Students' Challenges and Strategies in Extensive Listening Class

Eka Puji Listiyanti [a*] and Listyani [b]

[a] *Institution: English Language Education Program (PBI), UKSW, Indonesia.*
[b] *Master's Program in English Language Education (MPBI), UKSW, Indonesia*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study aims to analyze the students' challenges in Extensive Listening class and find the strategies that students used to overcome those challenges. The researchers conducted this study to answer the questions of: What are the students' challenges in Extensive Listening class? And What are the strategies for students to overcome those challenges in Extensive Listening class? This study used qualitative research. The participants of this study were ten students from 2019 and 2020 class year who had taken an Extensive Listening class majoring in English Language Education Program, Faculty of Language and Arts at Universitas Kristen Satya Wacana. In collecting the data, the researchers used online interviews through Zoom Meeting. The results of this study showed the students' challenges in Extensive Listening class and strategies used to overcome the challenges in Extensive Listening class. The challenges faced by students in the Extensive Listening class were divided into internal and external factors. In the internal factors consisted of only one participant. Meanwhile, external factors consisted of six participants. Besides the challenges, this study also showed the strategies used by students to overcome the challenges and improve their listening skills, and it consisted of 10 strategies.

Keywords: Listening; challenges; strategies.

_____

Corresponding author: Email: 112019035@student.uksw.edu, listyani.listyani@uksw.edu;

1. INTRODUCTION

According to Gilakjani & Sabouri [1], listening is the process of accepting what the speaker is saying, making and showing meaning, negotiating meaning with the speaker and answer, and creating meaning with participation, creativity, and empathy. It is an important part of learning English where they will listen to what the speaker is saying and make meaning from what the speaker said. Students have learned listening since students were born, such as they usually learn languages from their mother tongue. Listening activities also already exist when students learn English from kindergarten to college. According to Day [2], listening can be beneficial because it is part of mastering the language. In learning English, students can master it through listening because the longer they practice listening, the more proficient they become in mastering the language.

Listening is a concept that is both complicated and hard to be analyzed [3]. Though listening can be beneficial for students, most students also have challenges in the listening process, such as catching the meaning of the words or the sentences when listening to videos or audios in English. According to Novianti [4], the status of English in many Asian countries including Indonesia is English as a foreign language. English is foreign in Indonesia, so most students in Indonesia are usually non-native speakers where English is not their first language. So, the lack of English knowledge makes it difficult for students to understand the meaning in English.

According to Ivone & Renandya [5], Extensive Listening has been developed based on the characteristics of Extensive Reading. Either Extensive Listening and Extensive Reading have the same purpose, as both of them can improve listening and reading skills through given materials.

At Universitas Kristen Satya Wacana, English Language Education Program students take the Extensive Listening class after taking the Extensive Reading class in their first year. The same as Extensive Reading class, they are also assigned to watch and listen to many videos in Extensive Listening class. Extensive listening can be done as an in-class or out-of-class activity, but the important point is that students get meaning to do many meaningful listening practices [6]. Students are assigned to watch many YouTube videos per week in the Extensive

Listening class. Students who are non-native English speakers may find challenges in this Extensive Listening class. Listening challenges are internal and external characteristics that interfere with comprehension texts directly related to cognitive [7]. Therefore, students may find it challenging to improve their listening skills if they do not use the right way to solve them.

The need for strategies to be applied in learning listening for EFL students is necessary [8]. Moreover, it is essential to find the right strategy to overcome students' challenges in the Extensive Listening class, so they must be aware of the difficulties when watching videos or listening to native speakers. Through this research, I will analyze students' challenges in Extensive Listening class and find strategies to overcome the challenges.

2. LITERATURE REVIEW

2.1 Extensive Listening Class

Listening is the ability to recognize and understand what others are telling (Thomlison, 1984 and Hamouda, 2013 as cited in Gilakjani, [1]. The process of listening includes understanding the speaker's pronunciation, the speaker's grammar and vocabulary, and understanding the meaning [1]. Prastiyowati [9] said that Extensive Listening is one way to improve listening skills. In the Extensive Listening class, listening activities will help students increase their listening motivation [10].

In the Extensive Listening class, there are several listening activities carried out by students, such as listening activities in the classroom or outside the classroom where students can do many useful listening exercises [11]. The materials provided by the teacher to students are also not arbitrary but authentic material for students to improve their listening skills, such as news, drama, and talk shows [12]. In addition, the choice of material that students in the Extensive Listening class can use must also be considered as the material must be interesting and meaningful for students [6].

There are benefits for students from listening in the Extensive Listening class. However, at the beginner level, they often complain about having difficulty understanding the meaning of native speakers because native speakers themselves tend to speak too fast [6]. According to Renandya [6], listening has several benefits in

Extensive Listening classes, such as improving students' word recognition skills. Furthermore, it can improve listening skills from the bottom up, especially the ability to recognize word boundaries. The word limit here means students who tend to listen to native speakers using long and not abbreviated words, but native speakers who use a combination of words when speaking. In that way, later extensive listening can give students many opportunities to experience a high level of language understanding. If students listen to the same material repeatedly, it can lead to a deeper understanding [6].

2.2 The Challenges in Listening

According to Rubin (1995), as quoted in Wah [13], listening is the most demanding processing skill for EFL students because learners must store information in memory simultaneously as they work to understand the information. Students often find it difficult to listen, understand, and capture information from speakers in the class. Azmi Bingol, Celik, Yidliz, and Tugrul Mart [14] argued that students may face many challenges in the listening process whose goal is to make students aware of their mistakes and overcome them. In the listening process, there are several challenges that students face while listening to native speakers.

According to Pratiwi and Andriyanti [15], there are several challenges during the listening process, namely the recording quality tends to be of low quality, making it difficult for students to grasp the speaker's meaning. Then, the other problems are students' cultural differences, unfamiliar with the accents of native speakers, unfamiliar vocabulary from native speakers, and the length and speed of listening are also inhibiting factors for students in the learning process of listening [16]. In addition, challenges in listening can also come from the students themselves, where they have to process the words spoken by native speakers in real-time [11]. The inhibiting factor for students' challenges in the listening process can also come from poor audio quality [17].

Then, the difficulties that interfere with students' listening process can come from internal and external factors (Goh, 2000, as quoted in Pratiwi & Andriyanti, [15]). Similar to the study from Gilakjani & Saburi [16] and Pratiwi & Andriyanti [15], the internal factors have the same points [17]. Students' challenges in capturing meaning in the listening process are the speed of native speakers when speaking, unfamiliar vocabulary, native speakers' accents, and students' lack of concentration when listening. Apart from internal factors, external factors include those related to native speakers, the context of the material, and the physical setting [15].

Furthermore, the other challenges also come from research from students at Katolik University, Indonesia, Santu Paulus Rating, East Nusa Tenggara, where internal and external factors affect the students' listening process. Internal factors include students' lack of awareness of listening skills, low level of proficiency, lack of motivation from each student, and anxiety while listening. In addition, there are also external factors such as lack of resources and facilities to access materials and lack of opportunities to practice listening skills [18].

The challenges that have been mentioned previously basically have the same core as those that several researchers have mentioned. However, it has been divided based on two aspects, namely Internal and External factors. According to research by Gilakjani & Saburi [16], Pratiwi & Andriyanti [15] and Nurkhamidah [17], these students faced the same listening challenges during their studies. As Pratiwi and Andriyanti [15] mentioned, the students' listening problems were unfamiliar vocabulary to native speakers, unfamiliar accents, and length and speed of listening.

2.3 The Strategies to Overcome the Listening Challenges

The challenges in listening are divided into two types, internal and external. Then, to overcome those challenges, students need some ways to do so. According to Purwanto, Fadhly, Rahmatunisa [19], there are four ways to overcome students' listening problems, such as reading, focus, finding the keywords, and predicting. Those four strategies can be used for students when they face challenges in listening. But, there are other strategies that students can use to overcome the challenges, such as students should practice more listening in English and memorizing vocabulary [20].

There are several strategies that students can do to overcome listening challenges, especially in Extensive Listening class. According to Hasbi and Fariqotul' Adhimah [21], there are several important ways to overcome listening challenges, such as listening to English songs to improve

vocabulary, hearing various English accents through English movies, and practicing listening to the speakers who deliver their speech quickly. Those strategies are easy to use, for example, students can do it at home or in their free time. Furthermore, in the listening class, there are important aspects that students can do while listening. The three stages are pre-listening, the listening task, and post-listening [22]. Those three stages will be useful for students in the listening class because they will be focused and easy to find the point from the native speaker.

The other way to overcome listening challenges is to use top-down and bottom-down strategies. Renukadevi [23], identified the strategy into two types. The top-down strategy is to listen to the main idea, predicting, drawing conclusions, and summarizing. Whereas the bottom-up strategy is text-based, where listeners use linguistic knowledge to understand information, the bottom-up strategy concentrates on details.

There are many strategies that students can use to overcome the challenges in listening. However, students are usually unaware of their challenges in listening. Based on Sofyan and Mushrihah [24], some students do not realize their challenges in listening comprehension. Students usually stated that they do not have any listening challenges, but their scores are not in the "good" or "excellent" category.

2.4 Previous Studies on Listening Challenges and Listening Strategies

Nowrouzi, Tam, Zareian, and Nimehchisalem [25], conducted the first study titled Iranian EFL Students' Listening Comprehension Problems. This study aimed to explore the listening comprehension problems of a group of EFL learners. The method of this study was the quantitative method and the survey method was used to collect data. The data were collected from Iranian tertiary level first-year learners, and the respondents are from three universities in Malshad, Iran, whose major was English. The result of this study can be categorized into three cognitive stages: perception, parsing, and utilization. The first is perception problems. Based on the result, the learners have listening problems in all areas of perception, such as concentration, sounds, in words, and not remembering the meaning of familiar words. Then, based on the result, the learners' report implied high levels of difficulty regarding the parsing problems, including topic unfamiliarity,

sentential problems, and too much information to process except a lower level of problems in understanding the meaning of sentences. The last result of listening problems is utilization problems, including the general message of the text, the main ideas in it with the related supporting details, the relationship among these ideas, and their order.

The second study was conducted by Sari and Fithriyana [26] that aimed to identify students' listening comprehension problems and identify the factors causing the problems. This research method used qualitative research, and the data were collected by observation, interview, and documentation. This research was carried out among first-year students of the English Study Program of the University of Pahlawan Tuanku. Then, there were 29 students consisting of 25 female students and four male students. Based on the result, it can be concluded that most of the students got problems in listening comprehension. The students' problems in listening comprehension were low-self rating to listening comprehension, the students' perception related to other language skills such as speaking, reading and writing. Next were students' statements about the content of the listening text, the students' concentration, listening problems related to the speaker, listening problems related to the listener, and listening problems related to the physical setting. Moreover, this study also contained strategies to improve students' listening skills. Such as, always listening to lecturers and classmates when using English in class, using CD cassettes at home to listen to English lessons, using voice chat on the internet to communicate with friends in English, and using social media as a medium to communicate using English.

The other study was conducted by Pebrianti, Rahmawati and Nurmayasari [27] that aimed to improve students' listening skills. This research used a qualitative method which the researchers used narrative inquiry. The participant was a sixth-semester student at a university in Bogor. The result of the research said that extensive listening is more fun because it can choose whatever materials, and there is no standard in extensive listening. However, there were some problems in the extensive listening activities, namely new vocabulary, speaking rate, lack of practice, and unsupportive environment. Therefore, the researchers conducted several strategies in extensive listening to overcome those problems, namely cognitive-visualization

strategies by watching YouTube, metacognitive-concentration strategies by understanding the meaning of the spoken text, and additional strategies-communicating by interacting with native speakers. Based on the result, the participant said that she has several benefits after taking the Extensive Listening class, such as improving listening skills, adding insight through stories, applying in daily life, practicing listening habits as a TOEFL preparation, and listening with fun without pressure.

Based on the three previous studies above, most students faced challenges in the listening class. Students faced many challenges in the listening class related to the content, the speakers, the audio or the listeners. In addition, the three previous studies above also discussed the strategies to overcome listening challenges. The similarities between the previous studies above and this study are equally researching the students' listening challenges and the strategies to overcome them. While the difference between the previous studies and this study is that in this present study, the students' listening challenges related to the internal and external factors in the Extensive Listening class will be investigated. The research will be conducted in a different place, that is, at Universitas Kristen Satya Wacana Salatiga.

3. RESEARCH METHODOLOGY

3.1 Context of the Study

This study was conducted by students from the English Language Education Program, Faculty of Language and Arts of a private university in Central Java, Indonesia. This study was conducted during the break of Semester I, 2022 academic year.

3.2 Research Participants

The participants of this study were the students from the English Language Education Program, Faculty of Language and Arts of a private university in Central Java, Indonesia, 2019 and 2020 class year who have taken the Extensive Listening class. The criterion to choose the participants is 10 students who have taken the Extensive Listening class from the 2019 and 2020 class year. The estimated number of students was 10 students.

3.3 Data Collection Method

This study used a qualitative method to investigate the challenges and strategies used by the students in the Extensive Listening class. The qualitative research involved the study of the use and collection of various empirical materials such as the case of studies, personal experiences, introspection, life stories, interviews, observational, historical, interactional, and visual texts that describe routines and problematic moments and meanings in an individual's life (Denzin and Lincoln 2005, as cited in Aspers and Corte [28]). In this study, the researchers used the questionnaire and interview as a tool for collecting the data. The online interview was used to investigate more details from the students' answers about the challenges and strategies in the Extensive Listening class.

3.4 Data Collection Instruments

This study used interviews as the instruments to collect the data. The interview protocol was used to get rich data from the participants. The researchers collected the data from the students through an online interview using a Zoom meeting. The interview questions were made in English and Bahasa, then students could easily choose what language they would use to answer the questions. The researchers would ask about their willingness to do the interview through WhatsApp and decide the time to do an interview through a Zoom meeting.

3.5 Data Collection Procedures

The researchers performed several procedures to collect the data. They did not ask the course coordinator and lecturer who teach the Extensive Listening class because the participants had taken the Extensive Listening course. First, the researchers asked random students from the 2019 and 2020 class year who had taken the Extensive Listening class for the willingness to do an interview. Second, they contacted the participants through WhatsApp to make an appointment to decide the time to do the interview. After the researchers and the participants fixed the time, then through the Zoom meeting the researchers asked some questions to the participants about their challenges and the strategies in Extensive Listening class. The interview was taken around 8-15 minutes and during the interview, the researchers would ask for permission to record the interview.

4. RESULTS AND DISCUSSION

This part shows the participants' answers to the interview conducted in the break of Semester I,

2022 academic year. The data were collected from 10 students, 5 from the 2019 class year and 5 from the 2020 class year. It describes the findings of the interviews on students' challenges and strategies in the Extensive Listening Class. Based on the results, the researchers found that all the participants found challenges in the Extensive Listening class. The challenges they mentioned were various, but they also mentioned the strategies they used to overcome them.

4.1 The Challenges in Extensive Listening Class

Extensive Listening class is the first listening class in the first year. The participants mentioned that they found some challenges in the Extensive Listening class. Based on the results of the challenges that the participants faced in the Extensive Listening class, the researchers categorized those challenges into two themes, which are internal and external factors. Described in Table 1 are the challenges faced by the participants in the Extensive Listening class.

4.2 The Internal Factor

The first factor is the internal factor. Hermawan (2012, p. 49-54), as cited in Agustiana (2019) explained that internal factors belong to motivation, hearing trouble, physical situations, and trouble of self in maintaining awareness of wondering, while external factors belong to material surroundings, speaker style, and speech approach could avoid the achievement listening. Besides, not all participants found the challenges in the Extensive Listening class categorized as Internal factors. It consists of only one challenge faced by the participants in the Extensive Listening class. Furthermore, out of ten participants, only three (Participant 3, Participant 4, and Participant 9) mentioned this challenge.

Feeling Lazy and Bored to Watch The Videos

The Extensive Listening class required the students to watch many videos per week. Based on the result, there were 30%, or 3 participants who said that they felt lazy and bored watching videos. Participant 4 and 9 said that the problem was from themselves. They felt bored because they were too lazy to do the assignments to watched a lot of videos per week. There was a statement from one participant cited below.

Excerpt 1:

"Actually, the problem is from myself such as being too lazy to watch the videos, especially because there are terms and deadlines." (Participant 3, Interview, December 23, 2022)

In the Extensive Listening class, the students were required to watch many videos with different genres. The genre could also cause this problem. Based on the study of Sa'diyah (2016), as cited by Rahma, Oktavianda, Syahputri, Setyana, and Jakfar (2022), it was found that students considered listening skills to be very crucial skills but sometimes boring and uninteresting. Even Though watching videos is fun, it can also be boring, as the result above shows that the three participants felt bored and lazy to watch the videos. They said that feeling lazy and bored was the first challenge they encountered besides the other challenges because they had to watch a lot of videos per week and write a listening journal.

Table 1. Challenges faced by the participants in the extensive listening class

	Challenges	Participants
The Internal Factor	Feeling lazy and bored to watch the videos	P.3, P.4, P.9
The External Factors	Unfamiliar vocabulary	P.1, P.2, P.4, P.5, P.6, P.7, P.9, P.10
	Unfamiliar accent and pronunciation	P.1, P.2, P.5, P.6, P.8, P.9, P.10
	Speech rate	P.6, P.7, P.9
	Limited time to finish the assignment	P.3
	Difficulties in finding the videos	P.4
	Noise *(from the surrounding environment & the recording)*	P.9

4.3 The External Factors

The external factors are the challenges that come from outside of the students. Apart from internal factors, the participants also faced challenges that came from out of them, which can be categorized as external factors. External problems refer to the listener's lack of understanding due to speaker characteristics and ambient noise (Solak & Altay, 2014). In this part, seven challenges were categorized in external challenges that the participants faced in the Extensive Listening class. Different from internal challenges, the participants mentioned that their challenges mostly came from external factors.

1. Unfamiliar Vocabulary

The first challenge is unfamiliar vocabulary. This challenge is the common challenge that is usually mentioned by participants. There were [are] 80% or eight participants who faced a challenge on unfamiliar vocabulary. Extensive Listening class is the first listening class where the participants' English skills were still basic. Based on their experience, the participants felt they had difficulty encountering a new vocabulary from the video they watched. Below is one excerpt which shows one of the participants' opinion about the challenges they faced on unfamiliar vocabulary.

Excerpt 2:

"Maybe because I did not know a lot of vocabulary, so it was difficult to understand guessing the word at that time." (Participant 2, Interview, December 22, 2022)

There were many challenges that the participants faced during the Extensive Listening class. However, this part shows the frequent challenges faced by the participants. According to Namaziandost, Neisi, Mahdavirad, and Nasri (2019), various listening problems were related to text, task, speaker, and listener factors; the most frequently identified issues are fast speech rates and unfamiliar vocabulary perceived by learners. The participants' opinions above showed that they found new vocabulary while they watched videos. Besides, the vocabulary that the participants watched might be rarely used or at an advanced level. Therefore, it is reasonable if beginner-level learners find it challenging to understand the vocabulary.

2. Unfamiliar Accents & Pronunciation

The next challenge faced by participants was the unfamiliar accent and unclear pronunciation.

Those two challenges are interrelated because the unfamiliar accent will affect unclear pronunciation. This part shows that there were 70% or seven participants who faced challenges with unfamiliar accents and five participants with unclear pronunciation. Most of them said that they felt that they were not familiar with the accents, and there were pronunciations from the native speakers that were unclear. Hence, it makes it challenging to get the meaning from the video.

1. Unfamiliar accents

This part will show the opinion of the participants who found challenges on unfamiliar accents where only five participants faced this challenge. The native speakers came from various countries, while the participants only knew the accents they usually knew or used. Therefore, the participants often feel difficulty when they find a new accent. Below is an excerpt that shows the opinion from the Participant 5.

Excerpt 3:

"I found it difficult to hear if the videos or films used a British accent, especially if I did not use subtitles, it would be difficult because I was not familiar with the words in a British Accent." (Participant 5, Interview, January 02, 2023)

2. Unclear pronunciation

Apart from unfamiliar accents, unclear pronunciation is also a challenge that participants faced. Most of the participants said that they found it difficult to get the point from the videos they watched because sometimes there was unclear pronunciation spoken by the native speakers, such as the native speakers speaking too fast.

According to Jaya, Petrus, and Kurniawan (2021), a strange accent, both native and non-native, can cause serious listening problems. As the five participants previously said, they found a challenge in unfamiliar accents because they are also non-native speakers, so it is common for them to find a different accent and foreign to them. Various aspects make it difficult for students to understand the speaker's speech, including problems with unclear speaker pronunciation, diversity of speaker accents, and speed of the speaker in providing listening content (Asmawati & Amas, 2022). Whereas

unfamiliar accents, unclear pronunciation is also a challenge found by the five participants above. From the video they watched, they usually found unclear pronunciation. The causes are the native speakers speaking too fast or the video being unclear. Hence, the participants had difficulty to understanding what native speakers spoke, and they were challenged to get the meaning from the videos.

3. Speech Rate

Besides, the challenge faced by the participants was the speech rate. Out of 10 participants, there were 3 participants, or 30%, who said that speech rate was one of the challenges they felt in the Extensive Listening class. This excerpt below shows an opinion from the Participant 6.

Excerpt 4:

> "Then, there was also the speech rate, so there were also some videos where the speech is really fast, so I had to adjust based on our abilities." (Participant 6, Interview, December 19, 2022)

The opinion above showed that the two participants felt that sometimes when they watched a video or listened to the recording, the speakers spoke too fast. Native English speakers actually have a higher speech rate than non-native speakers (Amir, 2019). In this case, the speech rate can affect the participants when they listen to the recordings or watch the videos because it can affect their understanding of the videos. Therefore, the speech rate of native speakers is also included in one of the challenges faced by the participants in the Extensive Listening class because the faster native speakers spoke, the more challenging the participants were to get the meaning from the videos or audio recordings.

4. Limited Time to Finish the Assignment

The challenges faced by the participants were various, one of them also being from the limited time to finish the assignment. The limited time here means the assignment deadline given by the teacher. In the Extensive Listening class, there were assignments that is making journal in every week. After students watched the videos, they had to report them in a journal given by the teacher. However, there was a deadline for making a journal. Hence, this participant felt challenged by the limited time to finish the assignment. There was one participant, or 10%, who felt this challenging.

Participant 3 felt challenged in the deadline because when making a journal, it was a deadline there. Participant 3 had a challenge in limited time to finish the assignment because, as he said before, he had to watch a lot of videos per week and report it in the journal. Assignment overload, lack of interest, and understanding make students reluctant to do the assignments given, and such powerless perception makes students procrastinate (Prihadi et al., 2018). Hence, limited time is also a problem in listening because many tasks must be done in the Extensive Listening class, which burdens participants with limited time.

5. Difficulties Finding the Videos

There are many challenges found by the participants in the Extensive Listening class. For instance, this part will show the challenge in finding the videos as the writer said before that the Extensive Listening class is a class that requires students to watch a lot of videos per week and report them in a journal. Therefore, it can make it difficult for students to find videos from the platform given by the teacher, which makes the participants confused to find videos. There was 10% or only one participant who found difficulties in finding the videos. The reason of why she felt challenged was because she had to find the video that she liked, as her statement below:

Excerpt 5:

> "Sometimes I think that I have to find a story that I like because if not, I will be bored to listen and if the story is boring, I often fall asleep while watching." (Participant 4, Interview, January 1, 2023)

In the Extensive Listening class, the participants mostly watched videos from YouTube. The underlying reason is because YouTube provides videos of various genres. Participant 4 stated that she found it challenging to find videos she liked. If she could not find videos that she preferred, she would feel bored. Related to this matter, according to Garg and Breja (2021), choosing a genre of YouTube videos is difficult because there is a lot of various video content. Otherwise, this can be an advantage for students because there is video selection. Other than that, video selection can also make participants' motivation increase in doing assignments in the Extensive Listening class.

6. Noise from the Surrounding Environment & the Recording

The last challenge faced by participants was the noise. The noise here refers to disruption from the surrounding environment and the recording. In this part, out of 10 participants, only one participant, or 10%, faced this challenge. Participant 9 said that she was disturbed by background noise from the audio recordings or the surrounding environment while watching the videos or listening to the audio.

The challenge in the Extensive Listening class could come from outside the class. Diora and Rosa (2020) said that the problem could occur because there is noise in the environment, which can come from outside or inside the classroom. Moreover, the surrounding environment can also affect the participants' concentration during listening to the audio or videos. The participants need a calm atmosphere when listening to the audio or videos because it can affect their focus on what they heard. The quality of the recordings also can be a distraction for the participants because if the recordings are bad, the participants can not understand what the speakers are saying. Therefore, choosing the proper environment is important to the participants when watching the videos or listening to the audio because it can help them concentrate more and make it easy to understand the audio or videos.

4.4 Students' Strategies in Extensive Listening Class

The previous part discussed the challenges faced by ten participants from the Extensive Listening class. Hence, this part will discuss the strategies participants used to overcome the challenges mentioned before. There are a lot of strategies that the participants mentioned, and the writer categorized them based on the theme. They felt that the strategies they mentioned were important to them in the next listening class and to improve their listening skills. Here are the ten strategies used by the participants in the Extensive Listening class. Described Table 2 here are the strategies used by the participants in the Extensive Listening class.

4.5 Replaying the Videos

The first strategy is replaying the videos. There were 60% or six participants who used this strategy. Replaying the videos was the strategy that they did to overcome their listening challenges. This strategy is also effective because it helps them understand more about the videos, and they can easily get the point of the videos.

The participants replayed the videos to overcome the challenges. In watching the videos, there were some parts that they did not understand because there were some unfamiliar vocabulary or unfamiliar accents and pronunciation. Besides, those challenges can make it difficult for the participants to get the point from the videos. Replaying the video several times can provide a deep understanding of the video idea (Abou & Naami, 2020). Therefore, this is one of the strategies that participants used in the Extensive Listening class to understand the videos or audio clearly.

Table 2. Strategies used by the participants in the extensive listening class

No.	Strategies	Participants
1	Replaying the videos	P.1, P.2, P.6, P.8, P.9, P.10
2	Using subtitle features	P.1, P.2, P.4, P.5, P.6, P.7, P.9, P.10
3	Using dictionaries	P.1, P.2, P.4, P.5, P.6, P.7, P.9
4	Asking friends	P.1, P.2, P.3, P.4, P.5, P.7, P.8, P.9, P.10
5	Note taking	P.2, P.7, P.9, P.10
6	Watching English videos	P.1, P.2, P.4, P.5, P.6, P.7, P.8, P.9
7	Watching English movies	P.1, P.2, P.3, P.5, P.7, P.8, P.9 P.10
8	Listening to English songs	P.1, P.3, P.4, P.5, P.7, P.9
9	Reading English books	P.1, P.2, P.5
10	Self-motivating	P.3, P.9

4.6 Using Subtitle Features

The second strategy used by participants is using subtitle features on YouTube. There were 80% or 8 participants who used this strategy. It means that most participants used subtitle features on YouTube when they listened to audio or videos. They said that the subtitles helped them to match what native speakers said with the captions. Furthermore, it also enabled the participants understand when they found challenges such as unfamiliar vocabulary or when native speakers spoke too fast.

On YouTube, there is a subtitle feature that shows the text from native speakers, which will help the participants understand the meaning of the videos or audio. The statements above could be concluded that they used subtitle features on the videos or audio they watched because it really helped them reduce the challenges they found in the Extensive Listening class. Besides, subtitles could also help in vocabulary growth and retention (Lialikhova, 2014 as cited in Simbolon & Febrianti, 2020). Apart from overcoming the challenges in the Extensive Listening class, this strategy can also help the participants increase their vocabulary and listening skills.

4.7 Using Dictionaries

One of the challenges that the participants experienced was unfamiliar vocabulary. Apart from replaying the video and using subtitle features, the participants also used Google Translate as a strategy to overcome that challenge. Out of 10 participants, there were 7 participants or 70% who used this strategy. Those participants said that they used dictionaries such as Google Translate to check the meaning when they found unfamiliar vocabulary from the videos or audio they watched.

The participants used a dictionary as a tool for translating unfamiliar vocabulary. Google Translate is one of the online dictionaries that participants used to translate unfamiliar words. According to the study by Yanti and Meka (2019), Students used Google Translate as a fast dictionary to help them look up the vocabulary meaning faster. The participants used this strategy because it could help them practically translate unfamiliar words because rather than use Kamus Bahasa Inggris in the form of a book, they preferred to use Google Translate.

4.8 Asking Friends

Asking friends is also one of the strategies that the participants mentioned. This strategy was used by most of the participants to overcome their challenges, there were 90% or 9 students who said that they used this technique.

The students usually asked their friends during the Extensive Listening class. The participants said that they asked their friends because they wanted to know if their friends had watched videos or not and to check their work to see if they found the same videos. Then, this strategy was also used to help if she found difficulties such as unfamiliar vocabulary or about the materials in class, as Participant 5 and 9 said. Here, the role of friends is important because they can help and discuss each other in class. Therefore, asking their friends was also one of the important strategies for the participants to solve the listening challenges and improve their listening skills.

4.9 Note Taking

The next strategy used by the participants is note-taking. Out of 10 participants, there were 4 participants or 40% who used this strategy to overcome the listening challenges. The participants said that they used this strategy if they found unfamiliar vocabulary or if they found a part they did not understand. Here is one of the statements from the participants who used note-taking strategy in the Extensive Listening class:

Excerpt 6:

"Maybe in some parts I sometimes took notes if I did not understand, I usually take notes and write them in a book, so if I repeat them later, I will listen to the video again so I did not miss that part." (Participant 2, Interview, December 22, 2022)

Zohrabi and Esfandyari (2014) stated that taking notes can play an important role in listening comprehension. In other words, it can help students overcome the challenges in the Extensive Listening class. As stated above from Participant 2, he used note-taking to ensure that he did not miss the part they did not understand. This strategy was also beneficial for the participants because when they took notes, they would remember the vocabularies they wrote, and also helpful when they found the same vocabulary in the other videos.

4.10 Watching English Videos

The other strategy that the participants mentioned was watching English videos. There were 80% or 8 participants who used this strategy. Most of them said that they also watched English videos on YouTube. This strategy also could improve their listening skills because if they watched videos, they could automatically listen to audio from native speakers. Therefore, they could practice their listening skills.

Hoque and Shiddiqua (2020) said that when students watch videos, the information they learn will remain active in their memory and easy to remember. Based on the statements from Participant 1 and 6 above, they used this strategy to improve their listening skills because there were several English videos on YouTube that participants could easily find. Moreover, watching English videos can also help them practice their listening skills, so that they can become familiar with the accents, vocabulary, and pronunciation.

4.11 Watching English Movies

Apart from watching English videos, watching English movies is also a strategy that the participants used to improve their listening skills. Same as in the previous part, there were also 80% or 8 participants who used this strategy.

There are many advantages of using film to enhance students' listening skills (Abou & Naami, 2020). Watching English movies can be a good strategy for the participants to improve their listening skills. As Participant 3 stated above, when he watched English films, he would not see the subtitles from the movies because it could practice him to guess what the native speaker said, the context, and the expressions from the film. Watching English movies can familiarize the participants with different accents from different countries and also with the vocabulary they did not know before. Hence, this strategy makes it easy for the participants to improve their listening skills.

4.12 Listening to English Songs

Listening to English songs is also a strategy that the participants used in the Extensive Listening class. Apart from watching English videos and films, some participants mentioned listening to English songs helped them increase their listening skills. There were 60% of the participants, or 6 students said that they used this strategy. Most of the participants stated that they listened to music on YouTube. Through YouTube, they could find kinds of music they like and the lyrics because it can be a media for them to learn new vocabulary.

The participants used this strategy in the Extensive Listening class. To improve listening skills, some students used listening to English songs because it can make them familiar with new vocabulary from the lyrics of the songs. Listiyaningsih (2017) said that people increase their vocabulary by remembering repeated vocabulary in English songs, and then they will understand the words repeated in English songs' vocabulary. Therefore, this strategy was important to them because it could also help them familiarize themselves with unfamiliar vocabulary and pronunciation to increase their listening skills.

4.13 Reading English Books

The other strategy also mentioned by the participants is reading English books. Out of 10 participants, only 3 or 30% of the participants used this strategy. Reading is also one of the strategies that can help students improve their English skills because, from books, students can find much vocabulary that they can learn.

Apart from the Extensive Listening class, there was the Extensive Reading class that required students to read many books. This could also be useful for students because they also read books which are also used to improve their skills, as said by Participant 2 above. Furthermore, the participants could find much vocabulary from the book, which could be good for them to learn. Many researchers agree that reading can help students expand their vocabulary, which is helpful in mastering other language learning skills (Maharsi, Ghali & Maulani, 2019). Reading and listening here relate to each other because they can increase students' listening and reading skills. Thus, reading English books is also helpful for the participants to enhance their listening skills because the new vocabulary they found in the book can be beneficial in listening to the audio or videos.

4.14 Self-Motivation

The last strategy used by the participants is motivating themselves. This strategy was used

by the participants who had the challenge of being bored and lazy to watch the videos or do the assignment. Only 2 or 20% of the participants used this strategy in the Extensive Listening class. For those participants, self-motivating was important because it could affect their work in class. Below is the example of one of the participants who used self-motivating as their strategy in the Extensive Listening class:

Excerpt 7:

> "Meanwhile, if I was lazy, just motivate myself, as if my friends have already done it, so I was moved to do it". (Participant 9, Interview, December 20, 2022)

To overcome the challenge in the Extensive Listening class, some participants used self-motivating as their strategy. Watching many videos per week and doing a listening journal also make bored for some students. Hence, self-motivating here is needed to restore students' enthusiasm in overcoming this challenge. As Participant 9 said above, she motivated herself to do the assignment in the Extensive Listening class. Further, students' motivation to learn is essential because just being in the classroom does not mean the student wants to learn (Filgona, Sakiyo, Gwany & Okoronka, 2020). However, the feeling of boredom arises from themselves, which is how they fight this feeling of laziness. Therefore, self-motivating is essential to increase students' motivation in the Extensive Listening class.

5. CONCLUSION

In conclusion, there were some challenges that the participants found in the Extensive Listening class and also the strategies they used to overcome those challenges. There were ten participants from the 2019 and 2020 class years that have been interviewed. This research aims to analyze the challenges in the Extensive Listening class that students are usually unaware of and find the strategies that students use to overcome those challenges to prepare for the next listening class and improve their listening skills.

In the Extensive Listening class, there were some challenges that the participants found. The results showed that there were seven challenges that the participants mentioned. Further, those challenges were categorized into two factors, there were internal factors and external factors.

In the internal factors, only one challenge was mentioned by the participants. There was feeling lazy and bored to watch the videos. Then, the next was external factors, the factors that come from outside of the participants. In External factors, there were six challenges stated by the participants. The first challenge that participants faced was unfamiliar vocabulary. The second was unfamiliar accents and pronunciation. Moreover, speech rate, limited time to finish the assignment, and difficulties in finding the video were also challenges mentioned by the participants. The last external challenge faced by the participants was noise, including noise from the surrounding environment and the recording itself.

Apart from the challenges, there were also strategies to overcome the challenges in the Extensive Listening class. The strategies here were also useful for students to improve their listening skills and to prepare for the next listening class. There were ten strategies stated by the participants. The strategies used by the participants to overcome the listening challenges in the Extensive Listening class were replacing the videos, using subtitle features, dictionaries, asking friends, and note taking. Nevertheless, some strategies were also used to increase listening skills, such as watching English videos, watching English movies, listening to English songs and reading English books. However, a self-motivating strategy was also mentioned by the participants to overcome the listening challenge.

Hence, the implication for the listening teachers was they should be aware of the challenges faced by the students. Then, the listening teachers also have to maximize the strategies to overcome the listening challenges. The listening teachers also have to consider the suitable activities that could help students to increase their listening skills.

However, there was a limitation of this study. This study has employed online interview as a tool for gaining information from the participants. It would be better to use face-to-face meetings to take data from the participants because it could know the participants well. The other reason is to make it easy for the researchers to gain further information from participants. Therefore, future researchers should be considered to collect the data because it can have an impact on how detailed the information is obtained. Furthermore,

it also suggested for the future researchers to collect more data from the students because there will be more information from them about the challenges and strategies used to overcome in the Extensive Listening class.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Author has declared that no competing interests exist.

REFERENCES

1. Gilakjani AP. The significance of listening comprehension in English language teaching. Theory and Practice in Language Studies. 2016;6(8):1670.
Available:http://dx.doi.org/10.17507/tpls.0608.22

2. Day MR. Improving students' Listening skill by using the modified extensive listening approach (Doctoral dissertation, Doctoral dissertation, Sanata Dharma University); 2018.
Available:https://repository.usd.ac.id/29610/2/141214174_full.pdf

3. Ulum ÖG. Listening: The ignored skill in EFL context. Online Submission. 2015; 2(5):72-76.
Available:https://eric.ed.gov/?id=ED577306

4. Novianti A. Native versus non-native English speaking teachers: An insight into Indonesian students' voices. Jurnal Pendidikan Bahasa dan Sastra. 2018; 18(1):44-57.
DOI:10.17509/bs_jpbsp.v18i1.12145

5. Ivone FM, Renandya WA. Extensive listening and viewing in ELT. Teflin Journal. 2019;30(2): 237-256.
Available:http://dx.doi.org/10.15639/teflinjournal.v30i2/237-256

6. Renandya WA. Materials and methods for extensive listening. In TEFLIN conference, Surabaya, Indonesia; 2012.
Avqailable:https://www.academia.edu/2462863/Materials_and_Methods_for_Extensive_ Listening.
Avqailable:https://www.academia.edu/download/30484472/Plenary_paper_-_Materials_and_ methods_for_ extensive_ Listening_(Teflin_2012).pdf

7. Darti, Asmawati A. Analizing students' difficulties toward listening comprehension. ETERNAL (English, Teaching, Learning, and Research Journal). 2017;3(2):211-228.
Available:https://doi.org/10.24252/Eternal.V32.2017.A9

8. Rakhman FA, Tarjana SS, Marmanto S. explicating listening difficulties and listening strategies of indonesian EFL Learners. International Journal of Social Sciences & Educational Studies. 2019; 6(2):51.
DOI: 10.23918/ijsses.v6i2p51

9. Prastiyowati S. Extensive listening for EFL students' listening comprehension. IALLTEACH (Issues In Applied Linguistics & Language Teaching). 2018;1(2):40-46.
Available:http://journal.uib.ac.id/index.php/iallteach/article/view/285

10. Iswahyuni A. Extensive listening class on ELT students' perspectives. In ICEL 2019: First International Conference on Advances in Education, Humanities, and Language, ICEL 2019, Malang, Indonesia, 23-24 March. 2019;394.
Available:https://books.google.co.id/books?id=Pa4IEAAAQBAJ&lpg=PA394&ots=WdYA4kxilA&dq=Iswahyuni%2C%20A.%20(2019)%20extensive%20listening%20class&lr&pg=PA394#v=onepage&q=Iswahyuni,%20A.%20(2019)%20extensive%20listening%20class&f=false

11. Renandya WA, Farrell TS. Teacher, the tape is too fast!'Extensive listening in ELT. ELT Journal. 2011;65(1):52-59.
Available:https://doi.org/10.1093/elt/ccq015

12. Lee YJ, Cha KW. Listening logs for extensive listening in a self-regulated environment. The Asia-Pacific Education Researcher. 2017;26(5):271-279.

13. Wah NN. Teaching listening skills to english as a foreign language students through effective strategies. International Journal of Trend in Scientific Research and Development (IJTSRD). 2019;3(6).
Available:https://www.ijtsrd.com/papers/ijtsrd29246.pdf

14. Azmi BM, Celik B, Yidliz N, Tugrul MC. Listening comprehension difficulties encountered by students in second language learning class. Journal of Educational and Instructional Studies in the World. 2014;4(4):1-6.
Available:http://dx.doi.org/10.5539/elt.v9n6p123

15. Pratiwi K, Andriyanti E. External factors causing students' difficulties in listening. Journal of English Language Teaching and Linguistics. 2019;4(2):227-238.
Availabvle:https://scholar.archive.org/work/xxiy3rce55euhjae5qkkf5vqre/access/wayback/https://jeltl.org/index.php/jeltl/article/download/282/pdf

16. Gilakjani AP, Sabouri NB. Learners' Listening comprehension difficulties in english language learning: A literature review. English Language Teaching. 2016; 9(6):123-133.
Acvailable:http://dx.doi.org/10.5539/elt.v9n6p123

17. Nurkhamidah N. Exploring factors causing listening anxiety on generation Z students. Acitya: Journal of Teaching and Education. 2020;2(2):141-151.
Available:https://doi.org/10.30650/ajte.v2i2.1386

18. Su YR, Fatmawati F, Guna S, Jemadi F, Mat YN, De'e R. Situating east Indonesia's EFL Learners attitudes toward the extensive listening practices. EduLite: Journal of English Education, Literature and Culture. 2021;6(2):314-325.
Available:http://dx.doi.org/10.30659/e.6.2.314-325

19. Purwanto D, Fadhly FZ, Rahmatunisa W. Listening comprehension study: difficulties and strategies used by college students. Indonesian Journal of Learning and Instruction. 2021;4(1).
Available:https://doi.org/10.25134/ijli.v4i1.4345

20. Erzad AM. Exploring english listening problems among efl students at IAIN Kudus. Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris, 7(1).
Available:https://doi.org/10.34001/edulingua.v7i1.1166

21. Hasbi M, Fariqotul'Adhimah S. Students' difficulties toward english listening comprehension and its addressing srategies. In Bogor English Student and Teacher (BEST) Conference. 2021;2:66-74).

22. Hayrapetyan N. Teaching listening: Problems and solutions; 2016.
Available:http://publications.ysu.am/wp-content/uploads/2016/06/24.Nune_Hayrapetyan.pdf

23. Renukadevi D. The role of listening in language acquisition; the challenges & strategies in teaching listening. International journal of education and information studies. 2014;4(1):59-63.
Available:https://www.ripublication.com/ijeisv1n1/ijeisv4n1_13.pdf

24. Sofyan RR, Mushrihah A. Learning difficulties in listening comprehension. Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra. 2019;3(2).
Available:https://doi.org/10.26858/eralingua.v3i2.9856

25. Nowrouzi S, Tam SS, Zareian G, Nimehchisalem V. Iranian EFL students' listening comprehension problems. Theory and Practice in Language Studies. 2015;5(2):263.
Available:http://dx.doi.org/10.17507/tpls.0502.05

26. Sari N, Fithriyana R. Exploring EFL students' problems in listening comprehension. JEES Journal of English Educators Society. 2019;4(1):47-52.
Available:https://doi.org/10.21070/jees.v4i1.1722

27. Pebrianti D, Rahmawati MR, Nurmayasari E. Exploring strategies employed by english department students in extensive listening: A narrative research. in bogor english student and teacher (BEST) Conference. 2021;3:82-90).
Available:http://pkm.uika-bogor.ac.id/index.php/best/article/view/1129

28. Aspers P, Corte U. What is qualitative in qualitative research. Qualitative Sociology. 2019;42(2):139-160.
Available:https://doi.org/10.1007/s11133-019-9413-7