken, but if the listeners know more than 5000 vocabulary may be they have a good chance to understanding what the speaker said.[27]

d. Length and Speed of the Listening

The level from students in keeping all the information in the mind. The level for lower students to listen is more than three minutes. Morever long spoken need more concentration of the students during the lesson. It is also make students difficult to get the meaning from the speaker said. Futhermore another reason makes difficult in

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[26] Hepnyi Samosir, *A Study of Listening Comprehension Problems Encountered by the Third Semester Students at STMIK Prabumulih*, Acitya: Journal of Teaching & Education, vol. 1, no. 2, 2019.p.106.

[27] Amber Bloomfield et al., "What makes listening difficult?" (University of Maryland: 2010), p, 12.

listening is the speed. Faster than normal from the speaker to listener may have difficult to take target words.[28]

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[28] Hariswan Putera Jaya, Ismail Petrus, and Dedi kurniawan, *Listening Comprehension Performance and Problems: A Survey on Undergraduate Students Majoring in English*, Indonesian Research Journal in Education, vol 5, no.2, 2021.p.377-378.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this study is descriptive qualitative method. The researcher uses this method because qualitative descriptive research is a systematic scientific examination that provides a factual explanation, mostly narrative, of a social or cultural phenomenon and people's or groubs' perspectives to inform the researcher's knowledge of it.[1] It can be said that qualitative research is research that aims to explore or explain phenomena in more depth. This is a skill that looks for ways to give the final result written or spoken descriptive data from individuals.

Regarding the explanation above, the purpose of this research is to know the students' difficulties in English listening extensive skill at the twelfth grade social (XII IPS) at SMA MUHAMMADIYAH BRAJA SELEBAH.

B. Source of Data

In this study the researcher divided the sources into two items. They are primary and secondary:

1. Primary source.

The primary source is the original phenomenon on which the search is based. This is direct evidence related to the topic under consideration. This

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[1] Ugwu, Chinyere. N, and Val,H.U, *Qualitative Research*, International Digital Organization for Scientific Reasearch IDOSR Journal of Computer and Sciences, 8(1), 2023. p.23.

main source is the results of interviews with 15 students who were given the task of watching short English films related to listening skill extensive.

2. Secondary sources

   Secondary sources are sources that analyze events. These secondary sources are form of documentation, books, journals, ebooks and articles related to research. This secondary source aims to support certain arguments.

C. Data Collection Technique

Data collection technique used in this study are observation, interview and documentation.

1. Observation

   Observation is understood to be the mainstay of ethnographic enterprise.[2] It means observation is a process of systematic observation from human activity and the physical arrangement in which the activity takes place continuously from the locus of activity naturally to produce facts. Therefore observation is an integral part of the scop of ethnographic field research.

   In this research, the researcher observed students' understanding of the media provided.

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[2] Jayne Osgood, *Postdevelopmental Approaches to Childhood Research Observation*, (Great Britain: Bloomsbury Publishing, 2023) p. 155.

2. Interview

  An interview is a data gathering method in which a writer asks questions and notes responses from research participants one by one.[3] It means, an interview is a situation in which the interviewer ask the interviewee a series of questions that the interviewee must respond to. In this research to acquire the data, the writer conducted a structured interview with fifteen students in XII IPS to find out students' difficulties in English listening extensive skill.

3. Documentation

  The documentation of data is not just a technical step in the research process. It also has an influence on the quality of the data that can be used for interpretations.[4] Documentation is used to obtain data and information in the form of books, archives, written numbers and pictures in the form of reports and information that can support research. In this research, the researcher used information in the form of books for document supporting data for the completeness of the research data consisting of documentation of number of student and teacher data, and location.

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[3] Cresswell, Research Design: Quantitative, Qualitative, and Mixed Methods Approaches 4th Ed, (Thousand Oaks, CA: Sage, 2014).

[4] Uwe Flick, An Introduction To Qualitative Research Fourth Edition Sage. (Thousand Oaks: SAGE Publications Inc, 2009). p.303.

D. Data Analysis Technique

Data analysis is the process of summarizing and evaluating data in order to organize the information. After collecting research data, the writer used data analysis by Miles and Huberman which includes four steps, they are; data collection, data reduction, data presentation and conclusion drawing.[5]

1. Data Collection

   Data collection was the step gathering all the data related to the research. It was the step before the data would be analyzed.

2. Data Reduction

   All data was collected and subsequently reduced through summarisation and selection of specific elements by the writer.

3. Data Presentation

   Data presentation was the main part. The writer used data presentation to convey the idea that the data were presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn.

4. Conclusion Drawing

   Conclusion drawing was the last step in part of analyzing data. After the data was reduced and presented, the writer made the draw of conclusion.

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[5] Matthew B. Miles & Huberman, A Micheal Qualitative Data Analysis, (Thousand Oaks: SAGE Publition Inc,2014) p.10.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Geographical Conditions

The location of SMA Muhammadiyah Braja Selebah is on Jalan Ki. Bagus Hadikusumo No.10 Braja Harjosari Village, Braja Selebah District, East Lampung Regency. It is one of the schools which is a charity business of the Muhammadiyah Association, precisely under the auspices of the Primary and Secondary Education Council, Muhammadiyah Braja Selebah Branch Leadership.

b. Sociological Conditions

SMA Muhammadiyah Braja Selebah has B accreditation status, which has a School Vision and Mission in its operational implementation.

c. The Vision and Mission of the SMA Muhammadiyah Braja Selebah as follow:

1) Vision of the school: "Islamic education and Excellence in Achievement".

2) Mission of the school:

  a) Carry out learning and guidance effectively so that each student develops optimally according to their potential.

  b) Foster enthusiasm for learning in all students.

c) Develop appreciation for the Islamic religion so that it becomes a source of daily behavior.

d) Encourage and help each student to recognize his or her potential so that it can be developed optimally.

e) Implement participatory management by involving all school members.

d. Research Location Data and Facts

In the process of teaching and learning activities for the 2022/2023 academic year, students at SMA Muhammadiyah Braja Selebah are divided into seven groups, namely Class X IPA, Class X Sos, Class XI IPA 1, Class XI IPA 2, Class XI Sos, class XII IPA, and Class XII Sos which are overall divided into two departments, namely IPA and Sos departments. The number of students at Muhammadiyah Braja Selebah High School is classified as an intermediate state, namely Class X Ipa 40 students, Class X Sos 36 students, Class XI Ipa 1 26 students, Class XI Ipa 2 29 students, Class XI Sos 27 students, Class XII Ipa 38 students, and Class XII Sos 24 students. Overall, the total number of students at SMA Muhammadiyah Braja Selebah is 220 students.

B. Description of Research Data

This research was conducted in the form of qualitative research. Reseacher conducted research at SMA Muhammadiyah Braja Selebah. The findings of this research answer the problem formulation previously formulated. This research involved 15 students as participants in this research.

The name of the students have written by using initials ABA (Female), ALN (Female), BA (Female), CCA (Female), FS (Male), FGA (Female), J (Female), JAM (Female), LNK (Female), MJ (Female), NA (Female), SK (Male), TEP (Male), VA (Female), ZPA (Female). The interview and extensive activity students' result are presented in the following:
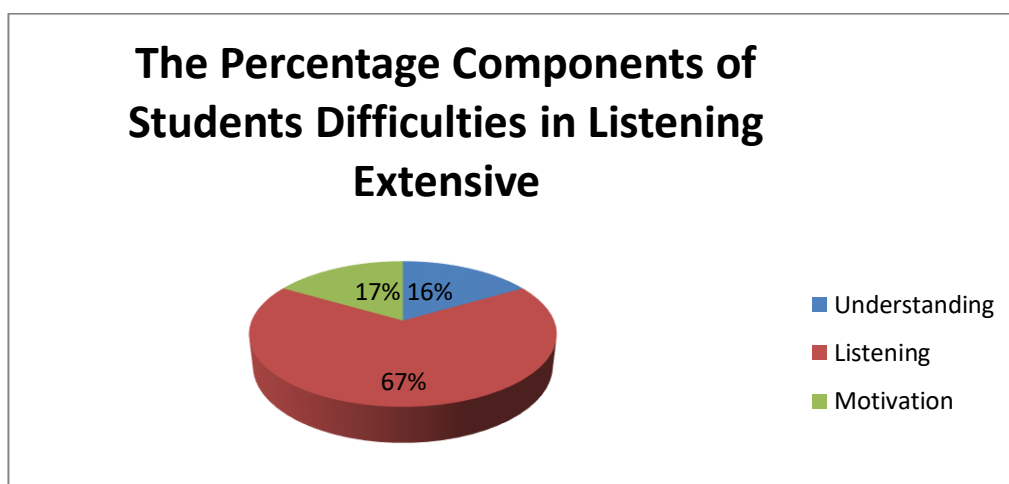
The results of the interviews can be concluded as follows:

1. Students rarely do extensive listening activities.

2. Although the students liked the media provided they still had difficulty answering correctly about the content of the film they watched.

3. They encounter difficulties not only in listening but also in extensive listening activities. The difficulties that most students encounter in extensive listening are: the speech is considered too fast, the utterances are regarded as being too complex, unfamiliar vocabulary and word boundaries are blurry.

In addition to the interviews, the researcher also carried out a test to check the students' understanding. The test contained 5 questions relating to their vocabulary knowledge and their understanding of the material given.

As a result, all participants failed to answer the first question, which related to vocabulary knowledge, and many students failed to answer the last question, which related to understanding of the material.

Based on the description of the results, it can be presented in the figure above. It can be concluded that student difficulties in extensive listening activities are caused by low student motivation which causes them to have difficulties in extensive listening activities, namely the speech is considered too fast, the utterances are regarded as being too complex, unfamiliar vocabulary and word boundaries are blurry. These factors contribute to their low understanding of the material provided.

C. Discussion

1. Students difficulties and how to solve problem

Based on the results of interviews with respondents, most students carry out extensive listening activities once or twice in a month which are conducted by an English teacher at school. The impact of students' lack of motivation makes them difficult in extensive listening activities. These difficulties are as follows:

a. The Speech Is Considered too Fast

While the speakers think that they speak in a normal or acceptable speed, it is inevitable to see that the students consider this type of speech to be spoken too fast. Underwood mentioned that speed can make listening passage difficult.[1] If the speakers speak too fast students may have serious problem.

A participant, Student ALN, stated that the fast speech is one of the challenges which became the obstacle for the students to understand the information in the movie.

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[1] Hariswan Putera Jaya, Ismail Petrus, and Dedi kurniawan, *Listening Comprehension Performance and Problems: A Survey on Undergraduate Students Majoring in English*, Indonesian Research Journal in Education, vol 5, no.2, 2021.p.382.

Excerpt 1

"In the movie, they talk so fast that it's confusing to listen to".
(Student ALN/F, November 7, 2023)

Moreover, students who did not get much opportunity to listen to the spoken language with a different accent will make it as the reason why they could not understand the material. Also, they rarely listen to another accent that makes them thought normal speech produce fast speech. To minimize this difficulty, students must listen more to films, audio, music and other media with various accents to familiarize their sense of hearing with foreign languages so that they will get used to and easily recognize the speaker's accent.

b. The utterances are regarded as being too complex

Students had some difficulties in understanding the information of the audio visual because the utterances were regarded as being too complex. The speech of spoken text has variable utterances such as the speaker uses intonation to express emotion and there were added or dropped sounds made by the speaker. Moreover, the modified sound made the students have barriers to recognize the words because when the audio/film was played the natural rapidness of speakers' speech would produces unclear pronunciation. Moreover, if the student is not aware of what the new word sounds like when it is pronounced quickly and blended with other words, the student may fail to recognize the familiar words because of the way to pronounce

the words are different. The way to overcome this is by slowing down the pace of the movie story or using pause and looking at the subtitle text listed and repeating the movie scene. Student BA state in the extensive listening activity that when the singer's pronunciation was unclear then she would play the song several times until she knew what the singer was saying.

Excerpt 2

"Pronuncation is not clear and also the words look different from how to read them so it is difficult to sing along unless you have listened the same music many times."(Student BA/F, November 7, 2023)

From that statement, it can be concluded that listening to a particular passage multiple times will make it easier for students to understanding the utterances were regarded as being too complex.

c. Unfamiliar Vocabulary

This category would seem to indicate that most of the internal factors come from the listeners. The unfamiliar words were related to the sentence meaning that uses English vocabulary. Therefore, most students thought that meaning resides within the unfamiliar words, so they need to know a huge amount of vocabulary. According to Bloomflied et al., There is no similar value of the coverage requisite to understanding from the spoken, but if the listeners know more than 5000 vocabulary may be they have a good chance to understanding

what the speaker said.[2] A student SK stated he had difficulty processing the actors' speech, not only because they spoke too fast, but also because he found many unfamiliar words.

Excerpt 3

"Processing the speech of the actors in the film was very difficult because they spoke too fast and too many unfamiliar words." (Student SK/M, November 7, 2023)

This problem of unfamiliar vocabulary is also caused by the lack of practice outside the classroom, making students lack vocabulary. Basically, knowing a lot of vocabulary really help students in listening activities because they can easily understand more about what they are listening to. However, in extensive listening activities, students are not required to know every detailed word of every conversation, because extensive listening is not about looking for specific or detailed information.

To solve this problem, the teacher must first make students understand about extensive listening so that students can differentiate between intensive and extensive listening. The teachers also have to encourage and motivate students to increase extensive listening practice outside of class. By doing extensive listening activities at home, students can make small notes of words they don't know and then look them up in a dictionary or Google. This can overcome the

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[2] *Ibid*

problem of unfamiliar vocabulary and do more extensive listening practice will also increase the number of words students have in their vocabulary.

d. Word Boundaries are Blurry

In the listening context, the words tend to blend with other words. The listeners have to be careful with the word boundaries, which also caused the students to mishear the phrase. This problem is often encountered in listening class especially for students who did not focus on it. A student LNK stated that she encountered many words sounded the same but were different word.

Excerpt 4

"*There are many words sound similar but often see that they are different words.*" (Student LNK/F, November 7, 2023)

To overcome this problem, students must develop phonological awareness. Phonological awareness is very important for the students. Therefore, when the students have good phonological awareness, their understanding will be get better.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the analysis data, the researcher can conclude as follows:

1. The students at XII IPS have difficulties in listening skills especially extensive listening, they did not get the point of the listening subject.

2. The students difficulties in listening extensive are: the speech is considered too fast, unfamiliar vocabulary, word boundaries are blurry, the utterances are regarded as being too complex

3. To solve their problem, the students should do more practice extensive listening, for example: listening English music, watching English movie or listening English podcast.

B. Suggestion

Through this research, the researcher would like to give suggestions as follows:

1. For Students

   Students should get more motivation in learning extensive listening activities and students who do not get the meaning of speaker saying and also have low vocabulary are supposed to practice extensive listening in the single day like listening English music, watching English movie or listening English podcast. Continuous extensive listening activity can improve students' listening fluency and enrich students with new vocabulary.

2. For Teacher

The findings of this study should inform teachers about students problem in listening extensive. By knowing the problem, the teacher is expected to be able to apply the solution to overcome the students' problems in listening extensive.

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APPENDICES

List students as participant

No.	Name	Class
1.	Amanda Bella A.	IPS (Sos)
2.	Ani Levia Ningrum	IPS (Sos)
3.	Bella Astuti	IPS (Sos)
4.	Citra Cahya Amelia	IPS (Sos)
5.	Febri Setiawan	IPS (Sos)
6.	Fransiska Grace Audia	IPS (Sos)
7.	Jahra	IPS (Sos)
8.	Jihan Arni Meliani	IPS (Sos)
9.	Lorena Nofrisa Klaudia	IPS (Sos)
10.	Medina Jenifa	IPS (Sos)
11.	Novelia Ananta	IPS (Sos)
12.	Sohib Kholilullah	IPS (Sos)
13.	Tedi Enggar Pratama	IPS (Sos)
14.	Vera Aprilia	IPS (Sos)
15.	Zahra Putri Anggraini	IPS (Sos)

TEST
Watch the film, listen carefully and then answer thequestions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Interview sheet with Students

Date   : 07 November 2023

Response   :Students 12th

Institution   :SMA Muhammadiyah Braja Selebah

Form   : Interview

The purpose of this interview sheet is to collect the data about the students'
difficulties in listening skill extensive at SMA Muhammadiyah Braja Selebah.

No	Inquiry	
1	The interview question given to students: a. How often do you watch movies, listen to English songs, or listen/watch English videos?	
	b. Do you like the movie you have seen as extensive listening learning media?	
	c. What is the movie you watched about?	
	d. Do you have problem in listening?	
	e. What difficulties did you face when you took Extensive Listening activity?	
2	The interview question given to English Teacher:	

	a. What media have been used to teach extensive listening skills? b. How often are students taught extensive listening skills in school?	

LIST INTERVIEW FOR THE TEACHER

1. What media have been used to teach extensive listening skill?
   Answer: Film.
2. How often are students taught extensive listening skills in school?
   Answer: 1-2 times a month.

LIST INTERVIEW FOR THE STUDENTS

NSR: Nah adik-adik, sekarang Kakak boleh ya meminta waktu adik-adik buat interview, untuk yang mau jadi partisipan boleh ya diangkat tangannya ke atas, nanti satu-satu maju ya buat wawancara sama kakak.

Satu Kelas: Iya Kak!

Pertanyaan 1

NSR: Jadi kakak mau tanya nih, seberapa sering kamu menonton film, dengerin music bahasa inggris atau dengerin atau nonton video bahasa inggris lainnya?

ALN, FS, FGA, J, JAM, MJ, SK, TEP, VA,NA: Nonton film 1 sampai 2 kali sebulan, di sekolah aja.

ABA, ZPA: Seminggu sekali kalo nonton Film.

BA, CCA: Setiap hari dengerin musik sama kalo nonton film 1 atau 2 kali-an dalam sebulan.

LNK: Aku seminggu sekali nonton film terus dengerin musiknya kayak seminggu itu 1 sampai 2 kali.

Pertanyaan 2

NSR: Kamu suka gak Dik, Film yang kamu lihat tadi sebagai media pembelajaran di listening ekstensif?

ABA, ALN, BA, CCA, FGA, JAM, LNK, MJ, NA, VA, ZPA: Suka Kak!

FS, J, SK, TEP: Kurang suka kartun.

Pertanyaan 3

NSR: Tentang apa sih Film yang tadi Adik lihat?

ALN, FS, MJ, SK, VA: Tentang mainan.

ABA, ZPA: Tentang kesetiakawanan

FGA, NA, JAM, TEP: Tentang film kartun

LNK, CCA, BA: Tentang mainan yang diculik

J: Tentang hubungan persahabatan

Pertanyaan 4

NSR: Adek ada masalah gak di listening?

ABA: Ada kak, pengucapanya gak jelas terus kadang aku suka salah denger frasa.

ALN: Ada kak, orang yang ngomong itu cepet dan kadang gak cukup waktunya buat mahami maksud pembicaraannya.

BA: Ada kak, ucapan yang gak jelas susah buat dipahami dan waktunya yang sebentar susah buat fokus ke satu pertanyaan.

CCA: Ada kak, orang bule pengucapannya beda jadi aku coba pahami yang diomongin dan masalahnya mereka tu udah kalo ngomongnya lancar ditambah kecepetan mana aku gak familiar sama aksen british jadi susah buat nyelesaiin masalahnya.

FS: Ada kak, yang ngomong itu sering berbicara gak jelas dan bicaranya terlalu cepat jadi sulit dimengerti.

FGA: Ada kak, kata-kata sering kali kedenger bercampur sama kata-kata lain sehingga sulit dipahami dan pengucapannya gak jelas.

J: Ada kak, terkadang ada beberapa kata yang gak bisa saya pahami di beberapa bagian karena cepatnya pembicara ngomong dan ketidakjelasan ucapan mereka membuat saya sulit untuk memahaminya.

JAM: Ada kak, terlalu banyak kata yang tidak jelas dan banyak kata yang sering terdengar sama tapi punya arti yang berbeda.

LNK: Ada kak, Seringkali saya kehilangan fokus karena kualitas rekaman yang buruk dan pembicara yang terlalu cepat berbicara gak jelas.

MJ: Ada kak, pembicara ngomong terlalu cepat terus sama pengucapan yang tidak jelas dan saya pernah salah mendengar frasa yang sudah saya tau karena pembicara tidak mengucapkannya dengan jelas.

NA: Ada kak, sangat sulit buat saya untuk membuat catatan sambil dengerin rekaman audio, jadi membuat saya tidak bisa fokus karena saya harus nulis dan dengerin pada saat yang sama dan saya berharap saya bisa balik lagi ke bagian yang terlewatkan, tetapi saya tidak bisa.

SK: Ada kak, banyak kata-kata yang susah dipahami.

TEP: Ada kak, saat saya dengerin rekaman audio, omongannya terlalu cepat, dan sulit menangkap makna dan memahami apa yang dibicarakan oleh pembicara.

VA: Ada kak, Pembicara ngomongnya terlalu cepat dan gak jelas. Buk guru beberapa kali ngasih vidio aksen british dan saya gak terlalu akrab sama aksen british dan saya kesulitan memahami setiap percakapan karena kurangnya kosakata.

ZPA: Ada kak, sangat sulit untuk mengenali kata-katanya, rasanya seperti saya menemukan kata baru tetapi sebenarnya, saya sudah akrab dengan kata itu sebelumnya. Saya rasa saya gagal

mengenali kata-kata itu karena cara pengucapannya sangat berbeda.

Pertanyaan 5

NSR: Apa kesulitan-kesulitan yang kamu temui saat kamu melakukan kegiatan listening ekstensif?

ABA: Masalahku itu kecepatan aktor saat berbicara dan menemukan kata-kata asing yang jarang aku dengar atau lupa diingat.

ALN: Di film mereka berbicara begitu cepat sehingga membingungkan untuk didengerin.

BA: Pengucapannya gak jelas dan juga kata-katanya terlihat berbeda dari cara membacanya jadi sulit untuk ikut bernyanyi kecuali kita udah mendengarkan musik yang sama berkali-kali. Dalam film, masalahnya itu banyak aktor yang berbicara terlalu cepat.

CCA: Dalam lagu terkadang beberapa kata yang dibaca digabungkan buat aku kesulitan untuk mengikutinya tapi aku bakalan mengulangi bagian yang sulit sampai berhasil menghafalnya. Kalau di film agak sulit buatku kalau ada perdebatan atau adegan yang membuat para aktornya bicara cepat jadi kadang kurang paham.

FS: Terdapat perbedaan pengucapan dan subtitle jadi sulit fokus saat melihat subtitle atau melihat ekspresi aktor.

FGA: Beberapa penutur asli berbicara cepet banget dan beberapa kata terdengar seperti bergabung sehingga memerlukan beberapa waktu bagi saya untuk memproses makna percakapan.

J: Omongan dalam film terlalu cepat dan pengucapannya kadang gak jelas.

JAM: Ada beberapa video yang guru pilih menggunakan aksen British karena saya belum familiar dengan aksen British sehingga membuat saya sulit memahaminya.

LNK: Ada banyak kata yang terdengar serupa tapi sering kali terlihat kalau itu adalah kata yang berbeda.

MJ: Para aktor berbicara terlalu cepat dan kebanyakan pengucapannya tidak jelas.

NA: Di film mereka berbicara terlalu cepat dan saya sering mendengar kata-kata yang asing dan sulit bagi saya.

SK: Pengolahan tuturan para aktor dalam film tersebut sangat sulit karena mereka berbicara terlalu cepat dan terlalu banyak kata-kata asing.

TEP: Cara mereka berbicara cepat banget dan berkali-kali saya dengar pengucapan yang tidak jelas membuat saya bingung.

VA: Kata-katanya yang asing.

ZPA:Cara pengucapan mereka yang terlalu cepat terkadang menyulitkan saya.

Students' understanding in listening extensive activity

NAMA = NOVELIA ANANTA
Kelas = XIISOS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy ✗

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired ✗
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie ✗
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off ✗
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution ✗
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

AMANDA BELLA A.
XII SOS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama : Zahra Putri Anggraini
Kelas : XII. Sos

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama : Ani Levia Ningrum
Kelas : XI SOS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

NAMA : Tedi Enggar P.
kelAS : XII (SAS)
TANGGAl : 7 November 2023

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama: Jahra
Kelas: XI SoS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama : MEDINA JENIFA

Kelas : XII SOS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   - a. Bad toy [marked X]
   - b. Toy soldiers
   - c. Chameleon
   - d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   - a. Because of fatigue
   - b. Because one of the car tires was flat [marked]
   - c. Because they are tired
   - d. Because they are hungry

3. Who was the first toy to come out of the bag?
   - a. Potato head
   - b. Buzz
   - c. Jessie
   - d. Woody [marked X]

4. How did Bonnie (the little girl) find all her toys back?
   - a. Because the curtain cover in the manager's room came off [marked X]
   - b. Because the motel manager told to Bonnie
   - c. Because Bonnie's mother found her daughter's toy
   - d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   - a. As long as you don't give up, there is always any solution
   - b. Always looking for trouble to make our friends happy [marked]
   - c. Money can not buy us a happiness
   - d. Happiness always comes when friends are in trouble

Nama: Vera Apnlia
Kelas: XII S05

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Hama: Lorena Hatrisa Klaudia
Kelas : XII SOS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama : Fransiska Grace Auaia
Kelas : XII SoS

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

NAME : SHDHIB WHOIIIIUIIOH
WelaS : XII SoS
TANGGAI : 7 NOVEMBER 2023

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

NAMA : FebRi SetIAWAN
KeIAS : XII (SoS)

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama: Bella astuti
Kelas: XII sos

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

Nama : Jihan arni Meilani
Kaas : XII Sos

Watch the film, listen carefully and then answer the questions below!

1. Who kidnapped the toys?
   a. Bad toy
   b. Toy soldiers
   c. Chameleon
   d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
   a. Because of fatigue
   b. Because one of the car tires was flat
   c. Because they are tired
   d. Because they are hungry

3. Who was the first toy to come out of the bag?
   a. Potato head
   b. Buzz
   c. Jessie
   d. Woody

4. How did Bonnie (the little girl) find all her toys back?
   a. Because the curtain cover in the manager's room came off
   b. Because the motel manager told to Bonnie
   c. Because Bonnie's mother found her daughter's toy
   d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
   a. As long as you don't give up, there is always any solution
   b. Always looking for trouble to make our friends happy
   c. Money can not buy us a happiness
   d. Happiness always comes when friends are in trouble

NAMA : Citra Cahya Amelia
KELAS : XII Sos

Watch the film, listen carefully and then answer the questions below!

Who kidnapped the toys?
a. Bad toy
b. Toy soldiers
c. Chameleon
d. Bad guy

2. Why did the mother and her daughter decide to stay at a motel?
a. Because of fatigue
b. Because one of the car tires was flat
c. Because they are tired
d. Because they are hungry

3. Who was the first toy to come out of the bag?
a. Potato head
b. Buzz
c. Jessie
d. Woody

4. How did Bonnie (the little girl) find all her toys back?
a. Because the curtain cover in the manager's room came off
b. Because the motel manager told to Bonnie
c. Because Bonnie's mother found her daughter's toy
d. Because Bonnie searched every room in the motel

5. What is the moral value of the video?
a. As long as you don't give up, there is always any solution
b. Always looking for trouble to make our friends happy
c. Money can not buy us a happiness
d. Happiness always comes when friends are in trouble

ATTACHMENTS

Tabel 6.

The Condition of Teacher and Official Employers at

SMA Muhammadiyah Braja Selebah

No	Name	Academic Degree	Position
1	Randuk Siregar	S.Pd., M.M.Pd	Principal
2	Sri Sulasmi	S.Pd.I	Assisstant Principal of Academic Affairs and Curriculum
3	Sigit Ariyanto	S.Pd.I	Assisstant Principal of Student Affairs
4	Muslikin	S.E	Assisstant Principal of School Finance and Operations
5	Risdiyanto	S.Si	Teacher
6	Supriyani	S.P	Teacher
7	Susilowati	Dra	Teacher
8	Sri Haryati Nawangsih	S.S	Teacher
9	Budi Suhermanto	Drs	Teacher
10	Zaenuri	S.Pd.I	Teacher
11	EnggarRahelApriani	S.E	Teacher
12	Nuraini	S.Pd.I	Teacher
13	GaneviRikismiyati	S.Pd	Teacher
14	FitriPurnamasari	S.Pd.I	Teacher
15	Eris Setiarto	S.Pd	Teacher
16	Tri Setyawati	S.Pd	Teacher
17	Sofian Hadi	S.Pd	Teacher
18	Debby AnggaPrastiyanto	S.Pd	Teacher

19	DwiTrianaSaputri	S.Pd	Teacher
20	LilikWariyanti	S.Pd	Teacher
21	Armadira Eno Pangestika	S.Pd	Teacher
22	Eka Indriyani	S.Pd	Teacher
23	Nanik Siti Khotijah	S.Pd	School Counselor

` **List of Administrative Staff of SMA Muhammadiyah Braja Selebah**

No	Name	Position
1	Agus Eko Saputro	Head of Administration
2	Nurul Syaniatul Husnah	Administration Staff
3	Yanu Wardeni Kristanto	Administration Staff
4	Parjiman	Security Officer

Students' listening extensive activities

Interview students

Interview English teacher

APPENDICES II

1. Surat izin pra-survey

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0695/In.28/J/TL.01/01/2023
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPALA SEKOLAH SMA
MUHAMMADIYAH BRAJA SELEBAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**NINI SRI RAHAYU**
NPM	:	1901052025
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	STUDENTS' PERCEPTION TOWARDS THE USE OF ENGLISH MOVIE TO IMPROVE LISTENING SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH

untuk melakukan prasurvey di SMA MUHAMMADIYAH BRAJA SELEBAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Januari 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

2. Surat balasan pra-survey

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BRAJA SELEBAH
SMA MUHAMMADIYAH BRAJA SELEBAH
KABUPATEN LAMPUNG TIMUR
STATUS : TERAKREDITASI B
NSS. 302120416022   NIS. 300220   NSPN. 10805988

Alamat : Jalan Ki. Bagus Hadikusumo No.10 Braja Harjosari Braja Selebah Kab.Lampung Timur _____ Telp (0725) 764

SURAT KETERANGAN
Nomor : 422/084/15/SK/SMAM/2023

Yang bertandatangan di bawah ini, Kepala SMA Muhammadiyah Braja Selebah, Kabupaten Lampung Timur dengan ini menerangkan;

Nama	:	NINI SRI RAHAYU
NPM	:	1901052025
Semester	:	8 (delapan)
Jurusan	:	Tadris Bahasa Inggris

Sesuai dengan surat bernomor B-0695/In.28/J/TL.01/01/2023 dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, bahwa nama mahasiswa sebagaimana tersebut di atas diperkenankan untuk melaksanakan Prasurvei di SMA Muhammadiyah Braja Selebah Kabupaten Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul STUDENTS' PERCEPTION TOWARDS THE USE OF ENGLISH MOVIE TO IMPROVE LISTENING SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH.

Demikian surat keterangan balasan ini dibuat agar dapat digunakan sebagaimana mestinya. Atas pengertian dan kerjasamanya diucapkan terimakasih.

Braja Selebah, 25 Januari 2023
Kepala SMA Muhammadiyah Braja Selebah

BANDUR SIREGAR, S.Pd.M.MPd
NBM. 915 962

3. **Surat bimbingan skripsi**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4940/In.28.1/J/TL.00/10/2023
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**NINI SRI RAHAYU**
NPM	:	1901052025
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Oktober 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

4. Surat research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4988/In.28/D.1/TL.00/10/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
BRAJA SELEBAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4989/In.28/D.1/TL.01/10/2023, tanggal 30 Oktober 2023 atas nama saudara:

Nama   : **NINI SRI RAHAYU**
NPM   : 1901052025
Semester : 9 (Sembilan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MUHAMMADIYAH BRAJA SELEBAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH BRAJA SELEBAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Oktober 2023
Wakil Dekan Akademik dan Kelembagaan,
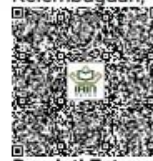
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

5. Surat tugas

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-4989/In.28/D.1/TL.01/10/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**NINI SRI RAHAYU**
NPM	:	1901052025
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MUHAMMADIYAH BRAJA SELEBAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 30 Oktober 2023

Mengetahui,
Pejabat Setempat

Kurnitik Siregar, M. Pd.

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

6. **Balasan research**

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BRAJA SELEBAH
SMA MUHAMMADIYAH BRAJA SELEBAH
KABUPATEN LAMPUNG TIMUR

NSS. 302120416022   NIS. 300220   NPSN. 10805988

Alamat : Jl. Ki. Bagus Hadikusumo No.10 Braja Harjosari Kec. Braja Selebah, Kab. Lampung Timur

SURAT KETERANGAN
NO:422/031/15/SK/SMAM/2023

Yang bertanda tangan di bawah ini Kepada SMA Muhammadiyah Braja Selebah , Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama   : **NINI SRI RAHAYU**
NPM   : **1901052025**
Program Studi   : Tadris Bahasa Inggris

Sesuai dengan surat penelitian lapangan dengan No. B-4988/In.28/D.1/TL.00/10/2023 bahwa mahasiswa tersebut diperkenankan untuk melaksanakan Observasi/Survey di SMA Muhammadiyah Braja Selebah dalam rangka menyelesaikan Tugas Akhir/skripsi dengan Judul **"AN ANALYSIS OF STUDENTS DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILL AT SMA MUHAMMADIYAH BRAJA SELEBAH".**

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

Braja Selebah, 03 November 2023
Kepala Sekolah,

RANDUK SIREGAR, S.Pd., M.M.Pd.
NBM. 915962

7. Kartu bimbingan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id
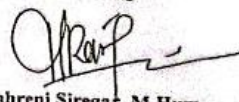
KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nini Sri Rahayu
NPM : 1901052025

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	12/06/2023	1	- Revise Research Question - Show the prior Research	7R
2	20/06/2023	1	Revise again Research Question Enrich the theory	7R
3	26/06/2023	✓	Acc	7R

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nini Sri Rahayu
NPM : 1901052025

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 14/11/2023	1	- The Novelty ? - Research Question - Chapter III ? - Revise your Data ?	
2	Tuesday 21/11/2023	1	- Revise the table - Revise Chapter IV - Reference	
3	Tuesday 28/11/2023	1	Acc and Continue to Munaqosyah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 19760814 2009122004

8. Surat bebas pustaka perpustakaan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1311/In.28/S/U.1/OT.01/11/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: NINI SRI RAHAYU
NPM	: 1901052025
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052025

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

9. Surat bebas pustaka jurusan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Nini Sri Rahayu
NPM   : 1901052025
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 28 November 2023
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 1988308 201503 1 006

Nini Sri Rahayu 1901052025
(AN ANALYSIS OF THE STUNDENTS' DIFFICULTIES IN ENGLISH LISTENING EXTENSIVE SKILLAT SMA MUHAMMADIYAH BRAJA SELEBAH)

by Munaqosyah TBI

Mengetahvi
Metro 5 Desember 2023

Muh Deimatvr

CURRICULUM VITAE

Nini Sri Rahayu was born in Braja Indah, September 23, 2000. She is the youngest daughter from Mr. Gunawan and Mrs. Purwati. She had graduated from SDN 2 Braja Indah in 2013. Three years later she graduated from SMP YPI 3 Way jepara, in 2016. Then she continued her studies at SMAN 1 Way Jepara until graduated in 2019. In the same year, she decided to continue the study at S1 English Education Program of State Institute for Islamic Studies (IAIN) of Metro.