

TEACHING EXTENSIVE LISTENING USING GRADED READERS : AN ENGLISH TEACHERS SURVEY

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Abstract

Graded readers are produced for second language of the students. According to the real situation at school, especially at SMA Negeri 1 Tambakrejo Bojonegoro; the students' difficulty in extensive listening is mainly to recognize uncommon vocabularies they heard. That's why their English teacher has initiated to teach extensive listening for the students by using graded readers. The objectives of the study are 1) To know how the implementation of extensive listening using graded readers for tenth grade students of a state Senior high school in Bojonegoro, 2) To know tenth grade students of a state Senior high School perceptions' in learning extensive listening using graded readers. This research was qualitative descriptive. The respondents of the research are the English teacher and the students of X.IPA.1 class of SMA Negeri 1 Tambakrejo Bojonegoro. The results of this research were 1) The implementation of extensive listening using graded readers for tenth grade students at SMA Negeri 1 Tambakrejo Bojonegoro used various ways, such as a) viewing and reading activities; b) listening and viewing, c) translation, d) looking up at dictionary, e) making notes; 2) The tenth grade students' perception in learning extensive listening using graded readers was very nich.

Keywords: *Extensive Listening, Graded Readers.*

Abstrak

Pembaca bertingkat diproduksi untuk bahasa kedua siswa. Menurut situasi nyata di sekolah, khususnya di SMA Negeri 1 Tambakrejo Bojonegoro; kesulitan siswa dalam mendengarkan ekstensif terutama untuk mengenali kosakata yang tidak biasa yang mereka dengar. Itulah mengapa guru bahasa Inggris mereka berinisiatif untuk mengajarkan mendengarkan ekstensif kepada siswa dengan menggunakan pembaca bertingkat. Tujuan dari penelitian ini adalah 1) Untuk mengetahui bagaimana penerapan menyimak ekstensif dengan pembaca bertingkat pada siswa kelas X SMA negeri di Bojonegoro, 2) Untuk mengetahui persepsi siswa kelas X SMA negeri dalam pembelajaran ekstensif. mendengarkan menggunakan pembaca bertingkat. Penelitian ini bersifat deskriptif kualitatif. Responden dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas X.IPA.1 di SMA Negeri 1 Tambakrejo Bojonegoro. Hasil dari penelitian ini adalah 1) Pelaksanaan pembelajaran menyimak ekstensif menggunakan pembaca berjenjang pada siswa kelas X SMA Negeri 1 Tambakrejo Bojonegoro menggunakan berbagai cara, seperti a) kegiatan melihat dan membaca; b) mendengarkan dan melihat, c) terjemahan, d) melihat kamus, e) membuat catatan; 2) Persepsi siswa kelas sepuluh dalam pembelajaran menyimak ekstensif menggunakan pembaca bertingkat sangat cerdas.

Kata Kunci: Extensive Listening, Graded Readers.

INTRODUCTION

In English as Foreign Language (EFL) contexts, Extensive Listening (EL) is defined as a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period. Extensive listening according to Renandya and Farell as cited in Renandya (2011) is all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher-directed dictations or read-alouds or self-directed listening for pleasure that can be done outside the classroom. The key consideration here is that learners get to do a lot of meaningful listening practice.

According to Waring as cited by Ivone (2019), extensive listening is a way of improving listening fluency by practicing listening to easy texts. Because many of the characteristics of extensive listening resemble those of extensive reading. Extensive listening has been developed based on the characteristic of extensive reading. Initially, reading-while-listening using graded reader audiobooks is listed as one of the useful extensive reading activities language students can do to improve their reading fluency.

In addition, Mayora as cited by Ivone (2019) adapted five general principles of extensive reading that could be applied to extensive listening, such as quantity, comprehensibility, learner-centeredness, meaning-orientation, and accountability. Based on these principles, students are encouraged to listen to large amounts of easy target language texts within or just above their current comprehension and linguistic level, select the texts based on the potential relevance, interest, and enjoyment instead of for their linguistic content, perform comprehension-oriented, non-intrusive tasks such as “listening cards”, writing or telling an

appreciation, the main idea or a summary in their native language of the material at their own pace without intervention from the teacher, and focus on meaning rather than form.

As can be seen from the above definition, extensive listening can be done as an in-class or out of class activities, but the important thing to remember is that students get to do a lot of meaningful listening practice. In order for the students to be willing to engage in sustained listening practice, the language must be comprehensible and the contents of the materials interesting and enjoyable. It is believed that this kind of sustained practice can provide learners with a cognitive map, i.e., a network of linguistic information from which learners can “build up the necessary knowledge for using the language” (Nation & Newton, 2009 as cited in Renandya, 2011).

In order the students can master listening skill extensively, the teacher need good approach. There is one way to generate the students’ listening skill, especially to make them understand what they listen through reading text that is graded reading. Graded reading, mostly known as extensive reading, is reading huge amounts of texts that interest the reader. Rather than learning the language, the focus is on developing reading fluency and general comprehension (Albay, 2017). Graded reading helps learners to promote grammar and vocabulary knowledge.

While reading learners revisit unfamiliar vocabulary and grammar constantly, constant repetition of the words and structures allows them to process them faster. Graded reading exposes learners to massive amounts of language practice. Extensive reading impacts language proficiency and increase in reading rate. Elley and Mangubhai as cited in Albay (2017) reported that extensive reading plays an important role in listening skills development.

Graded readers are produced for second language of the students. It is important that they should read at their level of understanding because facing a great deal of unfamiliar words while reading may discourage them. In graded readers new vocabulary and grammatical structures are repeated and recycled for the students so that they become familiar with them. For that reason, as students read significantly their ability to understand is promoted and they are encouraged to read more. And because of their vocabulary collection is increased and they have got better pronunciation by reading text, they can improve the students' listening skill deeply.

Based on the explanation above, it can be concluded that there are many factors to master extensive listening that covers inside and outside of the students themselves. According to the real situation at school, especially at SMA Negeri 1 Tambakrejo Bojonegoro; the students' difficulty in extensive listening is mainly to recognize uncommon vocabularies they heard. It has been experienced by the tenth graders since they have been studying there. That's why their English teacher has initiated to teach extensive listening for the students by using graded readers. After the use of graded readers, many changes experienced by students while learning English, especially in learning extensive listening.

The writer assumes that the use of graded readers to be a kind of special approach that will attract the students and stimulate their listening skill. Based on the explanation, the writer will conduct the research that studies "*Teaching Extensive Listening Using Graded Readers for English Language Students in SMA Negeri 1 Tambakrejo Bojonegoro*".

METHOD

This research is qualitative. According to Moleong (2011) qualitative research is the research is made to understand the phenomenon about what experienced by the research subject, like

behavior, perception, motivation, act, etc, holistically, and by describing something in words and language in the particular scientific context and by using all scientific methods. In addition, Lestari (2016) stated that descriptive qualitative research is a method in researching status of a group of people, an object with idea to describe, interpret, or picture systematically, factually, and precisely about any facts or phenomenons that have been studied.

This research is to know how the implementation of teaching extensive listening using graded readers by English teacher in State Senior High School in Bojonegoro and to know the students' perception about it.

The subject of this research is the teacher who teaches tenth grade of SMA Negeri 1 Tambakrejo Bojonegoro. In other hand, the object of the research is class of X.IPA.1 consist of 30 students. The research informants are an English teacher who taught the class, named D.N.A and class of X.IPA.1 that has 30 students consisting of 17 females and 13 males. This class was chosen to be used as a research respondent because their English language skills are good enough, especially their listening skills. This is based on the explanation of their English teacher in the previous interview session. By this way, the researcher can get data of the research through the informant or the respondents of the research.

Technique of collecting data the researcher used in this study, are as follows:

1. Interview

Interview is a process of interaction, dialogue, question and answer from two person or more directly to get the information. In this research, the interview used for getting the information that sourced from the English teacher. Through this interview the researcher can find the information about the technique that used by the

English teacher to teach extensive listening by using graded readers to assist the students capability in listening to the tenth grade students.

2. Questionnaire

Questionnaire is one of media which contains some questions related to the problem of the research which will be solved, arranged, and shared to the respondent to get any information in the field (Darmadi, 2011). The researcher uses this questionnaire to get data about the respondents' perception in learning extensive listening using graded readers at SMA Negeri 1 Tambakrejo Bojonegoro.

Analyzing the data is a process of compiling the data from the interviews, observation, and other source. In this research, the researcher used descriptive qualitative research. The researcher collected the data, arrange and present the data. To analyze the data of the teacher technique in teaching extensive listening by using graded readers to the tenth grade students at SMA Negeri 1 Tambakrejo Bojonegoro, there are three step used are as follow:

1. Data reduction

In reducing the data the researcher will be guided by the purpose that will be found. The main purpose of the qualitative research is in the final findings. The data will be collected from the observation, interview and documentation.

2. Data display

The most frequent form of display data for qualitative research data in the past has been narrative text. By displaying the data it will make the researcher easier to understand the situation, planning the next step based on the data. Looking at displays helps us to understand what is happening and to do something further analysis or caution on that understanding.

3. Conclusion drawing/ verification

The third step in analyzing the qualitative data is concluding and verifying. Presented preliminary conclusion is still tentative and will

change if not found evidence that supports strong data collection on the next stage.

FINDINGS AND DISCUSSION

The Research Findings

1. The Implementation of Extensive Listening Using Graded Readers for Tenth Grade Students of a State Senior High School in Bojonegoro

The teacher worked on the graded reader text book that has been chosen its type for whole students' capability carefully from which the students read the text and worked with words list. She explained words before, during, and after the text was listened to. Then, the teacher played an audio from the reading text that has been read by the students. She explained what the text talked about, then the teacher gave them the second audio of another same type of reading text for the students to listen to, and asked to them to answer the questions related to the reading text.

From the graded reader's text books given to each group, he asked them to list a number of unfamiliar words and to get to know how their pronunciation was through their digital dictionary or dictionary book. Then the teacher calls out the unfamiliar words loudly so that the students can follow the teacher's pronunciation. After the process, the subject gave the audio for listening session

2. The Teacher's Ways in Using Graded Readers in Teaching Extensive Listening to Support the Tenth Grade Students' Ability

a. Viewing and reading activities

In reading activity, the students automatically asked to understand the text. Generally, the teacher read the text and the students viewed the text in the same time. Before reading, students were pre-taught unknown words in the text. In this case, the teacher had a preparation about what kinds of the text that was taught; vocabularies used there, and

decided which words were new, difficult or key words and presented them before reading activity. During reading, teacher guided the students to view the text or example words in the list. After the text was read, the teacher explained what the text talked about, discussed the new words.

b. Listening and viewing

In these activities, besides listening to the audio played by the teacher, students also paid attention to reading texts or viewed them carefully. The activity was a continuation of viewing and reading activities. So, after students took part in viewing and reading activities, students were able to analyze some difficult vocabularies contained in the reading text prepared by the teacher through reading activities.

In this second activity, the teacher gave graded readers 'reading text that has been adapted to students' reading ability. Students were asked to listen to the audio associated with reading the text and students recorded unfamiliar vocabularies to find their meaning by opening a dictionary. In addition, the teacher gave some questions from the reading with the aim to find out the extent of student understanding of the content of the text.

c. Translation

In discussing the material, the teacher asked the students to view, read and translate the reading text. The teacher discussed the difficult words from the exercises by translate it in Indonesia language. Firstly the teacher asked the students to translate the difficult words in the exercise, to know the meaning but when the students could not translate it, the teacher helped her students to translate it at last.

d. Looking up at dictionary

At first, the teacher gave instruction about how the students used what they found in a dictionary so they because they might be confused by different meanings for the same word but later they would accustom to do it by themselves. From those ways, the students knew the meaning, spelling, and pronunciation of the vocabulary. In addition, by looking at the dictionary, students could understand the meaning of each word used in the reading text that they were observing.

e. Making note

in asking the students to make vocabulary notes, beside the teacher gave the vocabulary to the students, the teacher asked to students to decide which vocabulary they would note into their notebooks. In this case, students would feel responsible for choosing the right expressions and pay more attention to what they actually decided to write down on their notebooks. It would help the students to remember that vocabulary that they have wrote in note book. In addition, by making vocabulary notes contained in reading text, students could memorize them and enriched their vocabulary, which in turn could help them in the next extensive listening session.

3. **Tenth Grade Students of a State Senior High School Perceptions' in Learning Extensive Listening Using Graded Readers**

The tenth grade students' perception on the implementation of graded readers in teaching extensive listening by English teacher was very nice. This is because most of their perception given are positive and the benefits of implementation of graded readers in learning extensive listening can be felt directly by them.

Discussion

From the research finding, the teaching strategies employed by teacher in teaching extensive listening by using graded readers were so various. The first strategy is viewing and reading activities. Reading is an incidental source of learning extensive listening by using graded readers for the students. The incidental learning of listening is learning vocabulary as a product of doing other things such as reading or listening. It provided the students to know unfamiliar word on the text. It encouraged them to deliberately learn unknown vocabulary in the text and also helped the teacher to manage what type of graded readers they are.

The second way is listening and viewing. This activity is a continuation of the first strategy where the teacher has found the type of reading that is suitable for the tenth grade students. Through these activities, they can do vocabulary analysis of the reading texts they listen to while view it carefully. By reading, they could find out the pronunciation of the vocabulary in the text with a dictionary or dictation from the teacher.

The third strategy is translation. Translation is a quick and easy way to present the meaning of words. By using this strategy, the teacher directly translate the words in Indonesia. The next strategy is by asking the student to look up at dictionary. Dictionary is used to discover unfamiliar words and expression. The students could use a variety of dictionaries: bilingual, monolingual, and thesaurus. By using dictionary, students also can learn vocabulary independently because it can be used both in the school and in the students' own home.

the results of the questionnaire that has been described before, their perception was very nice. This is because of much positive perception to the learning conducted by their English teacher and they also thought that by graded readers, the learning of extensive listening became more meaningful and gave them benefit directly. In addition, studying listening by using graded readers, the tenth grade students have got been easier to understand the

content of any texts they read and listened to.

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