Using Online Media for Extensive Listening Practices: Students' Self-Reflections from the Extensive Listening Logbook

Pemanfaatan Media Online untuk Praktek Extensive Listening: Refleksi Diri Siswa berdasarkan Logbook Extensive Listening

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Abstract

Despite the fact that technology and online media's great contributions on extensive listening practices, students who are unaccustomed to such activities would find the practice challenging. The current study investigated 20 first-semester university students undertaking extensive listening practices which were recorded into logbooks. The researchers aimed to map out students' reflections on challenges and satisfaction towards the media and listening practices under a descriptive qualitative research, utilizing document analysis. Results of data analysis shows that the freedom of choice given to students while undertaking extensive listening activities through online media brought positive responses on the overall students' satisfaction on the listening practice. Nevertheless, the unsorted levels of difficulty, unfamiliar words, foreign accents, and speed of speech from the media became the barriers mostly encountered in understanding the language contents. Furthermore, unsatisfactory listening experiences were also reported by a few students. Thus, it is advisable that teachers who implement extensive listening practices to offer help for learners to be more aware of their current and future potential to make sure learning more efficiently. It is highly expected that through frequent interactions with the listening inputs from various sources, students would enhance their metacognitive strategies to have better control of their learning.

Keywords: Technology in Learning, Listening Barriers, Language Barriers, Extensive Listening, Listening Logbook

Abstrak

Terlepas dari kenyataan bahwa teknologi dan media online memberikan kontribusi besar pada praktik Extensive Listening, mahasiswa yang tidak terbiasa dengan kegiatan semacam itu akan merasa kesulitan dalam melakukan praktik tersebut. Penelitian ini menginvestigasi 20 mahasiswa semester pertama yang melakukan

praktik Extensive Listening yang dicatat ke dalam logbook. Para peneliti berniat untuk memetakan refleksi mahasiswa mengenai tantangan dan kepuasan terhadap media dan praktik listening dalam penelitian kualitatif deskriptif, dengan menggunakan analisis dokumen. Hasil analisis data menunjukkan bahwa kebebasan memilih yang diberikan kepada siswa saat melakukan kegiatan Extensive Listening melalui media online memberikan respon positif terhadap kepuasan siswa secara keseluruhan terhadap praktik listening. Namun demikian, tingkat kesulitan yang tidak diketahuix, kata-kata yang tidak dikenal, aksen asing, dan kecepatan bicara dari media menjadi hambatan yang paling banyak ditemui dalam memahami isi bahasa. Selain itu, pengalaman listening yang tidak memuaskan juga dilaporkan oleh beberapa siswa. Oleh karena itu, disarankan agar para guru yang menerapkan praktik Extensive Listening untuk menawarkan bantuan kepada para siswa agar lebih menyadari potensi mereka saat ini dan di masa depan guna memastikan pembelajaran yang lebih efisien. Diharapkan melalui interaksi yang sering dengan input listening dari berbagai sumber, siswa akan meningkatkan strategi metakognitif mereka untuk memiliki kontrol yang lebih baik terhadap pembelajaran mereka.

Kata kunci: Teknologi dalam Pembelajaran, Hambatan Listening, Hambatan Bahasa, Extensive Listening, Logbook Listening

Introduction

English language learning in the English as a Foreign Language (EFL) context has never been more immersed with Information and Communication Technologies (ICTs) available today. These devices have provided invaluable support for English learners through the digitally accessible materials (Lai et al., 2016; Sadeghi & Heidar, 2016; Taghizadeh & Yourdshahi, 2020) as they enable both teachers and students to obtain the latest resources at convenience (McKnight et al., 2016). Since then, online materials and media across the internet has been utilised to facilitate English learning from vocabulary acquisitions (Feng & Webb, 2019) to improvement and mastery of the four language skills namely speaking (Yükselir & Kömür, 2017; Anggraini, 2021), reading (Chen et al., 2020; Al-Shaye, 2021) writing (Aktas & Akyol, 2020; Castillo-Cuesta et al., 2021), as well as listening (Gilakjani & Sabouri, 2016; Hwang et al., 2019; Hanifa & Yusra, 2023).

In Indonesia where the language environment does not fully support learners to be immersed in English, students would often be encouraged to practice listening online. During these practices, they were either provided materials chosen by the teachers or explored various kinds of materials that best suit their interests. Renandya and Jacobs (2016) elucidate that listening activities where learners listen to motivating and engaging materials at their own speed aiming to enhance general understanding leads them to perform Extensive Listening (EL) from which learners would be exposed to linguistically rich

materials available in a very large amount. It is highly expected that students engaging in these activities would improve their listening competencies. A study in Taiwan confirmed that university students who practiced EL outperformed those who did not spend much time on listening practices (Chang & Millett, 2016). However, Karlin & Karlin (2019) found that when compared to students that performed Intensive Listening (IL) practices, the EL groups' exam results were below their peers. Thus, comprehensive exploration on students' EL practices still need be carried out.

On the other hand, since during EL practices students would choose what, where, how long, and when they listen to the materials, the listening activities would mostly rely on students' independence and is often unaccompanied by teachers' guidance. Ponti (2014) highlights that learners in the early stage find difficulties when tasked with independent learning and would require support to develop understanding to achieve more advanced comprehension stages. As such, beginner level students might experience difficulties during the self-study session and find their unguided listening practices overwhelming. Additionally, unfamiliarity with online platforms and the digital tools would also pose challenges for students to manage their own learning (Sriwichai, 2020) that would risk them of the inability to obtain quality learning materials that are suitable and appropriate (Dudeney & Hockly, 2007; Yang & Chan, 2008). These situations described in previous studies regarding novice learners' ability in determining their own learning materials suggest a necessity to also account for learners' level on EL exploration.

Attempts to promote students' independent learning while encouraging listening competencies have been carried out by many educators, such as listening to English songs (Afriyuninda & Oktaviani, 2021). Among the various methods available, experts have also suggested using a means of reflection where students record their learning activities. In a study by Mayangsari et al, (2021) participants were asked to document their learning activities on a learning diary in a form of video to inform researchers about the listening experiences and difficulties faced by students when practicing listening and creating the learning diary. As a result, the students' listening skill improved as the listening diary activity gave them continuous feedback which supported independent learning as well. In another study, Klimas (2016) recorded positive impacts of using logbooks on students' learning in which goals set by students within the logbooks induce greater learning efforts and development of metacognitive skills.

Based on the elaboration of the issue above, this study focuses on unravelling students' listening practice experiences through internet media by studying listening logbooks where students took notes of their extensive listening experiences. At present, this research is looking into satisfactions and difficulties that students encountered during the interactions with online learning materials of their choice. It is highly expected that results of the study

would be meaningful for language educators aiming to encourage individual listening practices and provide better guidance to perform extensive listening activities.

Literature Review
Extensive listening in language learning

An essential element in the development of effective communication skills is the capacity to actively listen. The ability to listen is crucial in language learning as it enhances our understanding of our environment and is a fundamental component of effective communication. Rost (2009) argues that listening plays a crucial role in language acquisition for effective communication as it facilitates the learning of pronunciations, word stress, intonation patterns, and grammatical structures. In addition, the sense of listening aids in assessing the comprehension of communications through the analysis of factors such as tone of voice, pitch, and accent (Renukadevi 2014). Anderson and Lynch (2003) assert that effective face-to-face communication necessitates a blend of auditory and verbal skill, highlighting the need of listening skills on par with speaking skills. They underscore the importance of listening by asserting that these two skills must be amalgamated. Wallace et al, (2004) argue that mastering listening skills is crucial for language learners as it enables them to gain new information and develop different perspectives. Therefore, having a strong listening capacity not only enhances students' comprehension skills, but also facilitates their ability to express their thoughts clearly and fluently.

Listening practices entail presenting students with comprehensible input that is customized as listening exercises to enhance specific auditory skills. Schmidt (2016) proposed that ones can enhance their listening abilities by participating in extensive listening activities and maintaining a record of their listening experiences. Waring (2008) found that students who exerted effort to enhance their auditory processing speed were able to engage more actively in extended listening activities. These activities did not necessitate the need to accurately perceive information, select the correct words in a phrase or sentence, or pay attention to specific details. Students have the capacity to concentrate on the significance of a self-selected material and listen at their preferred speed without any interruptions from instructors (Mayora, 2016). Moreover, learners can engage in more demanding tasks such as deciphering literature, completing exercises that involve filling in blanks, transcribing, and annotating prosodic or pronunciation elements, all of which aim to enhance auditory skills (Schubert, 2016). In other words, extensive listening activities provide students with the chance to engage with a wide range of target language, and they do not confine them to solely participating in listening exercises within the classroom, as is suggested in intensive listening. Consequently, students can enhance their auditory skills by participating in frequent listening practices (Ivone & Renandya, 2019)

To put it briefly, the development of effective communication skills, especially in the context of language learning, is intricately linked to the capacity for active listening. Listening not only facilitates the comprehension of grammatical structures, intonation patterns, and pronunciation but also is an essential component of interpersonal communication, thereby providing additional support for language development. By engaging in extensive listening practices that assess aural comprehension, students are offered personalized opportunities to enhance specific auditory capabilities. The aforementioned abilities consist of interpretation of verbal expressions, identification of intentions, and recognition of connections. Engaging in tasks that necessitate substantial listening presents an approach to enhancing listening abilities that is simultaneously more immersive and personalized.

Metacognition and self-reflection in language learning

Metacognition, referring to the deliberate recognition and control of one's own learning process, plays a crucial role in language acquisition (Rahimi & Katal, 2012; Raoofi et al., 2013; Wenden, 1998). Öz (2005) asserts that it exerts a substantial impact on the beliefs, attitudes, and behaviors of learners, and is closely associated with the achievement of successful language acquisition. Consequently, learners possess the capability to purposefully make choices about their learning, choose and execute tactics that are successful, keep track of their progress, and assess their learning (Anderson, 2008). Proficient language learners exhibit robust metacognitive skills, allowing them to engage in introspection over their own learning process. By means of instruction, language instructors have the ability to augment the metacognitive awareness of their students, thereby fostering learner autonomy (Anderson, 2012).

Multiple studies have concluded that self-reflection is an indispensable element in the language learning process. Meritan's (2021) research indicates that self-reflection has been shown to be advantageous in the context of language development, specifically with regard to pronunciation. Furthermore, El-Badri and Abu-baker (2021) provided evidence that the most efficacious approach to enhancing one's understanding of English text is through the practice of self-reflection. The importance of utilizing structured reflection assignments to promote transformative learning and the ability to alter perspectives among language learners was underscored by Crane and Sosulski (2020). Lastly, Huynh (2022) emphasized the significance of reflective practice in language instruction through an exhaustive examination of its definitions, effectiveness, and the diverse array of modalities at its disposal. The combined results of these studies underscore the considerable importance of self-reflection in the language learning and training process.

In short, metacognition and self-reflection play a crucial role in the language learning process. Metacognition, as emphasized by numerous research, has a vital impact on language learning by enabling learners to actively manage

and improve their learning processes. Skilled language learners exhibit strong metacognitive abilities, allowing them to make deliberate decisions, evaluate their progress, and participate in self-reflection. Moreover, self-reflection has been recognized as essential in the process of language development, specifically in regards to pronunciation and understanding of English materials. Being aware of one's own thinking processes and engaging in thoughtful practice will promote independent learning and enable profound learning experiences. Language instructors, equipped with the insights on students' metacognition and self-reflection, have the ability to greatly influence and improve the language learning experience of their students by incorporating metacognitive tactics and assigning structured reflection tasks.

Methods

The current study aimed to map out students' reflections on satisfaction and challenges experienced regarding the media of their own choices during independent listening practices as part of extensive listening activities. To achieve this goal, the research was conducted following guidelines of descriptive qualitative study using document analysis as its main instrument. The researcher gathered the documents from one of the listening classes consisting of 27 students. These students were enrolled in basic listening class and were asked to explore listening materials and practice listening independently outside of the classroom hours. They were allowed to find and explore any audio-visual materials such as videos as part of the listening practices. Each student was encouraged to provide five records of their listening experience. During the practice, students took note and described about what they listened to, including whether they were satisfied with the materials and the challenges they found when listening to the materials in a digital logbook. From the data gathered, 7 logbook documents did not meet the requirements as the students only included recordings of three or less extensive listening sessions. Therefore, in the present study, 20 first-semester university students' logbooks featuring records of extensive listening practice experiences were analyzed.

In the analysis stage of the logbook document, researchers focused on capturing the written expressions that highlight students' satisfaction and challenges when performing extensive listening practices. These procedures began with highlighting keywords included in the students' comments both on the satisfaction and challenges faced during the practice. From this stage, the researchers categorized the keywords into themes that suit the overall data. The analysis resulted into five themes of satisfactions namely regarding to the contents, visual, explanation, benefits, and other aspects that relate to students' personal attachments to the learning media. Meanwhile, the data analysis on challenges covered students' issues with vocabulary, pronunciation, accents, speech pace, the materials' level of difficulty, complicated language contents, and other media related issues that hinder the practice.

Results and Discussion

Novice English Learners' Extensive Listening Experience: Satisfaction

Based on the 20 students' logbook data that had been analyzed, most students appeared to be satisfied with their extensive listening practices in which the materials were of their own choice. Nevertheless, some students also recorded reasons of how the practice became unsatisfactory for them. A summary on students' reasons of satisfaction regarding the online materials could be seen on Table 1 below.

Table 1. Novice English Learners' satisfaction on the materials

Aspects	Satisfactory	Unsatisfactory
Content	Contains new facts, New, clear, detailed, important, beneficial, sufficient information, examples, and persuasive information	Information is too general, insufficient information, did not contain new information, unfinished content
Visual	Good scene, illustration, images, and animation that help with understanding	Lack of illustration
Explanation	Interesting, creative, brief, appropriate speed of explanation, provided in points	Unclear, explanation did not match the question on the video
Benefits	Enhance understanding / knowledge about the topic, confirm knowledge, expanded knowledge and rising questions, answer curiosity	Lead to confusion about the information provided
Others	Meet learners' expectations & preferences, relate to background knowledge / experience, positive view about the topic, familiar language use	Did not meet expectation, context was irrelevant to student

From the logbook entries, it was revealed that students' satisfaction towards the materials used in their listening practice was mainly determined by the contents, visual, explanation, benefits, and several other factors that affected their listening experiences. In terms of contents alone, students showed awareness towards their expectations of what kinds of information that they would receive from the sources. Thus, when they found that the materials included information or facts that they deemed as detailed, important, and provide new horizons, they would mark the experience into satisfactory. Conversely, when they felt that the information was lacking and not sufficient to

answer their curiosity, they became unsatisfactory of the materials. Excerpts 1 and 2 below were some of the students' commentary on the logbook.

Excerpt 1: *"I am satisfied with the **information** provided in this video, **the information provided is quite detailed and includes important things** about the history of the statue of liberty."*

Excerpt 2: *"I am still not satisfied in understanding this video because **what I get is only a brief history of rap** itself and in this video, it **does not explain** the history of rap in depth"*

Aside from that, learners seemed to also pay attention to the visual media featured on the video. This is likely due to learners' preferences and how visuals would help beginner learners to better understand the contents of the video. Students noted that materials that met their satisfaction contain good visuals such as good scene, illustrations, images, or animations. Meanwhile, lack of visual would leave students to become unsatisfied with the materials. Excerpt 3 and 4 below were some of the students' record about the materials' visual:

Excerpt 3: *"Yes, I am satisfied with this video. **The video is very interesting, with animation and good scene**."*

Excerpt 4: *"The speaker little bit fast when talk about the material. And **the lack of illustrations makes it a little difficult for me to imagine the story**…."*

Nevertheless, another important aspect of the materials that students paid attention to and affect their satisfaction was the way information was delivered to the audience. The materials which the students believed to have good, clear, interesting, and within appropriate speed of explanation induced more satisfaction compared to those that contain unclear explanation with mismatch of information in the content. Excerpt 5 and 6 below show students' commentary about the explanation in the materials they selected.

Excerpt 5: *"I am satisfied and quite understanding this video because the video given is detailed and pays great attention to every word also **in every explanation given an example** so that the listener can understand what the speaker means."*

Excerpt 6: *"**I laughed when I listened to their explanation because the explanations were too fast, so I had difficulty and was confused in listening to the explanation** also had to watch the video many times,…"*

It is also worth to note that students took into consideration of the benefits they got after interacting with the materials. Commentary on this behalf

was often associated with how the materials helped them to better understand a certain concept/phenomenon, answered their curiosity, confirmed their own knowledge, or even challenged their believes and invoked questions. However, when they were left with confusion, the experience became rather unsatisfactory for them. Excerpt 7 and 8 below illustrated the satisfaction on the benefits of the materials.

Excerpt 7: *"Overall I am satisfied with this video, but the creator said Walt died tragically without explaining the cause, **does that have anything to do with the failure that Disney experienced at that time? And after that who continued the disney company until now?**"*

Excerpt 8: *"I am not really satisfied with what I have watched, **I still think the video didn't really explain why make up then is very dangerous to use, and how it affects the user of makeup,** also how is it now, does the product gets better or not, **and lastly i still didn't get the point of the video, so is make up bad for us or no?**"*

Not to mention, there were also other factors that affect learners' satisfaction on the materials including how the content fulfilled learners' expectations and preferences, how it related to their background knowledge and experience, used familiar language, and reinforced students' positive view about the topic. On the other hand, dissatisfaction was captured as students found that the contents from the sources they listened to did not match their expectation nor in a relevant context as they were in.

Excerpt 9: *"**It's good cause me as future teacher know that there is an example of gender equality in the class, so it's has a connection to my job**"*

Excerpt 10: *"In the first speaker, I was not satisfied with the explanation she gave, and the answer she did not correspond to the question, **it should have been that she gave a specific explanation of why he became a teacher, but in this video, she only explained her desire to take a bachelor of Mathematics and the reason he wanted to become a doctor as a child.** In the second speaker, the answer is in accordance with what I want because the explanation is detailed and can be collected."*

Excerpt 11: *"Yes I am satisfied; the opinion is more convincing because it shows some evidence, and **this is what I was looking for.** I like the way he explains."*

In correspondence with the current research findings on students' feelings of satisfaction towards their extensive listening experience, it appears that materials used in learning are crucial for gaining meaningful input. In light of extensive listening, it is desirable that learners gain higher fluency by interacting

with the materials that suit their preferences (Ivone & Renandya, 2019; Mayora, 2017). On this note, Ducker and Saunders (2014) posit that students choosing enjoyable and fun materials might have increased motivation to further proceed in extensive listening practices. Not only that, their study also confirmed that comprehension is related to enjoyment which put an emphasis on the need to find materials that students are comfortable and love using in learning.

Reflecting on aspects that students find satisfying on the current research that include contents, visual, explanation, benefits, and several other factors, it is postulated that learning process takes place during the extensive listening activities. It is noted that students are more aware of the influences of the listening practices towards not only their language development but also their overall understanding of the topic they listened to, confirming their believe, enhancing their current level of comprehension, boosting their curiosity, and encouraging positive attitude. In line with this, it was also found that students engaging in extensive listening activities are motivated in practicing listening because they could choose the materials that they like and gain knowledge on the topic they chose as well as increasing word recognition in normal speech (Kristanti, Ni'amah, 2022). This also corresponds to the believes that learning materials are supposed to induce students' curiosity and interest in foreign language as well as support their knowledge and language development, while instilling poritive attitude towards language learning (Usaquén, 2012; Hanifa and Yusra, 2023).

Students' learning satisfaction has also long been associated with the quality of learning materials used. In a model developed by Garcl a-Aracil (2009), learning materials were marked as one of the factors associated with students' satisfaction. Similarly, learning experiences would be as valuable for students to be content with their learning (Douglas et al., 2006). Considering students' satisfaction about the learning materials is even more important to encourage students' involvement to be in charge of their own learning. As described by del Valle and Duffy (2009) in their study, some students attempting to achieve mastery would be more invested not only on following the lessons in the classroom but also would likely to spend more time to interact with the learning materials and resources at their own will. Therefore, understanding what kind of materials that students find satisfying will not only allow teachers prepare better materials but also spark learners' interest in learning.

Novice English Learners' Extensive Listening Experience: Challenges

Analysis results of challenges encountered by novice English learners when carrying out extensive listening practices highlight seven main areas consisting of vocabulary, pronunciation, speech speed, unsorted level of difficulty, foreign accents, language contents, and media related as showed in the figure 1 below.
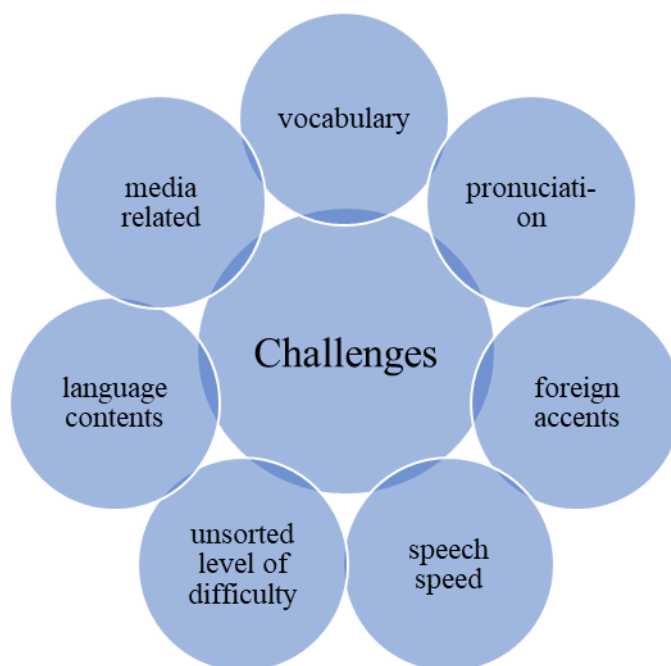
Figure 1. Challenges faced by novice English learners

According to the data, students encounter serious challenges in their vocabulary when engaging in extensive listening activities. The learners tended to concentrate on comprehending and deriving the meaning of specific words spoken by the presenters they were engaging with. They reported that in order to acquire the unfamiliar and new vocabulary, they were required to play videos and listen to specific words multiple times during the listening practices. Certain speakers even incorporated sophisticated terminology and idiomatic expressions into their speeches, thereby increasing the difficulty of the listening exercises for the students. Excerpts 12, 13, 14 below show the students' commentary on the challenges regarding vocabulary they faced.

Excerpt 12: *"The difficulties I faced were in the form of **some new vocabulary** that made it a little difficult for me."*

Excerpt 13: *"Many words that I do not understand, because **my vocabulary is still lacking**, I still **need to repeat** this video several times until I finally understand"*

Excerpt 14: *"Because the video tells us the history of makeup, they are explaining it using **difficult words or terms** and they only explain in 3 minutes which could be good but also difficult for me personally, so **I have to rewind** the video to understand it."*

Some students also noted other challenges in carrying out the extensive listening practices including the encounters with pronunciation, foreign accents, and fast speed of speech in the videos they chose. As the novice learners were

not exposed to many kinds of English varieties and dialects, the foreign way of speech became an obstacle for them in grasping the full understanding of speakers' speech. Similarly, since the students were not accustomed to the speed of speech in real-life English communication as performed by English speakers in the resources, repeating the videos during the listening practices was required to help them comprehend the contents, as written in the Excerpts 15 and 16 below.

Excerpt 15: *"Many words don't sound clear, so I repeated this video several times. The speaker spoke quickly and used an accent that I don't hear often,* so I had a hard time watching this video."

Excerpt 16: *"At the first minute video, I can hear clearly, but after that **he speak too fast, so I have to repeat this video** and hear carefully to understand the information."*

Apart from that, students hinted that unsorted level of difficulty, language contents, and some media-related limitations were among the things leading to their confusion. Students' curiosity sometimes leads them to choose the topics and materials that they had no background of knowledge about in which they ended up picking the unsuitable materials. This would mean that the contents of the resources are not familiar for them. As a result, students might not be able to thoroughly comprehend them. Students' listening comprehension is therefore more difficult as the resources they decided to use came with unsupporting subtitle, long duration, or unclear audio, as shown in Excerpts 17, 18, 19.

Excerpt 17: *"The difficulties when listening to this video is when **I activate subtitles but it turns out that the information conveyed cannot be written properly**. So, I had a little trouble catching what was being said and I even repeated the video more than 7 times…."*

Excerpt 18: *"**That video has loud music backsound so i hard to listen the speak**."*

Excerpt 19: *"**I'm having trouble finding a suitable video the video is too long**, so sometimes I get tired of listening to it"*

Reflecting on the findings on difficulties during the extensive listening practices, it is apparent that as novice English learners, the students might not have a vast vocabulary and are inexperienced in listening to different aspects of speech including pronunciations, accents, as well as speed. On this matter, it is important to take into account one very important benefit of extensive listening which is the increased fluency in listening, referring to one's ability to keep up with speakers' speed of speech (Renandya, 2011; Waring and Browne, 2012). This essential skill is particularly useful in a natural language setting as one will only get the chance to listen and would not get the chance to replay what is

heard (Ducker & Saunders, 2014). Therefore, students' difficulties in coping with the speech they experienced in the extensive listening practices should allow the development of students' autonomous learning and incorporation of skills to familiarize themselves with the natural, spoken English (Renandya, 2012).

Nevertheless, the difficulties that students face relating to the unsorted level of difficulties from the materials they chose, the language contents that did not match their ability, as well as other media-related issues are indeed some drawbacks of using ungraded materials for extensive listening activities. A study by Ducker and Saunders (2014) confirmed that the challenges in using such materials may range from texts that are not suitable for the target learners in terms of the fast speech, high complexity in language and content, and difficult pronunciation which in turn would demotivate learners. In this regard, Waring (2008) suggest that appropriate texts to be used in learning activities should consist of understandable content (around 90%), and familiar vocabulary and grammar (around 95%). Moreover, in carrying out the practices using such texts, students should be able to listen and understand without having to pause or rewind the text too often. It is also advisable that texts should be on learners' level or slightly above their proficiency level (Mayora, 2017).

Conclusion

This study looks further into the implementation of extensive listening practices to enhance first-semester students' listening abilities through understanding the listening experiences as recorded in the students' logbook. The research results, analysis, and discussions brought clarity on what aspects that students find satisfying and challenging during their extensive listening practices, mainly revolving around the resources used. Students' satisfaction is mainly derived from perspectives that include noticeable features of the media (such as contents, visuals, and the speakers' explanation on the topic) in addition to cognitive-related features (including the benefits experienced by learners and how the materials are up to their expectations, relate with their background knowledge, use familiar language, and those that students have positive view about). This study also highlights that encouraging students to freely choose their own learning resources would allow encounters with materials that better suit their preferences which in turns results in high satisfaction in terms of engagement with the materials. It is highly expected that through frequent interactions with the listening inputs from various sources, students would enhance their metacognitive strategies to learn better.

At the same time, these independent practices also brought challenges for the novice learners as they found that some of the resources were not in the appropriate level for them. These materials would often contain unfamiliar words, unfamiliar sounds in the pronunciation, accent, and speed of speech, followed by texts that were too difficult, featuring complex language content, and other hindrances that directly relate to the media. Students at the novice

level are likely to be faced with these problems as they may not yet have a strong foundation of English used outside of the EFL context. However, those obstacles may gradually push students to think ahead and apply strategies to deal with them. Therefore, it is advisable that educators help learners to be more aware of their current and future potential to make sure that learners can learn more efficiently.

The current study only focuses on presenting students' learning experience while carrying out extensive listening activities through document analysis only. Thus, more detailed investigation using larger sample along with multiple instruments or research method are highly suggested to gain more profound understanding and evidences on how extensive listening could aid language learning effectively.

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