



An Investigation of ELT Students' Preferences on the Use of Multimedia Resources in Extensive Listening Activities

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Abstract. *This study investigates the preferences of English Language Teaching (ELT) students regarding the use of multimedia resources in extensive listening activities. Utilizing a mixed-method approach with an Explanatory Sequential Design, the research combines quantitative descriptive statistics and qualitative thematic analysis to identify the most frequently used multimedia tools and the reasons behind students' choices. The participants consisted of 57 ELT students from Al-Qolam University. Findings reveal that songs and movies are the most preferred multimedia resources. These materials are favored due to their engaging nature and ability to blend entertainment with learning, which helps enhance vocabulary acquisition and improve pronunciation. The repeated exposure to authentic language in songs and movies contributes significantly to students' listening comprehension and language development. Moderately preferred media include English lessons, game walkthroughs, vlogs, and podcasts, reflecting students' interest in diverse and real-world content. These types of multimedia offer practical language input in various contexts, although they are not as engaging as songs and movies for most students. In contrast, radio programs, sleep stories, and interviews were found to be the least preferred, primarily due to their lack of visual stimuli and perceived monotony, which leads to decreased engagement. Students' reasons for their preferences were categorized into several key themes: personal interest, fun and entertaining learning experience, motivation to improve vocabulary, and enhanced pronunciation. These findings indicate that students are more likely to engage with and benefit from listening activities that align with their personal interests and offer enjoyable experiences. The study concludes that incorporating enjoyable and student-centered multimedia resources in listening activities can significantly improve motivation, engagement, and language outcomes. It highlights the need for educators to thoughtfully select multimedia materials that resonate with students' interests to support more effective and meaningful language learning experiences.*

Keywords: English Language Teaching (ELT), Extensive Listening, Learner Preferences, Listening Activities, Multimedia Resources,

1. INTRODUCTION

English is a global language essential for communication, science, and technology development. Mastery is achieved through fundamental skills like speaking, listening, reading, and writing. As an international language, it serves as a key tool for effective communication Karagöz et al. (2017). According to Ulum (2015) Listening is a crucial skill that plays a vital role from early childhood. People are deeply shaped by what they hear, as listening is an engaged activity it goes beyond just understanding sounds and involves linking them to existing knowledge. Listening its self is recognized as challenging skill to master, particularly for those students' who's learning a language. This is because listening requires extra attention and focus to truly understand what the speakers are expressing Zulfikar, Aulia, and Akmal (2020).

Listening can be difficult to master than the other skills, one major challenge in practicing listening is that word pronunciation often differs greatly from their written forms. Additionally, students may struggle with unfamiliar vocabulary. Indeed, the extent to which a

learner knows the words used in spoken language significantly influences their understanding. As speech becomes more idiomatic and informal, with complex vocabulary and grammar Bloomfield et al. (2010).

Therefore, an approach is needed to help students in their listening activities. Extensive listening offers flexible and wide opportunity for students to improve their listening skills (Pamuji, Waring, and Kurniawan 2019). Rixon (1986) as cited in Ivone and Renandya (2019) It describes extensive listening as a listening for enjoyment rather than focusing on the details or language of the content. Waring (2011) describes extensive listening (EL) is a method to enhance listening fluency through exposure to simple, and comprehensible audio materials. Moreover Renandya and Farrell (2011) explain Extensive listening is all kinds of listening activities that allow students to receive a lot of wide comprehensible with pleasure and enjoyable listening input. These activities can be controlled by teacher dictations and read alouds or self-directed listening for pleasure. The purpose is that students get to do a lot of meaningful listening practice. In Extensive Listening activities, students can do their Listening activities without the teacher's influence and students do listening activities themselves for pleasure and in a leisurely way. In conclusion, extensive listening (EL) is an approach aimed at improving listening fluency by exposing learners to large amounts of comprehensible and enjoyable audio content. Unlike intensive listening, which focuses on detailed analysis of language, EL emphasizes pleasure and meaningful exposure. Extensive listening involves fun and enjoyable materials that allow students to engage in self-directed listening activities at their own pace. The primary goal is to provide learners with ample opportunities for relaxed and enjoyable listening practice, fostering both fluency and motivation.

To ensure the effective of extensive listening, the selected materials should be accessible, engaging, and relevant to learners' preferences. It is essential to choose content that is understandable, personally appealing, captivating, and meaningful to support language development Renandya (2012). Although extensive listening offers wide and flexibility to practice listening skills, students might struggle to enhance their listening abilities without employing an effective and appealing material. Moreover, identifying the most suitable multimedia that fun and engaging is key to tackling the obstacles students face in Extensive Listening courses Listiyanti and Listyani (2023).

In the context of extensive listening, there are so many multimedia that students can use to practice their listening, especially in this digital era, everything is easy to access. Surjono (2014) as cited in Darmawan et al. (2017) said multimedia is the integration of various media elements such as text, images, audio, animation, video, and others in a cohesive and synergistic

manner through computers or other electronic devices to achieve specific objectives. From that definitions above, it can be concluded that multimedia is a combination of various media formats such as text, graphics, audio, and interactive elements to convey information. Multimedia combining media elements, including; text, images, sound, and animation, in an integrated manner.

The social media and internet can be the best options for students to access various kind of materials for their listening practice. As is now popular among students is listening to podcast. As stated by Gunawan et al. (2023) Podcasts and TED Talks have emerged as some of the most popular and effective resources for facilitating extensive listening activities. Their structured content, engaging delivery, and accessibility provide valuable scaffolding for students, enabling them to develop critical listening skills, expand their vocabulary, and enhance comprehension through repeated exposure to authentic language in meaningful contexts.

In additions listening to songs can also be an effective way for learners to enhance their listening skills. Music allows language learners not only to connect emotionally but also to hear words and expressions repeatedly, which reinforces their understanding. This repetitive exposure can significantly contribute to expanding their vocabulary. Another widely favored extensive listening activity that supports listening skills and vocabulary growth is watching movies. When students watch movies in the target language, they are exposed to visual cues, spoken dialogue, and subtitles simultaneously. This multi-sensory approach enables them to develop a range of language skills, including listening, reading, speaking, and writing, in an engaging and immersive way Setyawan, Ivone, and Suryati (2022).

Extensive listening approach offers opportunities for learners to practice and improve their comprehension skills in the target language. Furthermore, these activities are highly motivating as students have the freedom to select the materials they want to listen to. By allowing them to choose content that aligns with their interests, students can enhance their listening skills while finding the learning process enjoyable and engaging Renandya (2012).

Numerous studies have been conducted by researchers to explore the enhancement of listening abilities, particularly within diverse Extensive Listening context. Ivone and Renandya (2019) By using extensive listening activity It enhances listening fluency and automaticity in processing spoken language, helping learners familiarize themselves with vocabulary used in specific contexts. Repeated exposure to words and relaxed practice conditions improve fluency and boost students' confidence in understanding target language texts. Additionally, extensive listening aids in vocabulary acquisition and improves awareness of stress, intonation, and

pronunciation. Furthermore Ly and Nga (2020) The study showed that Extensive listening could greatly enhance the participants' understanding of vocabulary, such as the meanings of words and how they sound. Moreover, as the participants engaged more in extensive listening, they noticed a rise in their receptive vocabulary knowledge. The participants commonly relied on visual resources and self-selected content to enhance their listening practice. In conclusion Extensive listening strengthens vocabulary comprehension and receptive knowledge, with learners benefiting from visual aids and self-selected content. Öztürk (2020) The findings of the studies showed that all of the participants showed positive tendency towards listening and they developed their level of listening skill, along with some other skills in the target language. Indicating that extensive listening fosters positive attitudes toward listening while improving overall language skills. Gunawan et al. (2023) in the research indicated that learners generally hold positive opinions regarding the use of podcasts and TED Talks both in and out of the classroom environment. According to the students, practicing listening using podcasts and TED Talks allows them to select topics of interest, provides flexibility for enhancing their listening abilities, and encourages a deeper commitment to improving their listening skills. The study highlighted the effectiveness of podcasts and TED Talks in extensive listening, as they offer engaging, flexible, and motivating opportunities for skill development.

Collectively, these studies underscore the significant benefits of extensive listening in language learning, including increased fluency, vocabulary retention, pronunciation awareness, and learner confidence. The use of diverse, interest-based materials such as podcasts and TED Talks further enhances engagement and autonomous learning. Thus, incorporating extensive listening into language instruction can be a highly effective strategy for improving listening skills and overall language proficiency.

While extensive listening (EL) activities have been widely recognized as an effective approach to improving listening comprehension in language learning, most existing studies have focused on improving listening skills using extensive listening approach. However, there is a gap in research about exploring the multimedia resources that students use for their listening practice. Resource contexts, where access to such materials is limited due to technological, economic, or infrastructural constraints. Subsequently many previous studies with extensive listening contexts have only used quantitative/qualitative approaches. This study fills this gap by applying mixed methods to provide a deeper understanding.

Based on the previous explanation, research question arises: What specific multimedia formats are effective, engaging, and preferred by students in their Listening activities. This study discusses ELT students' preferences on multimedia resources in extensive listening

activities. This study aimed to find out which multimedia they use the most and the reasons why they chose them. Additionally, the study emphasizes self-directed listening activities undertaken by students outside of formal classroom settings.

2. METHOD

This research was conducted using Mix Method; Explanatory Sequential Design by Creswell and Creswell (2018). The researcher uses quantitative method and qualitative method. The quantitative phase identifies which multimedia resources ELT students prefer, while the qualitative phase find out why they choose them. The general purpose of this design is to have the qualitative data helping to explain in more detail the initial quantitative results, thus it is important to tie together or to connect the quantitative results to the qualitative data collection. The study involved ELT Students program at Al-Qolam university of Malang with amount 130 students during the academic year 2024-2025. The research sample consisted of 57 students that was obtained using Slovin's Formula.

$$N = 130$$

$$e = 0.1 (10\%)$$

$$n = \frac{130}{1 + 130 \times (0.10)^2}$$

$$1 + 130 \times 0.01 = 1 + 1.3 = 2.3$$

$$n = \frac{130}{2.3} = 56,5 \text{ rounded to } 57$$

Data collection was conducted using two instruments: questionnaires and interview. The students' responses to the questions were organized into different types, and the frequency of each response was calculated for analysis uses. The interview was conducted with 5 students who had filled out the questionnaire that was given previously. The data were analyzed using Descriptive Analysis and Thematic Analysis. Descriptive analysis focuses on the examination and interpretation of questionnaire results as they are, using numerical data to describe the phenomena studied and draw conclusions, the author uses the percentage formula to calculate the data. Thematic analysis used to identify patterns/themes related to the reasons why students chose them.

3. FINDING AND DISCUSSION

Finding

The diagram provides insights into students' preferences for multimedia types, based on data with 14 multimedia categories from 57 students.

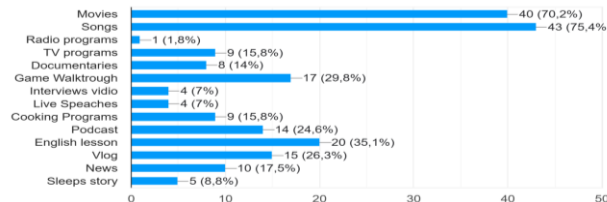


Diagram 1. *Percentage of Students' Answers on Multimedia Preferences*

After collecting students' answer about multimedia preferences in extensive listening activities, the results highlight a clear preference among the students. The result shows, song gained 75,4% and movies 70.2% emerged as the most popular choices among the English students. Moderately preferred options, such as English lesson, game walkthroughs, vlog, and podcast with percentage above 20% reflect a demand for diverse, real-world English in both formal and informal contexts. While multimedia resources like Sleeps story, Live speeches, interview video, and radio programs with less engaging only gain below 10%.

The finding from the questioner on students' multimedia preferences for extensive listening activities reveal a clear inclination toward certain types of content, with songs and movies being the most favored choices among ELT students. Songs emerged as the top preference with percentage of 75.4% chosen by students, closely followed by movies with 70.2%. According to research by (Ahmadpour and Asadollahfam 2018) this strong preference suggests that students are particularly drawn to engaging, culturally relevant, and entertaining materials that combine auditory and visual elements, making language learning more enjoyable and immersive. Furthermore to explain further about the reasons why students choose songs and movies as the media they use most often in their listening practice. the author uses interviews to find out the answers from students.

Interview Result

To find out more in-depth data about English students' Multimedia Preferences in Extensive listening activities, the researcher interviewed 5 students, the results of which are presented below. Based on interviews with several students regarding the use of multimedia in

Extensive listening activities, several main themes were found that describe their preferences and reasons for choosing some types of multimedia on their Extensive listening activities.

Entertainment, Fun Learning, and personal interest

Subject 1 stated that song movies were chosen because they are entertaining and support fun learning.

“...movie dan musik sendiri itu menjadi sarana untuk salah satunya sebagai hiburan.”

“...kita bisa lebih terhibur dan juga lebih bisa untuk belajar listening dengan mudah.”

Subject 2 also showed that personal interest in music (grunge genre) makes the learning process more enjoyable.

“...saya orang yang suka mendengarkan musik... di situ saya mulai meminati bahasa Inggris.”

“...masa-masa lulus SMA saya sangat menyukai musik grunge... dari lirik-lirik lagu yang dilantunkan terus, nah disitulah saya menyukai song as my English practice.”

Entertaining media and personal interest in multimedia content (music/films) increase engagement in learning and also motivate students to practice listening consistently. The integration of entertaining media such as song and movie content into language learning has been recognized as an effective strategy to increase student engagement and motivation. In line with the opinion of Hidayat (2024) he explained that songs are able to motivate students to learn foreign languages, especially English. According to his research, song creates an enjoyable and low pressure learning environment, which encourages consistent listening practice and improves language acquisition. This perspective aligns with several other studies that highlight the benefits of using multimedia in education. Ludke, Ferreira, and Overy (2014) conducted an experimental study comparing language learning through song versus spoken repetition. Their results revealed that participants who learned foreign phrases through media with fun and entertaining demonstrated significantly better recall than those who used traditional rote learning methods. Both studies emphasize that multimedia like song and movies makes language learning more engaging, entertaining and fun.

Improved Vocabulary Acquisition and Pronunciation

Subject 4 explicitly mentions gaining new vocabulary from movies and songs.

“Jelas, banyak banget dampaknya, banyak banget vocabulary... yang saya dapat dari menonton film tersebut.”

Subject 5 also highlights learning new words through films and songs.

“Yaitu kita dapat vokabulari baru pasti...”

Subject 5 emphasizes how movies and song help with correct pronunciation and native like speech delivery.

"...penuturan yang benar, yang sama kayak foreigner itu bisa kita terapkan."

"...kita kan pastinya kalau melihat film kan pasti secara tidak langsung kita merekam gimana sih... menuturkan kata-kata tersebut."

Exposure to authentic spoken language in movies and songs introduces learners to new and practical vocabulary in context. Furthermore by repeatedly hearing native speakers, students subconsciously absorb correct pronunciation, intonation, and fluency. As said by (Listiyarningsih 2017) students who listen the English song, they will improve mastery vocabulary because they get more vocabularies from the song that hear, also students can improve their pronunciation because while learning English through media, like song, movie, and etc. The native speaker will say the correct pronunciations and the listener can learn the correct pronunciation from it. King (2002) explored the impact of movies with on learners' listening comprehension. The study found that students who regularly watched English films showed marked improvement in vocabulary recognition and listening accuracy due to the contextual and visual reinforcement provided by multimedia. Both studies emphasize that songs and movies make language learning more engaging and improves retention, reinforcing the idea that songs are an effective to improve listening skills such as vocabulary and Pronunciation.

Thematic Analysis of Students' Disinterest in Less Popular Multimedia such as radio programs interviews video and sleeps story for Listening Practice.

Entertainment Value as a Key Factor and Perception of Being Too Monotony, Structured, Serious, and Complex.

Subject 3 expresses disinterest in formal or rigid multimedia formats.

"...saya itu kurang tertarik dengan hal-hal yang sifatnya terlalu terstruktur, serius, atau mungkin rumit seperti halnya wawancara atau program radio..."

"Jadi hal yang saya kira membosankan itu saya tinggal."

Subject 5 highlights that their primary motivation is entertainment, not structured learning.

"...kita kan biasanya mendengarkan musik, melihat video atau melihat sebuah film itu kan tujuannya kan satu sebenarnya untuk hiburan."

"Kalau musik kan kita suka. Tapi kalau radio itu monoton gitu ya."

Subject 5 describes radio as "monoton" (monotonous), suggesting it lacks dynamic engagement. Subject 3 implies that structured formats (interviews, radio) feel boring compared

to visually or emotionally stimulating media like films and music. Enjoyment is a major driver students favor multimedia that feels fun and engaging over passive or monotonous formats. Passive listening formats like (radio, interview, sleep stories) are perceived as dull, lacking the interactive or emotional appeal of movies and songs. Conforming to (Chakraborty 2019) highlighted that multimedia technology enhances learning by introducing new dimensions to educational experiences. They noted that presenting concepts with visuals and animations alongside text makes them enjoy, fun, and easier to understand. Meaning that learners retain information better when multiple senses are stimulated during learning. The depth of the learning experience, help memorize and recall by engaging social, emotional and intellectual senses.

Discussion

The data collected from both the questioner and interviews reveals clear trends in English students' preferences for multimedia types in extensive listening activities. The most preferred multimedia formats are songs (75.4%) and movies (70.2%), which dominate due to their entertaining and culturally immersive nature. Moderately preferred options, such as English lessons, game walkthroughs, vlogs, and podcasts, indicate a demand for diverse, real-world English content in both formal and informal contexts. On the other hand, less engaging formats like sleep stories, live speeches, interview videos, and radio programs received minimal interest (below 10%), primarily due to their perceived monotony, lack of visual support, and low entertainment value.

The interviews with students further illuminate the reasons behind these preferences. Entertainment, fun learning, and personal interest emerged as central themes. Students reported that songs and movies make learning enjoyable and less stressful, which motivates consistent practice. For instance, Subject 1 highlighted how movies and song serve as both entertainment and learning tools, while Subject 2 emphasized how personal interest in grunge music sparked their enthusiasm for English. These findings align with research by Hidayat (2024) and Ludke et al. (2014), which underscore the motivational benefits of music and films in language acquisition, creating a low-pressure environment that fosters engagement. In contrast study by Gunawan et al. (2023) show Podcasts have emerged as some of the most popular and effective resources for facilitating extensive listening activities. Podcast provide a content, engaging delivery, and accessibility provide valuable scaffolding for students, enabling them to develop critical listening skills, expand their vocabulary, and enhance comprehension. Together, these findings suggest that while multimedia content with both visual and auditory components is

highly engaging, multimedia formats like podcasts also play a significant role in language learning, particularly in developing listening skills.

Another significant theme was the improvement in vocabulary acquisition and pronunciation. Students like Subject 4 and Subject 5 noted that exposure to authentic language in movies and songs introduced them to practical vocabulary and helped them mimic native like pronunciation and intonation. This aligns with Listiyaningsih (2017) and King (2002), who found that multimedia resources like films and song can enhance vocabulary retention and listening accuracy by providing contextual and visual reinforcement.

Conversely, students expressed disinterest in formal or passive formats like radio programs and interviews, describing them as monotonous, overly structured, or lacking emotional appeal. Subject 3 and Subject 5 explicitly mentioned their preference for dynamic and visually stimulating media over rigid or dull formats. This sentiment is supported by Chakraborty (2019), who argued that multimedia technology can enhance learning by engaging multiple senses, making the process more enjoyable and effective, when multiple senses are stimulated during learning.

In summary, the data underscores that students favor multimedia resources that provide entertainment value, such as songs and movies, due to their ability to engage, motivate, and facilitate language acquisition. These formats provide a relaxed effective learning environment, exposing students to authentic language use while catering to their personal interests. On the other hand, less interactive or formal materials fail to capture student interest, highlighting the importance of integrating engaging and visually appealing content into language learning.

4. CONCLUSION

This study explores English students' preferences for multimedia resources in extensive listening activities, revealing a strong inclination toward entertaining and engaging materials like songs and movies. These resources are favored by their ability to combine entertainment, with fun learning, enhance vocabulary acquisition, and improve pronunciation through repeated exposure to authentic language. In contrast, multimedia formats like radio programs, interviews etc are less popular due to perceived monotony and lack of visual appeal. This study emphasize educators or students should apply fun and engaging multimedia resources, by aligning the material with their interests, educators or students can create more motivating and effective learning environments that foster language proficiency and autonomous learning habits.

Future studies could expand this research by investigating how different multimedia resources impact long-term listening proficiency across diverse learner demographics. Additionally, comparative studies between structured (e.g., podcasts) and unstructured (e.g., movies) multimedia could further refine pedagogical recommendations for language educators.

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