

# LEARNING TO BECOME A PROFICIENT PRE- SERVICE TEACHER IN AN ONLINE EXTENSIVE LISTENING PROGRAM: A NARRATIVE INQUIRY

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## Abstract

In the most of EFL classroom settings, the teaching of listening still focuses on student's scores as shown on post- listening comprehension tests. In some where teaching hours are limited, conducting listening activities only inside the class is seen to be not enough. This research aims to explore English pre- service teacher experience in developing her language proficiency by practicing online EL for considerable amount of time. A semi structured-interview with open ended questions was given to the potential participant to explore the experiences of practicing EL as a means of developing her language proficiency. The result of this research showed that the potential participant increased her motivation in learning language. Practicing EL routinely make her also increase her world knowledge, improve her listening fluency, vocabulary, and English pronunciation.

**Keywords:** Extensive listening, Language profecient, Pre- service English teacher, Online extensive listening program, Narrative inquiry.

## INTRODUCTION

One of the most difficult skills to contend both second and foreign language students with is listening (Vandergrift, 2012). It may not because the materials is hard to learn but we have limited time to learn English listening. This is one of the reasons why EFL students has a low level of Language proficiency. as in Indonesia, the most of their students (from the junior high school to senior high school) spent 160-180 minutes a week learn English in their school. Cosidering the difficulty of mastering English, it is not enough to learn just rely on the language classroom. Some of the EFL researcher agreed

that listening practice inside the classroom might not be sufficient for providing students with a plentiful amount of meaningful oral input. So, that's why the solution is needed to solve this problem. One of possible alternative is to provide pleasurable listening activities that is Extensive listening (EL). Here, students can do a lot of listening practices in/outside the classroom at their convenience, anytime and anywhere.

### **Extensive Listening (EL)**

In the five past years, extensive listening (EL) has become a new promising and innovative listening approach in English language teaching. There were many articles on EL published in conference proceedings and academic journals in the past five years (Al-Baekani and Ridwan, 2018; Astika, 2015; Saputra, 2018; Saputra & Fatimah, 2018; Widodo & Rozak, 2016; Wahidah & Luthfiyyah, 2018; Setyowati and Kuswahono, 2018; Mahmudah, 2015) from Ivone & Renandya (2019). From a lot of researchers who conducted EL study showed that the benefits of EL are not in doubt. EL has an important role in helping students master English. Harmer (2003) advices for teachers of English who are really interested in helping their students acquire the language, one of the best ways are students need to be exposed with listening activities.

Renandya & Farrell (2011) said "all types of listening activities allow learners to receive a lot of comprehensible and enjoyable listening input in EL". EL is one of listening activities which support the students to obtain the understandable, enjoyable, comfortable, meaningful input of listening (Renandya, 2012). This approach leads the students to feel the comfort and the pleasure of doing listening. In EL context, students can do self- study by practicing listening to aural texts within their level of proficiency. This makes easy for students to determine suitable EL materials and also provide them to do a lot of listening in order to develop their language proficiency.

The aim of extensive listening is to develop "listening fluency" (Chang & Millet, 2016). Fluency is defined as the ability to recognize spoken words, phrases, and sentences smoothly, quickly and effortlessly- is equally, if not more, important than accuracy (Chang, 2018). As with reading fluency, fluent listeners are able to maintain a reasonable comprehensions level (eg. 70% or more) for an extended period of time and to comprehend a variety of spoken text. Student can develop the fluency only after they have a lot of experience with meaning- focused listening practice (Renandya & Farrell, 2011).

EL has a lot of activities which can support students to get understanding in language. It is typically done by watching movies, YouTube, TV series, documentary films, TV news, or listening to songs, radio news, online stories, and so forth (Chang, 2018). Online EL is also recently popular during distance listening trend. The successfully implementation is to motivate learners to practice listening in the target by using authentic materials from the Internet (Hapsari & Ratri, 2014; Saputra, 2018; Saputra & Fatimah, 2018). In addition, Al-Baekani and Ridwan (2018) also found that teaching online EL using mobile phones as interactive media in EL improve their students' listening skill. Seeing how many benefits of online EL in order to improve

students' level of language proficiency, the research of EL must be continued. According to Dixon (2017) having a high level of listening proficiency would support teacher in their job and enable them to use the target language fluently and confidently in classrooms, to serve as a good language model and give clear explanations and provide good feedback on students' language. This is what researchers expect in the end of study.

There are two research questions to be addressed in this study:

1. In what ways can an online EL program support a pre-service English teacher language proficiency?
2. How can a pre-service English teacher reflect her belief and competencies in an online EL program for her future career as an English teacher?

This study focussed on how pre service English teacher learnt from her experience in order to prepare herself to become a proficient English teacher through an online EL program.

## **METHOD**

This study used qualitative research with a narrative inquiry as method design; Researcher describe the lives of individuals, collect and tell stories about people's lives & write narratives of individual experiences (Clandinin & Connelly, 2000). In this case, the researcher selected a potential participant with specific criteria based on her experiences practiced online EL. She was invited via WhatsApp to confirm her ability of being interviewed. A semi- structured interview was used to explore her experiences about online EL program.

## **FINDING AND DISCUSSION**

After investigating participant's experiences with the deeper interview, the researcher analyzed the data and then categorized into the themes. There was three finding themes those are identified the first time she experienced EL (story in the past), current experience online EL program and find the benefit (present experience), and reflection (future).

### **Story in The Past**

She started to do EL since her childhood in 5 or 7 years old, she did EL with listening to English songs because her brother and sister liked to do that. Listening to English song was one of the EL activities. She felt enjoy in listening to English songs, the mean enjoy the rhythm of music without understanding the song's meaning. When she has grow up and then entered in the senior high school, she decided to learn English listening seriously. It may be because the demands of the school which requires the students to be smart in the English subject. She also joined the English extracurricular which has been provided by the school to improve the students' language skills. That is ECC (English Club Conversation). Here, she recognized many English songs used as

learning method. She still remembered the first song that her teacher gave was the song of *The Way You Look At Me* by Christian Bautista. Then her teacher told to her “*if you need to boost your listening skills, you should listen to anything using English language*”. It was a nice song and she really loved it. It made her being motivated to listen another English/west songs. She felt that listening to English songs helped her got better in speaking because she knew how to spell/ produce the good sounds like native speakers.

### **Present Experience**

Engaging online EL program for the first time in order to develop her L2 proficiency. She said that “*Learning with online EL is fun from me. A few moment ago, my teacher told me an incredible site to improve the listening skills. It was TED talks. He ordered me and my friends to choose one topic what we like, then watch and listen to it. I think it was a great platform to learn English listening.*” The difference beetwen previous and current of the EL activity was in online mode. This online EL program was done in her 2<sup>nd</sup> semester at English educational department in her university. During 2 weeks she practiced EL everyday with watching 2- 4 videos in TED talks while filling out the worksheets then submit it before 11: 59 pm through schoology.

It was the first time she heard about online EL program. When the first time she did it. It was not easiest as before. There were some preparations that she has to prepare it such looking for the best time to do and internet access. It was a little bit of a hassle but she didn't mind that because she knew that if her teacher has a good intention to help his students improve their L2 proficiency. “*... I'm so thankful for my teacher because I've got many things to learn of public lectures. By accident, I choose personality topic. I enjoy it because human's personality was the interesting subject to learn.*” In TED talks, she found there were a lot of videos about her topic. In addition, the videos provided transcript and language subtitles. So, she really enjoyed it, whenever she did not understand about the video, she could ask the them for help.

It was Renandya & Jacob (2016) said in their study that one of the principles in implementing EL program was teacher should provide interesting and enjoyable listening activities. It allowed students to do more in practicing online EL. The learners become better at listening when they do a lot of listening (Dixon, 2017). We should know that a key factor of successfully developing L2 proficiency via EL is listening to a huge amount of materials (Renandya, 2011; Renandya & Farrell, 2011; Renandya & Jacob, 2016) . This was shown here by this participant as the pre- service teacher who has practice EL on daily routine. “*... I practiced online EL program (watching online videos) for about 2-4 hours whenever I have spare time, sometime I did in the night before went to bed. Yeah, because I had job in the morning. So, I decided to practice it in the night. It was not to long but I did it routinely and it made my English better then before.*”

### **Reflection**

After the participant practiced online EL program she got the significant influent in vocabulary improvement, listening fluency, etc. As she said here “*I felt EL was*

*motivating me in learning language because I could select my own materials base on my level of language comprehension, So I could enjoy in the proccess of learning. Moreover, It developed my vocabulary, made me more fluent in listening, increased my world knowledge and improved my English pronunciation.”* It was experts said that students who engage in EL have reported improvements not only in their listening comprehension, but also in their vocabulary, speaking, reading skills as well as higher confidence in the language (Dupuy, 1999; Elley & Mangubhai, 1983; Zang, 2005).

It also was Parmuji, Waring, & Kurniawan (2002) said in their study that EL can enhance students vocabulary acquisition and help them to develop other language proficiency. The recent study by Day (2018) is similar with this study that the use of modified EL approach improved the student listening fluency and helped the other language elemnts such as pronunciation, speaking and vocabulary to be increased. Through EL “... *It will help me a lot if I become an English teacher in the future. Because yeah, EL has been giving me significant influence in developing my listening skill. So do my students.* Consistently is one of the key points she underlined when practicing EL. “... *I do believe if you practice EL everyday, it develops not only in the listening skill but also other general language skills.*”

## **CONCLUSIONS**

Listening is best learn through listening. One excelent way of providing the students with a lot of listening practice is through EL where the students are encouraged to listen to a huge amount of interesting and comprehensible material. Extensive listening provides a lot of language learning benefits. Such as enhance students’ general proficiency in language: It means that students report improvement not only in their listening comprehension, but also in their vocabulary, speaking, reading skills as well as higher confidence in the language. From the results of the research, it can be concluded that EL do not appear instantly, but after some considerable amount of time practicing. My participant become better at listening after she did a lot of practices through online EL. Such as EL can develop her vocabulary, make her more fluent in listening, increase her world knowledge, and improve her general language proficiency like English pronunciation. It because she practiced routinely everyday in her spare time for about 2-4 hours. It really help her for preparing to become a proficient English language teacher in her future career.

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