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STUDENTS' PERCEPTION OF LISTEING REPETETION IN UNDERSTANDING ENGLISH AUDIO AT THE FOURTH-SEMESTER ENGLISH STUDENTS FKIP UIR

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Abstract

Listening is an essential skill in English language learning, yet many students encounter difficulties in understanding spoken English due to unfamiliar vocabulary, different accents, and rapid speech. One strategy commonly used to improve listening comprehension is listening repetition, which allows learners to listen to the same audio multiple times. This study aimed to investigate students' perceptions of listening repetition in understanding English audio. The study employed a qualitative descriptive method involving 21 fourth-semester students of the English Education Department at Universitas Islam Riau. Data were collected through a questionnaire consisting of 12 items covering comprehension, vocabulary recognition, pronunciation recognition, listening confidence, learning motivation, and challenges of listening repetition. The findings revealed that students generally had positive perceptions of listening repetition. Repeated listening helped students understand main ideas, identify detailed information, recognize unfamiliar vocabulary, improve pronunciation awareness, increase confidence, and enhance motivation in listening activities. Although some students continued to experience difficulties related to vocabulary, accents, and speech rate, most respondents did not perceive listening repetition as a boring activity. Therefore, listening repetition can be considered an effective strategy for improving students' listening comprehension and overall listening skills.

Keywords: *listening repetition, listening comprehension, students' perception, English audio, EFL learners*

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1. INTRODUCTION

Listening plays a crucial role in English language learning because it enables learners to understand spoken messages and communicate effectively. In English as a Foreign Language (EFL) contexts, listening is often considered one of the most challenging language skills. Students frequently struggle to understand spoken English due to unfamiliar vocabulary, different accents, pronunciation variations, and fast speech delivery.

To overcome these challenges, language learners often employ various listening strategies. One of the most commonly used strategies is listening repetition, which involves listening to the same audio material several times to gain a better understanding of the content. Repeated listening provides learners with opportunities to identify unfamiliar words, recognize pronunciation patterns, and understand detailed information more accurately.

Field (2019) argues that repeated listening helps learners focus on different aspects of spoken language and improves overall comprehension. Similarly, Vandergrift and Goh (2021)

suggest that repeated exposure to audio materials can increase learners' confidence and support listening development. Given these benefits, it is important to investigate how students perceive the use of listening repetition in understanding English audio.

Therefore, this study aims to explore students' perceptions of listening repetition and identify both its benefits and challenges among fourth-semester students of the English Education Department at Universitas Islam Riau.

2. LITERATURE REVIEW

Listening comprehension is the process of understanding spoken language by recognizing sounds, vocabulary, pronunciation, and meaning. According to Richards (2022), successful listening comprehension requires learners to process information quickly and accurately while interpreting spoken messages.

Listening repetition refers to the practice of listening to the same audio material multiple times to enhance understanding. Field (2019) states that repeated listening allows learners to focus on both general meaning and detailed information within spoken texts. Nation and Newton (2020) further explain that repeated exposure to spoken language improves vocabulary recognition, pronunciation awareness, and listening comprehension.

Students' perceptions are important in language learning because they influence attitudes, motivation, and participation. Positive perceptions toward a learning strategy can encourage students to engage more actively in learning activities and maximize learning outcomes.

Additionally, Vandergrift and Goh (2021) emphasize that listening repetition can reduce anxiety, increase confidence, and help learners monitor their understanding more effectively. Consequently, listening repetition has the potential to support both cognitive and affective aspects of language learning.

3. RESEARCH METHODOLOGY

This study employed a qualitative descriptive research design to explore students' perceptions of listening repetition in understanding English audio. The research was conducted at the English Education Department of Universitas Islam Riau during the 2025/2026 academic year. The participants of this study were 21 fourth-semester students who had experience in listening courses and were familiar with listening repetition as a learning strategy.

The data were collected using a questionnaire developed based on the theories of listening repetition and listening comprehension proposed by Field (2019), Nation and Newton (2020), and Vandergrift and Goh (2021). The questionnaire consisted of 12 items representing six indicators: comprehension, vocabulary recognition, pronunciation recognition, listening confidence, learning motivation, and challenges of listening repetition. Each item used a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

The data collection process began with the preparation and validation of the questionnaire. Afterward, the questionnaire was distributed to the participants, who were asked to respond based on their personal experiences in using listening repetition to understand English audio materials. Once all responses were collected, the researcher reviewed and organized the data for analysis.

The collected data were analyzed using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2020), which consists of data reduction, data display, and conclusion drawing. Through this process, the researcher identified patterns and themes

related to students' perceptions, as well as the benefits and challenges of listening repetition in listening comprehension activities.

4. FINDINGS AND DISCUSSION

The findings revealed that students generally had positive perceptions of listening repetition in understanding English audio. Based on the questionnaire results, 47.6% of the respondents agreed that listening repetition helped them understand the main ideas of English audio, while 47.6% selected neutral and 4.8% selected strongly disagree. The mean score for this item was 3.38, indicating a moderately positive perception.

Regarding detailed information, 38.1% of students agreed that listening repetition helped them identify details in English audio, while 57.1% selected neutral and 4.8% selected strongly disagree. The mean score of 3.29 suggests that listening repetition provides moderate support for comprehension.

In terms of vocabulary recognition, 47.6% of respondents agreed that listening repetition helped them recognize unfamiliar vocabulary, with a mean score of 3.43. Similarly, 42.9% agreed that repeated listening helped them understand the meaning of unfamiliar words, resulting in a mean score of 3.38. These findings indicate that listening repetition contributes to vocabulary development.

The questionnaire also showed positive perceptions regarding pronunciation recognition. A total of 47.6% of students agreed that listening repetition helped them recognize English pronunciation more clearly, while the mean score reached 3.48. Furthermore, 42.9% agreed that repeated listening improved their understanding of spoken English sounds, with a mean score of 3.43.

Listening repetition was also found to increase students' confidence. The results indicated that 38.1% of respondents agreed that repeated listening increased their confidence during listening activities, while 47.6% agreed that it helped them complete listening tasks more confidently. Both items obtained mean scores above 3.29, suggesting a positive influence on students' confidence.

Regarding motivation, 33.3% of respondents agreed that listening repetition motivated them to improve their listening skills, and 38.1% agreed that it made listening activities more interesting. The mean scores for these items were 3.24 and 3.33 respectively.

Despite these positive perceptions, some challenges remained. About 33.3% of students agreed that they still experienced difficulties even after listening repeatedly, although the mean score was only 3.10. In addition, only 14.3% of respondents agreed that repeated listening made them feel bored or tired, while most students selected neutral or disagree. The mean score of 2.76 indicates that listening repetition is generally not perceived as a boring learning activity.

Overall, the findings suggest that listening repetition is viewed positively by students because it helps improve comprehension, vocabulary recognition, pronunciation awareness, confidence, and motivation in listening activities.

5. CONCLUSION AND RECOMMENDATIONS

This study aimed to explore students' perceptions of listening repetition in understanding English audio among fourth-semester students of the English Education Department at Universitas Islam Riau. Based on the findings, students generally had positive perceptions toward the use of listening repetition in listening activities.

The results showed that listening repetition helped students understand the main ideas and detailed information in English audio. It also supported vocabulary recognition, improved pronunciation awareness, increased listening confidence, and enhanced learning

motivation. Through repeated exposure to audio materials, students were able to process spoken information more effectively and develop better listening comprehension skills.

Although some students still experienced difficulties related to unfamiliar vocabulary, different accents, and fast speech, most respondents did not perceive listening repetition as a boring or tiring activity. Therefore, listening repetition can be considered an effective strategy for supporting students' listening comprehension and overall listening development.

Based on the findings of this study, several recommendations are proposed. First, English teachers and lecturers are encouraged to incorporate listening repetition into listening activities because it can help students improve their comprehension and confidence when listening to English audio. Second, students are recommended to practice listening repeatedly outside the classroom using various English audio materials such as podcasts, videos, and conversations to further develop their listening skills. Finally, future researchers may conduct similar studies with larger samples or use different research instruments, such as interviews and classroom observations, to obtain a deeper understanding of students' perceptions and experiences regarding listening repetition.

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