

REPORT of RESEARCH RESULT

**ENCOURAGING INTENSIVE LISTENING IN LANGUAGE LEARNING FOR THE
FIRST SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF
MUHAMMADIYAH UNIVERSITY OF PALANGKARAYA**



DISUSUN OLEH:

Asyir Fadhillah, S.Pd.I., M.Pd NIDN. 1115068001

**FAKULTAS BAHASA, ILMU PENGETAHUAN DAN TEKNOLOGI
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Pelaksana : Asyir Fadlilah, S.Pd.I., M.Pd

Jabatan Fungsional : Tenaga Pengajar

Email : asyharazetaramadhani@gmail.com

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Pelaksana,

A handwritten signature of 'Asyir Fadlilah'.

Asyir Fadlilah, S.Pd.I., M.Pd.
NIDN. 1115068001



Abstract

This study aims to generate an analysis of how to encourage intensive listening in an English Learning Subject with listening tasks in an enjoyable way, to identify the learners' responses, and to establish the feedback from students which could provide more productive activities. For many of the students that listening in language learning is a challenging task. Intensive listening aims to get the learners listen and enjoy it. To improve the listening fluency, intensive listening is one of the practical ways to make easy and interesting of the materials. Intensive listening encourages the learners to get fluent in listening subject. The participants of this study are the first semester students of English Study Program of Muhammadiyah University of Palangkaraya ; they do listening tasks during intensive listening subject for 5 meetings in the odd semester of 2025-2026 academic year. The results of the analyses showed that all of the participants showed positive encourage towards listening and they developed their level of listening skill.

Keywords: encourage, Intensive Listening, Tasks

Introduction

Listening is recognized as a multidimensional construct that consists of complex (a) affective processes, such as being motivated to attend to others; (b) behavioral processes, such as responding with verbal and nonverbal feedback; and (c) cognitive processes, such as attending to, understanding, receiving, and interpreting content and relational messages. (Debra L Worthington, Graham D. Bodie:2017). Cognitive Processes is the most common focus, it involves receiving, interpreting and evaluating. Receiving focuses in auditory and visual stimuli (verbal and nonverbal messages). Then interpreting processes the information and assigning meaning to it by connecting it to one's own knowledge, experiences, and beliefs. Evaluating analyzes the message, determining its credibility, and retaining the information. Affective processes, it includes the internal readiness and willingness to listen, such as motivation, it has a genuine desire to attend fully to the speaker. Empathy, it has an attitude of respect and trying to understand the speaker's perspective and feelings. Behavioral Processes , it involves providing feedback and demonstrating attention, such as responding, it offers verbal feedback (like paraphrasing or asking clarifying questions) and nonverbal feedback (like maintaining eye contact, nodding, or using appropriate body language).

Listening is one of the main skills in the learning process and crucial ways for the language learners. This skill enables us with different abilities, they are cognitive, affective, and psychomotor. Listening builds relationship with the other cultures and empowers our vision and provides meaningful output, speaking.

Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. Rather than thinking of listening as a single process, it is more accurate to conceive of it as a bundle of related processes – recognition of the sounds uttered by the speaker, perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on (Tony Lynch, David Mendelsohn:2002)

Listening involves more than just hearing sounds, it is an active and intricate process that includes receiving, interpreting, and responding to spoken messages. This skill draws on cognitive aspects like perception, comprehension, and memory, along with emotional factors such as attention and empathy (Worthington & Fitch-Hauser, 2018; Brown & Brown, 2023). Successful listening demands focused attention, openness, and empathetic involvement to fully grasp and

engage with what the speaker is communicating (Hargie, 2016; Hedahl, 2001). In professional and educational settings, listening is a cultivated capability that requires intentional practice to foster clear understanding and effective feedback.

Listening typically consists of several important steps: noticing sounds, focusing attention, and understanding the message. Noticing is the initial step when the listener becomes aware of a sound. Focusing involves paying close attention to what the speaker says while ignoring distractions. This definition highlights listening as a multidimensional skill crucial for successful communication across contexts (Worthington & Fitch-Hauser, 2018; Brown & Brown, 2023).

Usually we are unaware of these processes in our own language; achieving comprehension seems relatively effortless unless we encounter unhelpful conditions, such as poor acoustics or an unfamiliar accent. Under more demanding conditions, we may become more conscious of listening processes, and the same thing applies in trying to understand a second or foreign language (L2). Not the least of the problems we face as listeners is the fact that we generally get only one chance to process the (linguistic and other) input, and have to do so in real time. Only sometimes do we get the chance to ask the speaker to repeat or rephrase.

Traditionally, listening was viewed as a passive process, in which our ears were receivers into which information was poured, and all the listener had to do was passively register the message. Today we recognize that listening is an ‘active’ process, and that good listeners are just as active when listening as speakers are when speaking. Active listening is also an interpretive process. Listening used to be thought of as the exact decoding of the message. In fact, listening involves subtle interpretation. This has long been recognized in reading, but it has taken a long time for it to be accepted in terms of listening. Its acceptance impacts directly on our notion of ‘correctness’ – it requires an acknowledgement of the inherent variation in listeners’ comprehension of what they hear, and of the importance of context and non-linguistic variables in this interpretation. Finally, it is important to note that listening is not merely an auditory version of reading, just as speech is not simply a spoken version of writing.

Review of Literature

Listening has been defined in various ways by different scholars. According to the International Listening Association (as cited in Hedahl, 2001), listening is “the process of

receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.” This definition emphasizes that listening is not only about hearing but also involves understanding and interpreting meaning. Furthermore, Worthington and Bodie (in Sourcebook of Listening Research) explain that researchers have analyzed multiple definitions of listening throughout history, showing that there is no single universal meaning of the term. One of the earliest comprehensive analyses was conducted by Ethel Glenn (1989), who reviewed fifty definitions of listening to highlight its complexity. In addition, Carl Weaver (1972) offered a more formal definition, describing listening as “the selection and retention of aurally received data.” He emphasized that listening involves perception, attention, and attitudinal factors, making it both a cognitive and affective process. From these perspectives, listening can be understood as an active, meaningful, and interactive process involving not only hearing words but also interpreting, responding, and engaging with messages.

Listening is the one of the main skills in language learning. Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis. (Richard Nordquis, 2025). It is skill of actively listening, which involves receiving, understanding, interpreting, and responding to verbal and non-verbal messages, different from just passive hearing. Listening is the foundation of learning a language because understanding spoken messages is the basis for effective communication and the development of other language skills such as speaking, reading, and writing.

The first formal listening studies were concerned with listening comprehension in elementary classroom settings. Thus most of the early listening test were designed to discover the relation between listening and verbal ability(Katy W. Watson&Larry L.Barker:2016). Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. Rather than thinking of listening as a single process, it is more accurate to conceive of it as a bundle of related processes – recognition of the sounds uttered by the speaker, perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on.(Norbert Schmitt:2010) it means that listening is a complex and active mental process, not just passively hearing sound. The core idea is that listening is a multi-faceted skill—a "bundle of related processes"—rather than a single, simple action.

Intensive listening refers to listening closely-for precise sounds, words, phrases, grammatical units, and pragmatic units. (Michael Rost:2013). Intensive listening, as described, is a highly focused and detailed approach to listening where the goal is to comprehend every specific element of the auditory input. It's not about general understanding, but about deep, analytical scrutiny. Listening closely-for precise sounds, this means focusing on the very *acoustics* of the language—the individual phonemes, intonation patterns, and stress. A listener might be trying to distinguish between similar vowel sounds (e.g., the difference between 'ship' and 'sheep') or recognize a specific accent. Words, phrases, it means the listener is paying careful attention to the lexical content, identifying and isolating individual vocabulary items and the small groups of words that form meaningful units. This is crucial for accurate vocabulary acquisition and meaning extraction.

Grammatical units involve concentrating on the structure of the language. The listener is actively trying to pick out tenses, subject-verb agreement, articles, prepositions, and clause structures (like relative clauses or subordinate clauses). The goal is to understand how the sentence is put together, not just what it means. Pragmatic units, this is the most complex level, focusing on the meaning in context and the speaker's intention. A listener is trying to understand the function of the utterance (e.g., is the speaker making a request, an apology, a suggestion, or a threat?). This involves interpreting tone, implied meaning, and cultural cues. In essence, intensive listening is often used in language learning or research settings when the listener needs to extract maximum detail and analysis from a short piece of audio, often through repeated listening.

Methodology

The purpose of this research is to encourage intensive listening in language learning and find out whether or not it would lead to improvement of the learners' listening skill. The methodology of this research is qualitative research design. This qualitative research study is situated within an exploratory case study to better understand the perceptions of the learners' about intensive listening.

The participants are 22 learners on the first semester of English Study Program of Muhammadiyah University of Palangkaraya. The research is conducted on September-October of 2025-2026 academic year. The researchers asked for the learners to take part in this study. The

learners are provided with an audio listening. The listening was taught by several ways such as listening short story, matching story with the picture, answering questions based on the story, and listening English song. The learners listened to various topics and completed the questions about these listening activities. Data of this research were collected from the interviews with the participants, which participants completed after the listening activities, and researchers' observations about intensive listening. Through September-October of 2025-2026 academic year the learners were tested and evaluated by three methods, they are matching story with the picture, answering question based on the story and listening English song. In this study learners' listening part in each assessment were analyzed by the researchers whether there were any improvements in learners' listening skills. For the qualitative data, content and frequency analysis were used to observe if there were any improvements in language learning. For the quantitative data, researcher counted result of questionnaire which answered by participants. Researcher interviewed the learners about their encouraging listening in language learning. Then researcher analyzed the result of interview. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. As a technique content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a research technique, content analysis provides new insights increases a researcher's understanding of particular phenomena, or informs practical actions. Content analysis is a scientific tool.(Klaus Krippendorff,2004)

Results

This research aimed to find out the learner's perception about intensive listening and propose suggestions to make use of these kinds of activities by integrating them into their language learning process. To fulfill this aim, data were collected from various sources and analyzed. These data collection tools of this study are the interviews which are conducted with the participants, which participants completed after the listening activities, and researchers' observations about intensive listening.

Interview with Participants

Researcher makes 15 questionnaires to interview with participants about encouraging intensive listening in language learning. Here there were 22 participants which followed this research. Participants answered questionnaires which shared by researcher. Participants answered depend

on their condition. Researcher made qualitative and quantitative data analysis. In qualitative data the questions were categorized in strengths and weaknesses were listed below:

Strengths	Weaknesses
Encouraging	Feeling bored
Feeling happy	Feeling disappointed
Understanding	Feeling difficult
Feel Challenged	Feeling give up
Satisfying	Feeling sad
Feeling proud	
Giving positive contribution	

Here researcher would describe the result of interview with participants. There were strengths and weaknesses statements from participants when they joined intensive listening subject. Many participants felt encourage and happy in joining intensive listening subject. One participant did not feel encourage in joining intensive listening subject. All participants explained that intensive listening subject could increase English learning. Not only that during intensive listening subject all participants could understand the lecturer instruction when it started listening learning. Many participants felt encourage also when they listened English song or English conversation to add vocabularies. Beside that some participants felt bored when they listened material listening in intensive listening learning but another did not feel bored. Many participants also felt challenged when they listened to the difficult topic in intensive listening learning. It was about encourage again, all participants felt encourage if they could memorize English song lyrics when intensive listening learning. Then, it was about disappointed, the participants felt disappointed if they could not understand conversation and English song in intensive listening learning. It was the good thing from participants. All participants felt satisfied when they could understand English conversation and English song in intensive listening learning. In another statement, some of participants felt difficult in understanding English conversation and English song in intensive listening learning, but some of participants did not feel difficult. Then, many participants did not feel give up when they could not understand English conversation and English song in intensive listening learning.

The participants gave good choices that all participants felt proud if they were success in answering listening questions in intensive listening learning. Here many participants gave good choice also that intensive listening learning could give positive contribution in language learning. Many participants felt sad when they could not understand English conversation and English song in intensive listening learning.

For quantitative data researcher presented interview data from the participants. There are fifteen questions from interview data. The participants must answer depend on their own condition.

No	Daftar Pertanyaan	Jawaban	
1	Apakah anda semangat dalam mengikuti mata kuliah intensive listening?	Semangat	Tidak Semangat
2	Apakah anda senang dalam mengikuti mata kuliah intensive listening?	Senang	Tidak Senang
3	Apakah mata kuliah intensive listening dapat membuat anda semangat dalam meningkatkan pembelajaran bahasa inggris?	Dapat	Tidak dapat
4	Apakah anda dapat memahami instruksi yang diberikan dosen pada saat mulai pembelajaran listening?	Dapat	Tidak dapat
5	Apakah anda merasa semangat saat mendengarkan lagu atau percakapan bahasa inggris untuk menambah kosakata?	Semangat	Tidak Semangat
6	Apakah anda merasa bosan saat mendengarkan materi listening dalam pembelajaran intensive listening?	Ya	Tidak
7	Apakah anda merasa tertantang ketika mendengarkan topik yang sulit saat pembelajaran intensive listening?	Ya	Tidak
8	Apakah anda merasa semangat jika bisa hafal lirik lagu berbahasa inggris saat pembelajaran intensive listening?	Semangat	Tidak semangat
9	Apakah anda merasa kecewa ketika tidak dapat memahami percakapan dan lagu lagu berbahasa inggris dalam pembelajaran intensive listening?	Kecewa	Tidak kecewa

10	Apakah anda merasa puas ketika dapat memahami percakapan bahasa inggris dan lagu lagu berbahasa inggris dalam pembelajaran intensive listening?	Puas	Tidak puas
11	Apakah anda merasa kesulitan dalam memahami percakapan bahasa inggris dan lagu lagu berbahasa inggris dalam pembelajaran intensive listening?	Ya	Tidak
12	Apakah anda merasa putus asa ketika tidak dapat memahami percakapan bahasa inggris atau lagu lagu berbahasa inggris dalam pembelajaran intensive listening?	Ya	Tidak
13	Apakah anda merasa bangga jika berhasil menjawab soal soal listening dalam pembelajaran intensive listening?	Bangga	Tidak bangga
14	Apakah pembelajaran intensive listening dapat memberi kontribusi positif bagi anda dalam pembelajaran bahasa?	Ya	Tidak
15	Apakah anda merasa sedih ketika tidak dapat memahami percakapan bahasa inggris dan lagu lagu berbahasa inggris dalam pembelajaran intensive listening?	Sedih	Tidak sedih

The interview data which were conducted through participants' intensive listening process were also evaluated with the aim of gaining an insight into how they affected participants' listening skill development. The participants answered fifteen questionnaires in this research. The results of these questionnaires indicated that there was high scores of participants. For instance, in strength data and weakness data. In strength data such as encouraging, feeling happy, understanding, feeling challenged, satisfying, feeling proud, giving positive contribution, the average score was 90%, while in weakness data such as feeling bored, feeling disappointed, feeling difficult, feeling give up, feeling sad , the average score was 60%.

Discussion and Conclusion

This research aims to find out the effects of intensive listening activities on English learner's listening skill and development and perceptions. The findings of this research that the participant's perception a from intensive listening are generally positive. Listening gives encourage and

pleasure for participants during listening learning process. In this research participants learn English story, English conversation and English song. Participants find happy during this activity. The use of technology, such as Television makes participants are more interested and encouraged to join in this intensive listening activity. It provides listening material that reflects real-life conversation—including natural speed, rhythm, and common expressions (slang, colloquialisms) that participants might not find in traditional textbook audio. Not only that participants also hear a variety of accents, intonations, and speeds of speech, training the ear to understand different speakers.

The findings of the research shows that intensive listening activities beneficial for the participant's language learning such as trains students to focus on minute details, such as specific words, phrases, and factual information, which greatly enhances their listening accuracy. Not only that intensive listening also expand their vocabulary by understanding word usage, pronunciation, and meaning in context. Sharpen their comprehension of grammatical structures and syntax. Improve awareness of cohesive devices and complex language forms. The participants can Improve Pronunciation and Speaking, the participants make close attention to the speaker's intonation, rhythm, and articulation in the target language helps participants refine their own pronunciation and speaking skills by providing a model to mimic. This directly supports the improvement of speaking skills. The participants also can develop of critical listening skill, the activity requires students to analyze the spoken language, helping them to identify key points, make informed inferences, and distinguish between different language forms (like word stress or pitch changes) that affect meaning. By intensive listening the participants also can make preparation for assessments, intensive listening is particularly useful for preparing students for high-stakes examinations or assessments that require detailed, focused listening comprehension.

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