

EFL students' experiences with audio-based authentic materials in extensive listening

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ABSTRACT

This study explores English Education students' perceptions and experiences in using audio-based authentic materials, particularly real-life announcements, in an Extensive Listening context at Universitas Kuningan. Using a qualitative approach, data were collected through semi-structured interviews with five participants and analyzed using thematic analysis. The findings indicate that authentic materials create a dynamic learning experience shaped by the interplay between motivation, cognitive engagement, and linguistic challenges. Students perceive authentic input as engaging and relevant to real-world communication, enhancing their motivation and sense of readiness. However, features such as rapid speech, background noise, and unfamiliar vocabulary increase cognitive load and may hinder comprehension. Despite these challenges, students employ adaptive strategies including visualization and top-down processing to construct meaning. These findings suggest that authenticity should not be viewed as inherently beneficial, but as a pedagogical resource whose effectiveness depends on balancing challenge and learner readiness. The study highlights the importance of scaffolding strategies to optimize the use of authentic materials in EFL listening instruction.



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In recent developments in English Language Teaching (ELT), listening comprehension is no longer viewed as a passive or merely receptive skill. Instead, it is recognized as a complex cognitive and interpretive process that plays a central role in communicative competence. In Indonesian tertiary EFL classrooms, listening instruction often relies on graded and pedagogically simplified audio materials.

As a result, a discrepancy frequently emerges between learners' performance in classroom-based listening tasks and their ability to comprehend real-world spoken English. Students who perform well in controlled settings may struggle with authentic

input outside the classroom. This gap highlights a critical limitation in current pedagogical practices, raising questions about how effectively classroom instruction prepares learners for real-life communication.

In response to this issue, the integration of audio-based authentic materials within Extensive Listening (EL) practices has gained increasing attention. Authentic materials, such as real-life announcements, expose learners to unmodified language as it is naturally used in real communicative contexts. However, authenticity in language learning is not a straightforward concept. As argued by Gilmore (2007), authenticity should not be understood solely in terms of the origin of the material, but as a dynamic relationship between the learner, the task, and the communicative purpose embedded within real-world contexts.

This perspective is supported by Treve (2023), who emphasizes that authentic materials provide learners with linguistic resources necessary for navigating real-world communication, particularly in contexts where textbook language proves insufficient. Similarly, Zulfizar (2025) highlights that sustained exposure to authentic input helps learners become familiar with natural speech patterns, including reduced forms, varied accents, and prosodic features. These studies suggest that authentic materials play an important role in bridging the gap between classroom learning and real-life language use.

Beyond their linguistic value, authentic materials are also associated with affective and motivational benefits. Tomlinson (2013) argues that effective language learning materials should generate emotional engagement by creating interest and relevance. In line with this, Prabowo et al. (2024) found that students tend to perceive authentic materials as more engaging and stimulating than traditional textbook-based resources. Furthermore, Nigora (2024) suggests that authentic materials promote active learning by encouraging learners to move beyond passive reception toward more engaged processing of meaning.

The growing availability of digital resources has further expanded access to authentic materials in EFL contexts. Mandarsari (2023) notes that online platforms provide diverse and easily accessible authentic input, enabling more flexible and autonomous learning. This aligns with Tiven & Nikijuluw (2025), who argue that learners' engagement with authentic materials is strongly influenced by the perceived relevance of the content to their personal and academic goals. In this sense, authenticity is not only a feature of the material itself but also shaped by learner perception and agency.

However, despite these widely acknowledged benefits, the use of authentic materials is not without challenges. Alamri (2025) points out that authentic listening materials often present significant difficulties due to rapid speech, background noise, and lack of pedagogical support. These features can increase cognitive load, making it difficult for learners to process information effectively. Similarly, Pylypshyna & Palamarchuk (2024) draw on Cognitive Load Theory (CLT) to argue that authentic listening materials impose high levels of cognitive processing that may lead to overload and reduced comprehension. Within CLT, a distinction is made between intrinsic load which arising from the inherent linguistic complexity of the material and extraneous load which arising from factors unrelated to learning goals, such as

background noise or rapid speech rate. When both types of load are simultaneously elevated, as is common in authentic listening contexts, learners may struggle to process and retain information efficiently.

The coexistence of these benefits and challenges reveals a critical tension in the use of authentic materials. While previous studies tend to emphasize their motivational and experiential advantages, relatively few have explored how learners simultaneously experience engagement and difficulty when interacting with authentic listening input. In particular, existing research often treats authentic materials as a homogeneous category, with limited attention to specific genres such as real-life announcements. This is significant, as announcements possess distinct characteristics, including environmental noise, compressed information, and context-dependent meaning, which may uniquely influence listening comprehension.

Furthermore, within the context of Universitas Kuningan, the use of audio-based authentic materials in Extensive Listening courses appears to be guided more by theoretical assumptions than by empirical evidence grounded in students' actual experiences. There remains a lack of in-depth qualitative inquiry that captures how students perceive, interpret, and respond to these materials in practice.

This gap suggests the need for a more nuanced investigation that moves beyond generalized claims about authenticity. Rather than assuming that authentic materials are inherently beneficial, it is important to examine how learners negotiate their complexity and how this shapes their learning experience.

Based on these considerations, this study aims to explore students' experiences in engaging with audio-based authentic materials within an Extensive Listening context. Specifically, this study seeks to examine how English Education students perceive the use of such materials in relation to their motivation and real-world communicative readiness. It also explores how they construct meaning while interacting with authentic listening input. In addition, the study investigates the cognitive, linguistic, and affective challenges they encounter, as well as how they respond to those challenges.

This study offers a distinct contribution by focusing specifically on audio-based announcements as a genre of authentic material, which has received limited attention in previous research. Unlike studies that treat authentic materials as a general category, this research highlights how the unique characteristics of announcements shape students' listening experiences. In addition, this study adopts a qualitative approach to explore students' lived experiences, providing a deeper understanding of how motivation, cognitive processing, and challenges interact in real learning contexts. By capturing this interplay, the study moves beyond one-dimensional perspectives that focus solely on either the benefits or the difficulties of authentic materials.

This study provides both pedagogical and theoretical contributions to the field of EFL listening instruction. From a pedagogical perspective, the findings offer insights into how authentic materials can be implemented more effectively by balancing real-world exposure with learners' cognitive readiness. This has implications for designing scaffolding strategies that support comprehension while maintaining engagement. Moreover, from a theoretical perspective, the study

contributes to a more nuanced understanding of authenticity by demonstrating that its impact is not inherently positive, but shaped by the interaction between learner perception, cognitive load, and strategy use. By emphasizing this dynamic relationship, the study positions authenticity as a context-dependent construct rather than a fixed pedagogical advantage.

METHOD

Research Design

This study adopts a qualitative research design to explore students' perceptions and experiences in engaging with audio-based authentic materials. Qualitative inquiry is appropriate because it enables an in-depth understanding of how individuals construct meaning from their experiences. As Creswell (2014) notes, qualitative research focuses on the meanings individuals ascribe to social phenomena. In this study, it allows the researcher to examine students' cognitive and affective responses in depth.

Instruments and Procedures

In qualitative research, the researcher serves as the primary instrument for data collection and interpretation. This human instrument approach allows for flexibility in probing participants' responses and adapting to emerging insights during the interview process. As the primary instrument, the researcher acknowledges the potential for subjective interpretation during data collection and analysis. To minimize bias, the researcher maintained reflexivity throughout the research process by being aware of personal assumptions and maintaining a neutral stance during interviews. In addition, interview questions were designed to be open-ended and non-leading, allowing participants to express their perspectives freely. The researcher also ensured that interpretations were grounded in participants' actual responses rather than personal assumptions. This approach was intended to enhance the credibility of the data and reduce the influence of researcher bias.

To support data collection, a semi-structured interview protocol consisting of ten open-ended questions was utilized. This format provides a balance between consistency across participants and flexibility to explore unanticipated themes. All interviews were audio-recorded to ensure the accuracy and completeness of the data, which were later transcribed for analysis.

The participants of this study consist of five third-semester students from the English Education program at Universitas Kuningan who have completed the Extensive Listening course. A purposive sampling technique was employed to ensure that participants were selected based on their direct experience with audio-based authentic materials. The selection criteria included: (1) students who have actively engaged with authentic audio announcements in classroom activities, and (2) students who are willing to articulate their learning experiences in detail. Although the sample size is relatively small, it is considered appropriate for qualitative research, where the emphasis lies on depth rather than generalizability. The participants were selected purposively based on their

direct experience with audio-based authentic materials, ensuring the relevance of the data to the research objectives. In addition, data collection was conducted until sufficient depth of information was achieved, and no substantially new insights emerged from the interviews, indicating a point of data saturation.

Data were collected through face-to-face semi-structured interviews to facilitate natural interaction and establish rapport between the researcher and participants. A bilingual approach was employed during the interviews, allowing participants to use both Indonesian and English. This strategy was intended to minimize linguistic constraints and enable participants to express their thoughts, perceptions, and emotions more fully. The data collection process consisted of three stages: (1) preparation, which involved developing the interview guide based on the research questions; (2) implementation, where interviews were conducted in a conducive setting at Universitas Kuningan; and (3) documentation, where all sessions were recorded using a digital audio recorder to ensure data accuracy and richness.

Data Analysis Procedures

The data were analyzed using thematic analysis following the six-phase framework proposed by Braun & Clarke (2006). This method was selected due to its flexibility and suitability for identifying patterns within qualitative data.

The analysis process involved several stages. First, the recorded interviews were transcribed verbatim, and the researcher engaged in repeated reading to achieve familiarity with the data. Second, initial codes were generated by identifying meaningful segments related to students' perceptions, experiences, and challenges. The coding process was conducted systematically, with careful attention to consistency across the dataset. Third, these codes were organized into potential themes that captured broader patterns within the dataset, ensuring that each theme was supported by sufficient and relevant data. Fourth, the themes were reviewed and refined to ensure coherence, consistency, and alignment with the original data, reducing the risk of misinterpretation. Fifth, each theme was clearly defined and named to reflect its core meaning. Finally, the findings were reported by integrating representative extracts with interpretative analysis, linking the results to the research questions and relevant theoretical frameworks, while ensuring that interpretations remained grounded in the data.

To ensure the trustworthiness of the data, several strategies were employed. Credibility was enhanced through member checking, where participants were given the opportunity to review and confirm the accuracy of their responses. Dependability was addressed by maintaining a clear and systematic documentation of the research process, including data collection and analysis procedures. Confirmability was ensured by grounding interpretations in participants' actual statements and minimizing researcher bias through reflexive practices. Additionally, thick description was provided to allow readers

to understand the context of the study and assess the potential transferability of the findings.

FINDINGS

This section presents the research findings obtained through in-depth interviews with five participants from third-semester English Education students at Universitas Kuningan. The findings of this study are organized into three overarching themes derived from the thematic analysis, capturing students' affective responses, cognitive processes, and encountered challenges. A summary of these themes is presented in Table 1.

Table 1 Overview of Key Themes and Representative Extracts

Themes	Description	Representative Extract
Authenticity as a Trigger for Student Motivation and Real-World Readiness	Students perceive authentic materials as engaging, relevant, and beneficial for future real-life communication.	<i>"It felt like fresh air for us... we could enjoy the learning process and have fun." (P3)</i>
Meaning-Making and Contextual Visualization	Students actively construct meaning through visualization, note-taking, and connecting information from the audio input.	<i>"I honestly always listened while trying to imagine the sequence of information based on the vocabulary that I caught..." (P5)</i>
Navigating Linguistic Barriers and Cognitive Load	Students experience difficulties due to fast speech, unfamiliar vocabulary, and noisy audio, but apply strategies such as top-down processing.	<i>"The sound can be noisy or distorted." (P3)</i>

As shown in Table 1, the findings are organized into three main themes: (1) authenticity as a trigger for motivation and real-world readiness, (2) meaning-making and contextual visualization, and (3) navigating linguistic barriers and cognitive load. Each theme is supported by several sub-themes derived from participants' responses. These themes represent patterns that emerged from participants' experiences in engaging with audio-based authentic materials. Each theme is elaborated below.

Authenticity as a Trigger for Student Motivation and Real-World Readiness

The data reveal that participants consistently perceive audio-based authentic materials as more engaging compared to conventional textbook-based listening resources. This perception is strongly reflected in their emotional responses, where learning is described as more enjoyable, less monotonous, and more meaningful.

One participant expressed:

P3 "It felt like fresh air for us. So during the class, we could enjoy the learning process and have fun."

The phrase "fresh air" reflects a contrast between previous learning experiences and the use of authentic materials. Participants described traditional listening activities as repetitive, while authentic materials were associated with greater variation and interest.

In addition to affective engagement, participants also emphasized the perceived relevance of authentic materials to real-world communication. This is particularly evident among students with limited exposure to English-speaking environments. For instance, one participant stated:

P2 "I got to know how real English sounds, especially since I've never been to an airport before."

This response suggests that participants perceive authentic materials as providing exposure to real-life communicative contexts. They also indicated that the audio was not viewed solely as a classroom task, but as a representation of real-life situations. However, participants also reported experiencing cognitive difficulty when processing the materials. One participant described this challenge as:

P4 "... They made my brain feel like it was going to explode."

This expression reflects a sense of difficulty in processing the input. Participants reported that while the materials were engaging, they also required considerable effort to understand.

Some variation was observed among the participants. Some described the challenge as stimulating, while others experienced it as overwhelming. This suggests that participants' responses to authentic materials may differ depending on individual factors such as linguistic competence and prior experience. Overall, the data indicate that participants experience authentic materials as both engaging and challenging during listening activities.

Meaning-Making and Contextual Visualization

The findings indicate that students engage with audio-based authentic materials as active meaning-makers rather than passive listeners. Participants reported using several strategies to construct understanding, particularly visualization, selective attention, and summarization. One participant described:

P4 "I listened while imagining the sequence of information... then I summarized the main idea."

This response suggests that participants attempt to organize incoming information into a sequence to support understanding. Rather than focusing on every word, they reported trying to follow the overall flow of the message. A similar strategy was reported by another participant:

P5 "I honestly always listened while trying to imagine the sequence of information based on the vocabulary that I caught."

This indicates that participants relied on familiar vocabulary as a basis for constructing meaning. They focused on recognizable words and used them to interpret the overall message. Participants also reported using visualization to support comprehension. They described imagining situations or contexts based on the audio input, particularly when encountering unclear or unfamiliar elements. In addition, summarization emerged as a common strategy. Participants reported focusing on identifying the main idea rather than attempting to understand every detail.

These findings suggest that students use a combination of strategies to support comprehension when engaging with authentic listening materials. However, some variation was observed among participants, particularly in how effectively these strategies were applied.

Navigating Linguistic Barriers and Cognitive Load

The findings reveal that students encounter several difficulties when engaging with audio-based authentic materials. Participants reported challenges related to rapid speech, unfamiliar vocabulary, and audio quality. One participant noted:

P3 "...The sound can be noisy or distorted."

This response reflects participants' awareness of how background noise and unclear audio can affect their ability to understand the input. In addition to audio quality, participants also emphasized the challenge of processing speed. One student explained:

P2 "...My brain takes time to process them."

This suggests that participants may experience difficulty keeping up with the speed of incoming information during listening. Furthermore, unfamiliar vocabulary was frequently mentioned as a barrier. Participants reported that encountering unknown words could interrupt their understanding of the message.

Despite these challenges, participants described several strategies to cope with difficulties. One commonly reported strategy was the use of contextual inference. For example, one participant stated:

P5 "I thought 'plan', but because the context is airport, I assumed it was 'plane'."

This response suggests that participants use contextual cues to interpret unclear or ambiguous input. They relied on situational knowledge to support comprehension when the audio was difficult to understand. In addition, participants reported focusing on key information rather than attempting to understand every word. This indicates a tendency to prioritize overall meaning when processing complex input.

However, some participants reported that the level of difficulty could become overwhelming, particularly when multiple challenges occurred simultaneously. This suggests that the effectiveness of these strategies may vary depending on the level of input complexity and individual differences among participants.

DISCUSSION

This section interprets the findings by situating students' experiences within existing theoretical frameworks and previous studies. Rather than treating the themes as separate phenomena, the discussion highlights how motivation, cognitive engagement, and linguistic challenges interact dynamically when students engage with audio-based authentic material in Extensive Listening Context.

Authenticity as a Trigger for Student Motivation and Real-World Readiness

The findings indicate that participants perceived audio-based authentic materials as engaging and meaningful because they reflected real-life communication. Students described the listening experience as more enjoyable and less monotonous compared to conventional textbook-based listening activities. This supports Tomlinson's (2013) argument that effective language learning materials should create emotional involvement and relevance for learners. Similarly, Prabowo et al. (2024) found that authentic materials tend to increase learner engagement because students perceive them as closer to real communicative situations.

The participants' perception that authentic materials exposed them to "real English" also reflects the concept of authenticity proposed by Gilmore (2007), who argues that authenticity is not simply a property of the material itself, but emerges through the relationship between learners, tasks, and communicative contexts. In this study, authentic announcements enabled students to experience language beyond classroom simulation, particularly for learners who had limited exposure to English-speaking environments. This finding is also aligned with Treve (2023) and Zulfizar (2025), who emphasize that authentic input familiarizes learners with natural speech patterns and communicative realities that are often absent from simplified instructional materials.

Furthermore, the findings suggest that learner engagement is closely connected to relevance and perceived usefulness. This resonates with Hastomo et al. (2025), who found that cognitive engagement and perceived utility significantly influence students' language development when interacting with AI-based language learning tools. Although the current study focuses on authentic listening materials rather than AI chatbots, both studies highlight that meaningful engagement emerges when learners perceive instructional input as useful for real communication. Similarly, the emphasis on meaningful and engaging classroom experiences reflects the importance of creating learner-centered environments that are responsive to contemporary students' needs and expectations (Hasbi et al., 2024).

However, the findings also reveal that authentic materials simultaneously increase cognitive demands. Participants reported difficulty processing rapid speech, unfamiliar vocabulary, and contextual information at the same time. These findings are consistent with Alamri (2025), who notes that authentic listening materials may become cognitively demanding because they contain naturally occurring linguistic features without pedagogical simplification. This challenge can be further explained through Cognitive Load Theory, as discussed by Pylypyshyna and Palamarchuk (2024), who argue that authentic listening contexts may elevate both intrinsic cognitive load through linguistic complexity and extraneous load through factors such as noise and speech rate.

Importantly, the findings indicate that motivation and difficulty coexist rather than function separately. While students perceived authentic materials as stimulating and relevant, they also experienced moments of cognitive overload. This suggests that authenticity should not be viewed as inherently beneficial, but as a pedagogical resource whose effectiveness depends on balancing learner engagement with cognitive accessibility. In this sense, the findings support the view that effective language instruction requires materials that are not only authentic, but also appropriately scaffolded according to learners' readiness and proficiency levels (Sari et al., 2026).

Meaning-Making and Contextual Visualization

The findings demonstrate that students actively construct meaning when interacting with authentic listening materials. Rather than attempting to decode every individual word, participants reported using strategies such as visualization, selective attention, contextual inference, and summarization. This indicates that listening comprehension in authentic contexts involves active cognitive processing rather than passive reception.

These findings support Treve (2023) and Zulfizar (2025), who argue that authentic materials encourage deeper engagement with meaning because learners

must interpret language within realistic communicative situations. Similarly, Nigora (2024) emphasizes that authentic materials promote active learning by encouraging students to become meaning-makers rather than passive recipients of information.

The role of visualization in the present study is particularly significant. Participants described mentally reconstructing situations and imagining sequences of events while listening to announcements. This suggests that listening comprehension may function as a multimodal cognitive process in which learners integrate auditory input with mental imagery and contextual reasoning. Such findings reinforce the idea that comprehension depends not only on linguistic decoding but also on learners' ability to connect incoming information with prior knowledge and situational understanding.

In addition, the findings reveal that learners strategically focused on identifying main ideas rather than comprehending every lexical detail. This reflects forms of self-regulated learning and strategic processing, where learners actively manage their comprehension process to cope with challenging input. This interpretation is consistent with Sari et al. (2026), who emphasize that self-regulated learning in language education involves learners' ability to monitor, adapt, and evaluate their learning strategies in response to instructional challenges. In the present study, participants demonstrated this regulation through selective attention and inferencing strategies.

The findings also resonate with previous studies highlighting the importance of strategy-based instruction and learner autonomy in language learning contexts. For example, Aprizani et al. (2023) argue that successful language learning is strongly associated with students' ability to regulate their learning processes and adapt strategies according to task demands. Likewise, reciprocal and interactive approaches to comprehension have been shown to enhance learners' active engagement with texts and meaning construction (Sari et al., 2024; Novalina & Sari, 2025).

At the same time, variation among participants suggests that meaning-making strategies are not equally effective for all learners. Some participants appeared able to compensate for linguistic gaps successfully, while others struggled to maintain comprehension under high levels of difficulty. This indicates that strategic listening performance may be influenced by factors such as prior knowledge, linguistic competence, confidence, and learning experience. In line with sociocognitive perspectives on language learning, comprehension in authentic listening contexts appears to emerge through the interaction between learner agency and the complexity of the listening environment.

Overall, the findings suggest that meaning-making in authentic listening contexts is a highly active and strategic process. Students do not simply receive

information from the audio input; rather, they negotiate meaning dynamically through cognitive, contextual, and interpretive strategies.

Navigating Linguistic Barriers and Cognitive Load

The findings suggest that authentic listening materials may present considerable challenges for participants, particularly in relation to rapid speech, background noise, and unfamiliar vocabulary. These factors may interact and accumulate, increasing the level of cognitive difficulty experienced during listening. This pattern is consistent with Alamri (2025), who notes that the lack of simplification and the presence of real-world listening conditions can create significant obstacles to comprehension.

However, the findings also indicate that these challenges do not necessarily lead to disengagement. Participants reported using contextual inference to cope with difficulty, as illustrated in the “plan/plane” example, where meaning was inferred based on situational context. This suggests that learners may compensate for gaps in perception by drawing on prior knowledge and top-down processing. Such findings are in line with Mandarsari (2023) and Tiven & Nikijuluw (2025), who emphasize the importance of strategic competence in navigating authentic input. In this sense, difficulty may function as a productive stimulus that encourages learners to develop problem-solving strategies relevant to real-world communication.

Nevertheless, the findings also suggest that there may be a threshold beyond which difficulty becomes counterproductive. When multiple challenges accumulate and exceed learners’ processing capacity, cognitive overload may hinder rather than support comprehension. Given the limited number of participants in this study, these patterns should be interpreted cautiously; however, they highlight the importance of carefully selecting and scaffolding authentic materials in instructional contexts. As Tomlinson (2013), argues, the effectiveness of learning materials is strongly influenced by how learners experience and respond to the level of challenge presented.

Taken together, the three themes suggest a dynamic relationship in which authenticity may enhance motivation while simultaneously increasing cognitive demands. These demands, in turn, may encourage learners to engage in more active and strategic meaning-making. However, when the level of difficulty becomes too high, this process may be disrupted. This perspective supports the view that authenticity is a context-dependent construct, whose pedagogical value may depend on its interaction with learners’ cognitive capacity, prior knowledge, and strategic resources.

CONCLUSION

This study was initially grounded in the expectation that audio-based authentic materials could enhance students’ listening experience by providing meaningful exposure to real-world language use. However, the findings reveal that students’ engagement with authentic materials is far more complex than a straightforward improvement in listening ability.

Rather than functioning solely as a beneficial input, authentic materials create a dynamic learning condition in which motivation, cognitive effort, and linguistic difficulty are continuously negotiated. On the one hand, students perceive authentic input as engaging and relevant, which strengthens their sense of connection to real-life communication. On the other hand, the same features that make these materials meaningful also introduce substantial challenges that require significant cognitive processing.

Importantly, the findings suggest that listening comprehension in this context is not achieved through passive reception, but through active and strategic meaning-making. Students do not rely on complete understanding of the input; instead, they construct meaning by selectively focusing on key information, visualizing context, and making inferences. This indicates that authentic listening tasks shift the nature of learning from accuracy-oriented decoding toward interpretive and strategy-driven processing.

Furthermore, the study reveals that difficulty is not merely an obstacle, but also a condition that can stimulate adaptive learning behavior. When faced with complex input, students attempt to compensate by employing contextual reasoning and top-down strategies. However, this adaptive process is not always successful, particularly when the level of difficulty exceeds learners' cognitive capacity.

Taken together, these findings suggest that the value of authentic materials lies not in their inherent authenticity, but in how they position learners within a productive tension between challenge and comprehension. This implies that the effectiveness of authentic listening practices depends on the extent to which learners are supported in managing this tension.

In this sense, the study contributes to a more nuanced understanding of authenticity in EFL listening, highlighting that its pedagogical potential is closely tied to learners' ability to actively negotiate meaning rather than passively receive input. This perspective opens opportunities for future pedagogical development, particularly in designing instructional approaches that balance exposure, strategy use, and cognitive readiness.

Implications for EFL Teaching Practice

The findings suggest that the use of audio-based authentic materials in EFL listening instruction requires careful pedagogical consideration. While such materials can enhance motivation and provide meaningful exposure to real-world language, their complexity may also overwhelm learners if not properly supported.

Therefore, instructors should implement scaffolding strategies to reduce cognitive load, such as pre-listening activities, vocabulary support, and contextual preparation. In addition, teachers should explicitly introduce and model listening strategies, including top-down processing and inferencing, to help students become more effective and autonomous listeners.

Importantly, the selection of authentic materials should be aligned with students' proficiency levels to ensure that the level of difficulty remains challenging yet manageable. Rather than simplifying the input itself, instructional practices should focus on equipping learners with the tools needed to navigate authentic language successfully.

Suggestions for Further Research

This study is limited by its small sample size and its focus on a specific type of authentic material, namely audio-based announcements. Future research is recommended to involve a larger and more diverse group of participants in order to enhance the generalizability of the findings.

In addition, further studies may explore other forms of authentic materials, such as audio-visual input, to examine whether multimodal support can help reduce cognitive load and improve comprehension. Finally, future research could investigate the effectiveness of specific listening strategies in greater depth, particularly in relation to different levels of learner proficiency.

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APPENDIX 1

Survey Questions

1. Can you describe your experience when taking the Extensive Listening course? What kinds of listening materials are usually used in the class?
2. Have you ever learned listening using authentic announcement audio (such as announcements in airports, stations, or public places)? In what context did you listen to those announcements?
3. What is your opinion on the use of authentic announcement audio in listening learning? Do you find it interesting or rather difficult? Why?
4. In your opinion, what is the difference between authentic announcement audio and listening materials from textbooks or modules? Which one do you prefer? Why?
5. Can you describe your experience when learning listening using authentic announcement audio in class? What do you usually do while listening to the audio?
6. What benefits do you feel from the use of authentic announcement audio in listening learning? Does it help you understand the use of English in real-life situations?
7. What difficulties do you experience when listening to authentic announcement audio? Is it related to speaking speed, pronunciation, accent, or sound quality?
8. How do you overcome those difficulties during listening activities? Do you have any particular strategies?
9. In your opinion, is authentic announcement audio suitable for use in the Extensive Listening course? Why?
10. Do you have any suggestions to make the use of authentic announcement audio more effective in listening learning?