

CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is a natural activity that every human experiences. It even happens before one is born. A listening process has already begun to happen when we were still growing inside the womb of our mother. We could hear our mother's voice, and anybody else's voices, or any other sounds coming from the outside world. Earlier than we speak, read, or write, we listen. Long before we know what language is, what it is for, how it is used, we do listening. Even we start to communicate and learn a language through listening.

As teachers and scholars grow to understand more the unique characteristics of listening skill and the significant role it plays in language learning and communication, they recognize more and more the importance of teaching listening comprehension in the second or foreign language classroom (Rubin, 1994: 199). Trainings, studies, and researches are conducted to find out more of what to do to improve the listening teaching and learning process. One of which considered the most important is to provide language learners with best possible ways for learning and having appropriate competence of the language.

Obviously, language is vital to human life. It is a medium for people to fulfil their need as social being to communicate or interact with one another. As thinking being, people need language as well as a way of enriching

themselves with information, knowledge and wisdom, by which they can live a good or even a better life.

Globalization and the fast growing technology as a result of the improvement of human knowledge and civilization have created greater chance for people to access information from around the world. Especially in this era of industrial revolution – known as Indonesia 4.0 – in which technology advancement grows very fast, up-dated informations related to research and education, culture, social life, politic, economy, life style, entertainment, and other certain life issues are widely provided. There is also bigger possibility for everyone from almost every part of the world to actively participate in global communication. Sharing informations, ideas, opinions or thought can be done in a simpler way at present. In regards to these, the mastery of an international language is thus highly demanded.

English as one of the mostly used international languages is considered to be the most important foreign language to be taught at any education levels and institutions in Indonesia. From early stages, English has been introduced to learners. Education in higher level such as university also provide classes specified in English learning in order to prepare their students with good proficiency of English so that they will be well-equipped at the time they need to participate in the global world. It is in need of attention as well that most second language learners of English are not learning English primarily to communicate with native speakers, either abroad or in English-speaking countries; rather, they are learning it for academic or professional

advancement and/or to communicate with other non-native speakers of English at home or overseas (Tomlinson, 2001: 70).

English language teaching and learning classroom as a manifestation of formal education where language learning may take place therefore plays a very important role in the effort of reaching the success of the education process. It needs to be well carried out in order to be able to reach the objectives of the teaching and learning set out; what kinds of knowledge and skills the students are ideally to develop. The success in achieving these teaching and learning objectives will surely contribute to the success of the education process. The success of this education process, for sure, is the result of the hard work of all stakeholders, especially teachers.

The role of teachers is center to classroom management. Their obligations include planning, doing and evaluating the teaching and learning process. It is in their hands whether or not the objectives of the learning process can be achieved. Best suited method, materials, media, techniques and strategies are of their authority to select and decide. Careful selection and planning of them all will surely be a smooth bridge to the successful achievement of the objectives of the lessons, that is, the learners' competency in the target language knowledge and skills.

Developments in technology gave scope for innovative practices in the classroom. (Alidmat & Mathew: 2013:86). According to Ranasinghe and Leisher (2009) as cited by Alidmat & Mathew (2013: 86), integrating technology into the classroom begins when a teacher prepare lessons that use

technology in meaningful and relevant ways. Technological aids would support the curriculum, but not dominate it. They added that technology should assist the teacher in creating a collaborative learning environment. Teaching students how to use technology as a tool help their learning (2013:87).

As one of the skills needed, if not the base skill to be mastered before other skills, in mastering a language, listening did not receive priority in language teaching for many years. Teaching method emphasizes in productive skills, and the relationship between receptive and productive skills was poorly understood (Richards & Renandya, 2002: 235). For most people, being able to claim knowledge of a foreign language means being able to speak and write in that language. As a matter of fact, listening has a significant role in communication. In order to be able to speak a certain language, we have to be able to listen in that language first. In other words, speaking does not work by itself for proper communication unless what is said comprehended by another person. Listening is also vital in the language classroom since it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. (Rost, 1994: 141-142). Listening, furthermore, serves as the trigger for acquisition in the sense that it functions as the primay channel by which learners gain access to the target language ‘data’ (Rost, 2001: 8). In other words, listening provides the learners with the rich inputs of language aspect such as vocabulary, pronunciation, and grammar of the target language by which they can improve their English. Listening is, therefore, a very important skill to be mastered for us to be able to communicate well.

Problems faced by learners in the teaching and learning process of listening are other things that might make listening becomes even more important and needs more attention. As English is still considered a foreign language in Indonesia which learning or acquisition comes after the local language and Bahasa, it needs extra effort for the students to either understand or produce English well. For the case of listening, problems might be caused by the different phonological and stress systems of the language (Rost, 2001: 9-10). These differences create difficulties for students to comprehend listening and thus result in a problem such as the students' low listening competence or achievement. Surely there might be some solutions to such problem.

The use of audiovisual materials, such as video, film, and so on is a great assistance for language learning – especially in listening classes. Since the use of video might result in assessing learners' ability to use visual cues to understand the aural text, this would help the students to understand and make better sense on what they have listened to. The movements of the mouth helps to recognize what the speaker is trying to say especially in a noisy environment (Pollack, 1954 in Ghani, 2013: 2). This does affirm the opinion that our understanding of conversation is possibly assisted by facial expressions and visual cues, particularly that of the mouth that will help comprehend speech.

Moreover, video contains plenty of potentials to help language learners to learn for it is motivating, culturally abundant and authentic (Norris in Ghani, 2013:1). Allan also stated (1986: 48), “video is a good means of bringing ‘a slice of living language’ into the classroom”. It means that with real people and

real setting in the production process, examples of language use in videos are life-like. Audiences or students can see and listen to the communication between people in videos which resembles actual communication processes in the real world.

Careful planning and management of the teaching and learning process may contribute something to the students' problem of listening comprehension. Teachers as the beholder of the classroom management have to be wise in selecting the proper materials, media, and best fit method, techniques or strategies that can be used to smoothen the teaching and learning process so that such a problem can be solved. Instructional materials for listening should be prepared, selected, and or created carefully by teachers in order to be able to reach the objectives of the learning process. It can be done by choosing materials suited to the learners' need and level of competency, ranging from easier to more difficult ones. Topics can be selected from more familiar ones to the learners, such as typical daily life's things, to more complicated ones. Focus of the language can start from the more simple to the more complex ones. These carefully created and planned instructional materials would hopefully be able to help them learn and practise to listen to English as a foreign language in such a way that it can improve their listening skill well. One problem about the use of instructional material is that it does not resemble actual communication processes in the real world.

Despite the availability of materials, media, complete with techniques or strategies provided for the teaching and learning process, teachers also have the authority to be active, creative and innovative in deciding what to bring to class as media or supporting materials in smoothing the effort of reaching the success of the teaching and learning process. Teachers' creativity in selecting appropriate materials brought to class can surely give positive contribution to the success of the process of language skills and knowledge transfer to students.

One of the ways of bringing in good supplementary materials into the classroom is by making use of authentic materials. . The use of supporting materials which are authentic can make the learning more enjoyable and therefore more motivating (Little, Davitt and Singleton, 1989: 26). Besides, authentic materials can give bigger and real function of the target language (Carter dan Nunan: 2001) so that students can get clear description of English in its real world daily life use. Utilizing authentic materials can also minimize the gap between the language taught in the classroom and the language used in real life. English conversation taught in the textbooks and the classroom as the input for the listening activity does not appropriately represent the actual model of how it happens in real life of the native speakers. As a result, the students' listening practices are limited to unnatural conversation, which do not present natural spoken language features that usually come along with real life conversation . Moreover, it is argued that although the learners have learned English in the classroom for years, they are still unable to employ English in

real life. Having good enough exposure to the use of the target language, especially its' real world use, will exactly contribute much to the learners' mastery of the target language itself.

On contrary to this, as authentic materials are taken wholly from the resources without any modifications or adjustments to the learners or learning objectives as how instructional materials usually made, there might also be some drawbacks of these materials that teacher should be aware of. These materials used for language learning may be too culturally biased and the vocabulary may not be of the language learners' needs. The low level language proficiency or beginner level language learners may also have difficulty in interpreting what they hear because of the mixed structures used (Martinez: 2002). Teachers and scholars also argue that instructional materials are also effective for teaching English because those materials such as textbooks are designed for teaching purposes so that it suits the learner's ability and needs. Thus, there has been a debate on which materials are more effective for teaching English in Indonesia (Febrina, 2017: 2)

The truth that language is vital to human life especially in the sense that it can improve people's knowledge or information so that they can also improve the quality of their lives and that classroom teaching and learning process makes it possible for us to learn and master languages (especially in this case is English), so as to the fact that listening is an important language skill to master, and that authentic materials are not only good for English language learning but also, on the other hand, found having some drawbacks

on it, as to the regard that there is a gap between what students learn at school and how the language is used in everyday life, have driven the writer to work on this study, that is, trying to see how effective the use of authentic and inauthentic audiovisual materials towards the students' listening comprehension really is.

B. Identification of the Problems

Regarding the teaching and learning process of listening in English classrooms in general, there are some problems that can be observed. The description of those problems are listed as the following.

1. Listening activities are often skipped though it is clearly stated in the syllabus that it should be covered in one meeting (together/integrated with speaking); speaking is often considered more important than listening;
2. Listening activities, if conducted in classroom learning, have quite limited time for it is taught integratively with speaking that it takes almost all of the time allocated;
3. The limited time can only enable students to do very limited listening practices;
4. Listening activities are often skipped since not all classrooms are equipped with facilities required;
5. Teachers are not well experienced in making use of the new technology as an alternative of media that can be used for attracting the learners' attention and engagement to the teaching and learning process in the classroom;

6. Most teachers use common media (audio only media) in delivering the lesson that it makes the students feel bored;
7. Students feel that listening is the most difficult skill – in regards to the difference of phonological and stress systems – that they tend to have high filter to listening;
8. Most teachers are only using the listening materials provided without bringing any other supporting materials that it can not enrich students' experience in listening in the English language;
9. The instructional audio materials brought to class often fail to attract the students attention and eagerness to learn or practise to listen in English;
10. The instructional audio materials brought to class are those which are prepared or provided for instructional purposes that they can not provide students with real English daily life spoken language – of which include pauses, fillers, and other spoken language features;
11. The unadjusted or unedited authentic materials brought to class, although provide learners with sample of real life spoken language, may present difficulty or problems to learners in terms of vocabulary, grammar, or other language aspects;
12. The students' attitude to listening results in their achievement in the skill and thus result in their target language mastery in general;
13. By using information and communication technology the teaching of listening could be more meaningful, interesting and enjoyable.

C. Delimitation of the Problem

Based on the overall problems found, the researcher focuses the study on the effectiveness of the use of authentic and inauthentic audiovisual materials as supporting or supplementary materials on the listening comprehension of the students of the intermediate listening-speaking course of the English Education Department of Ahmad Dahlan University Yogyakarta in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the delimitation of the problem, some questions can be formulated for the research:

1. Which one is the most effective material to be used in the listening class for improving the students' listening comprehension: authentic audiovisual material, inauthentic audiovisual material, or ordinary audio material?
2. Is there any significant difference on the students' listening comprehension between the classes taught using authentic and inauthentic audiovisual material and the class taught using ordinary audio material?

E. Objectives of the Research

1. To find out the most effective material to be used in the listening class for improving the students' listening comprehension; whether it is authentic audiovisual material, inauthentic audiovisual material, or pedagogical audio material.

2. To find out whether or not there is any significant difference on the students' listening comprehension between the classes taught using authentic and inauthentic audiovisual material and the other taught using pedagogical audio material.

3. Significances of the Research

The result of this research would hopefully be advantageous as it:

1. Theoretically,
 - can give contribution to the Applied Linguistics study program of the postgraduate program of Yogyakarta State University and help the future researchers to continue this research or guiding the new researcher to understand the topic.
2. Practically,
 - a. can give clear description of the effectiveness of the use of authentic and inauthentic audiovisual materials in English language teaching and learning classroom, especially in listening classes;
 - b. can contribute to the improvement of the teachers' quality in teaching listening and English teaching and learning process in general;
 - c. can be useful for showing the stakeholders ways to create creative, innovative and qualified media to enrich and activate the teaching and learning process of listening;
 - d. can stimulate other researchers in making new and deeper research on the same subject matter.