

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Related Literature

1. Listening

a. The Nature of Listening

Rost (2001:1) referred to listening as a complex process that allows us to understand spoken language. We will know what the speaker is trying to say or inform through his utterances. We will know what he intends to do by his message. We will know whether he only inform something or demands an answer or reply from us as the listeners. Rost added that listening is not only a skill area in language performance, but is also a critical means of acquiring a second language. Listening is the channel in which we process language in real time – employing pacing, units of encoding and pausing that are unique to spoken language (2001: 1).

Listening is a reflex, a little like breathing activities that is used far more than daily other single language skill in normal daily life use. Approximately, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. It is a simple and easy thing to do –for first language but not to second or foreign language. (Rivers and Weaver in Morley, 2001: 70).

Lubis (1988: 8) stated that listening is a creative skill. It is because it includes three factors in doing it; those are: (1) linguistic information from the sound signal such as sounds, words and their arrangements in utterances, (2) the situational context of the utterance which affects what the listeners perceive to be the relationship between what they have heard and what has been said, and (3) the comprehended message depends on what the listeners perceive to be the intentions of the speaker.

Listening is a process of comprehending spoken language. Therefore, adequate information about its characteristics is of our necessities, especially to avoid difficulty in the process of comprehending utterances. The following characteristics of spoken language – which Brown said as the difficulties in listening – are proposed by Brown in his book *Language Assessment* (2004: 122). Those are (1) clustering, (2) redundancy, (3) reduced forms, (4) performance variables, (5) colloquial language, (6) rate of delivery, (7) stress, rhythm, and intonation, and (8) interaction.

Some other features of spoken language are brought by Langford (1993: 77), such as pauses, capital letters, quietness, unfinished words, stress, high and low pitch, pitch movement, pronunciation, and indecipherable. He added that the grammatical structure of a spoken language is often less complete than that of writing and that spoken English is usually more informal than written English.

Armiun and Rahmatian (2011: 115-116) explain the complexity of the listening process. In this process we perceive the sounds in our surrounding in three stages which take place successively in a very short period of time, namely reception, perception and sensation. They describe reception as a stage in which the auditory organ receives a new acoustic signal. This signal travels through the ear and reaches the midbrain. When it comes to perception, the person – they call him the auditor - makes an attempt to identify, process, and interpret the signal. This is the moment when the signal (stimulus) becomes the information. The sensory information must be interpreted in order to give rise to a coherent perception. Interpretation is necessary since the information contained in the stimuli that reach the sensory organs, in fact, is not always sufficient to form a coherent image of the surrounding sound environment. In these cases, the perceptual system must represent and then compare auditory information that is not directly present at the sensory level. At the last stage, sensation, the auditor reacts to the signal after interpreting it. This reaction could be affective or representative.

Hoven (1999) as cited by Folley (2015: 14) correlated listening comprehension to visual comprehension and argues that listening comprehension and visual comprehension are complementary and should both be incorporated in teaching listening and speaking in English as a foreign language. Technology has evolved and the use of

visual media will bridge visual comprehension to listening comprehension to help learners listen to oral input while negotiating meaning from visual cues. She also makes reference to gestures and body language as a significant part of the visual input learners receive while listening.

b. The Role of Listening

For most people, being able to claim knowledge of a foreign language means being able to speak and write in that language. Listening and reading are therefore secondary skill – means to other ends, rather than ends in themselves (Nunan, 2002: 238). They, then, tend to look down to listening for this opinion. They do not think that listening is as significant as speaking, its counterpart.

It was in the late of 1960s and early 1970s, that applied linguist started to recognised that listening was the primary channel by which the learner gains access to L2 'data', and that it therefore serves as the trigger for acquisition (Rost, 2001: 8). Since 1980, listening has been viewed as a primary vehicle for language learning.

Brown (2004: 119) also stated that listening is often implied as a component of speaking. "How could you speak a language without also listening?", he asked. However, through this question, he confirmed the importance of listening. He added that every teacher of language knows that one's oral production ability - other than monologues, speeches,

reading aloud, and the like – is only as good as one's listening comprehension ability (Brown, 2004: 119).

In line with Brown's statements, Rost said that there are several reasons that make listening very important in language learning. Listening is vital in the language classroom for it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. Spoken language provides a means of interaction for the learner. Since learners must interact to achieve understanding, access to spoken language is essential. Moreover, the inability of learners to understand what they hear needs to be an impetus, not an obstacle, to interaction and learning. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers. Listening exercises provide teachers with a means for drawing the attention of learners to new vocabulary, collocations, grammar and patterns of interaction in the language. Listening is thus fundamental to speaking (Rost, 1994: 141-42). He added that listening is the most widely used language skill which is oftenly used in conjunction with the other skills of speaking, reading and writing. Listening materials can be the input for speaking, reading and writing activities. Or, on the other hand, speaking, reading or writing activities can be the post-teaching activities of a listening class. Listening plays an important role in language learning.

Jafari and Hashim (2015) in Gileakjani & Sabouri (2116: 124) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening. Supporting the opinion that listening is fundamental in language learning, Meiliana states that listening is the first step in learning oral language. It is considered as receptive skill which is needed to be mastered before one is able to produce a speech (Meiliana, 2013: 7). It means that in order to be able to master, or at least speak, a certain language, listening is one basic skill to be learned and possessed. With good listening skill, one can hope to have good speaking skill.

c. Listening Comprehension

Buck (2001: 31) concluded that listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge to the incoming sound. "Comprehension is understanding in depth. It is grasping, a taking in, of the material with which you are required to deal" (Burton, 1982: 53). Bott (1996: 12) put comprehension as the second level in cognitive domain, right after knowledge. He defined comprehension as the ability to grasp the meaning of material which might be considered the lowest level of understanding.

Listening comprehension, put forth by Buck in his book *Language assessment* (2001:16) requires taking the meaning of individual words and combining these together to construct the meaning of complete utterances. Brown (2007: 39) said that spoken language needs to be comprehended. It is because of the fact that human abilities whether of children or adults showed that they comprehend quantitatively more language than they can produce. This is very logical for people will obviously not produce any language that they do not know or master. In other words, they would have comprehended the language first before they can make use of it for some purposes.

Morley (2001: 76) has his own definition of listening as a language act. He said that listening comprehension is an act of information processing in which the listener is involved in bidirectional communication, or unidirectional communication, and/ or autodirectional communication. It means that the communication process can happen between a listener and a speaker, a speaker with some listeners, or some speakers and some listeners.

Heinich, Molenda and Russel (1989: 176) differ hearing and listening; hearing is a physiological process while listening is a psychological process.

Hearing is a process in which sound waves entering the outer ear are transmitted to the eardrum, converted into mechanical vibrations in the middle ear, and changed in the inner ear into electrical impulses that travel to the brain. Meanwhile, the psychological process of listening begins with someone's awareness of and attention to sounds or speech patterns

(receiving), proceeds through identification and recognition of specific auditory signals (decoding), and ends in comprehension (destination). (Heinich, et. al.; 1989: 176)

From the statement above, it can be concluded that listening comprehension is a psychological process involving the listener's awareness and attention, identification, and recognition of auditory signals. The quality of the encoded message is affected by the ability of the sender to express the message clearly and logically, and the understandability of the decoded message is affected by the ability of the receiver to comprehend the message.

d. Strategies in Listening

There are some strategies in listening that can be taught to students, those are selective listening, listening for different purposes, predicting, progressive structuring, inferencing, and personalising. These key strategies are helpful for they can make students' learning become more effective (Nunan, 2002: 241). These types of listening can be used to measure students' listening performance.

As cited in Gilakjani & Sabouri (2016: 125), Conrad (1985), O'Malley and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) expressed that there are three types of strategies which are usually found in listening comprehension. Those strategies, which can change due to the

difference of the learners' level, are cognitive, metacognitive, and socio-affective.

1. Cognitive Strategies

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension starts with the process of examining the received data that is as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply while doing the learning activity and facilitate the process of learning (Gilakjani & Sabouri, 2016: 125) .

2. Metacognitive Strategies

According to Rubin (1988), metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of aural input.

3. Socio-affective Strategies

Socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension.

e. Assessing Listening

The editors of the Cambridge Language Assessment Series, Charles Alderson and Lyle Bachman, stated in the preface of Gary Buck's book, *Assessing Listening* (2001: x), "The assessment of listening abilities is one of the least understood, least developed and yet one of the most important areas of language testing and assessment".

Regarding the standard technique of using listening texts that are written and read aloud. This is not typical of authentic spoken language, and thus it is often inappropriate for use in assessing a student's listening ability. Buck focuses on how to provide suitable texts for listening tasks, and presents numerous ideas for accumulating and/or creating suitable listening tasks (2001: 172)

Buck (2001: 61) also suggested three main approach to language testing, those are (1) the discrete-point approach, (2) the integrative approach and (3) the communicative approach. These approaches are the guideline for assessing language.

Brown (2004: 120), in his book *Language Assessment, Principles and Classroom Practices*, tend to identify listening performance into four types as follows.

1. Intensive listening – listening for perceptions of the language, assessment/ test can be given to recognize phonological and morphological elements and to recognize paraphrasing;

2. Responsive listening – listening in order to make an equally short response, learners can be given appropriate and open ended response to questions for assessment;
3. Selective listening – listening in order to be able to comprehend designated information in a context of a longer stretches of spoken language, test can be in the form of listening cloze, information transfer, and sentence repetition; and
4. Extensive listening – listening to develop a top-down, global understanding of spoken language, for example listening to lengthy lectures or a longer conversation and then deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening. For this type of listening, assessment can be done by giving dictation task or comprehension questions.

2. Media in English Language Teaching

Media are essential in language teaching and learning process. Brown in his book *Teaching by Principles –an Interactive Approach to Language Pedagogy- Second Edition* (2000) asked what will happen in a language class if the teaching and learning process run without books, pictures, charts, realias, and the help of technologies like audiotape, video, computer.

a. The Nature of Instructional Media

According to Newby, et al, (2000: 100), a medium (plural, media) is defined as a channel of communication. It is derived from the Latin word means “between”. The term refers to something which information between a source and a receiver is carried. Heinich, et al, (1999: 8) in Newby, et al, (2000: 91) states the same opinion that media are what carry information between a source and a receiver. Such things are considered instructional media when they are applied in a teaching and learning process in order to carry messages intended to change behavior (Heinich, Molenda & Russell, 1989: 7). The figure below presents the relationship between message and medium adapted from Heinich, Molenda & Russell (1989: 7).

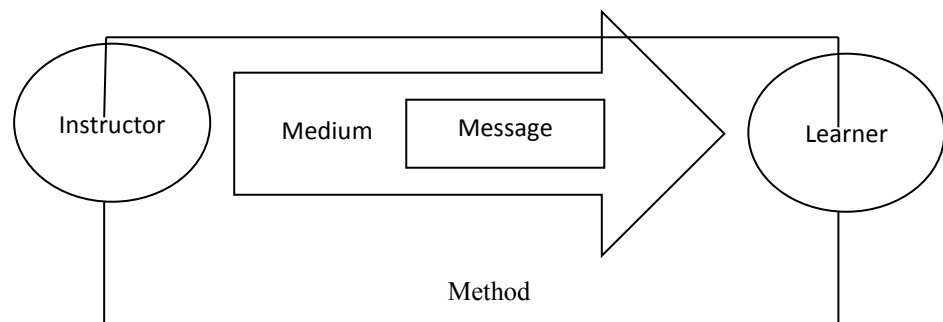


Figure 1.
The Relationship between Message and Medium

This theories support the research conducted. Media, the one especially applied in this research is audiovisual media, are used to convey messages – here in the form of teaching and learning material – in order to improve the students’ listening comprehension.

b. The Theoretical Bases of the Use of Instructional Media

1) Bruner's Theory of Instruction

Bruner (1966) in Smaldino, Lowther & Russell (2008: 9) who developed the "Theory of Instruction" stated that the sequence in which learners encounter materials has a direct effect on their achieving mastery of the task. He (1966) also added in Heinich, Molenda & Russell (1985: 8) that instructional media provide not only necessary concrete experiences for students, but also help integrate prior experiences.

2) Dale's Cone of Experience

Dale (1969) in Heinich, Molenda & Russell (1985: 8) proposed "The Cone of Experience."



Figure 2. The Dale's Cone of Experience

In the Cone of Experience, Dale proposes the idea that media involving audio and visual activity or experience have the greatest result of acceptance.

3) Levie and Levie's Theory

Levie & Levie (1975) in Arsyad (2011: 9) stated that visual stimuli give a better learning result for tasks such as memorizing, recognizing, remembering and connecting between facts and concepts. In the other side, verbal stimuli give a better learning result when the learning involves sequential memory. This theory supported the concept of Paivio's dual coding hypothesis. The concept proposed that there are two human memory systems. One is for processing verbal symbols then storing it in the form of image proposition. The other is for processing nonverbal symbols then storing it in the form of verbal proposition. Based on the concept of dual coding hypothesis, learning by using visual and verbal media will give more advantages to students.

c. The Types of Instructional Media

There are six types of instructional media which are introduced by Newby, et al, (2000: 90): multimedia, video, graphics, audio, text, and real objects and models. They are considered instructional media as they carry messages in the teaching and learning process with instructional purposes. The purpose of instructional media in teaching and learning process is to assist the flow of communication and improve learning (Newby, et.al, 2000: 100). Whereas, Smaldino, Lowther & Russell (2008: 6) suggested six basic categories of media.

They are text, audio, visuals, video, manipulatives (objects) and people.

d. The Roles of Instructional Media

Instructional media can make a learning process become very dependent on the teacher. Even in this situation, media may heavily be used by the teacher. On the other hand, instructional media can also make the process of learning happen independently. The students can do the learning process by themselves. The first one is called the “teacher-directed learning” and the later one knows as “self-learning”

The following is the roles of instructional media proposed by Heinich, et al, (1996: 19-21).

1) Teacher-Directed Learning

The most common use of media in a learning situation is for supplemental support of the “live” teacher in the classroom. Certainly, properly designed instructional media can enhance and promote learning and support teacher-based learning. But their effectiveness depends on the teacher.

2) Teacher-Independent Learning

Instructional media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose: objectives are listed, guidance in achieving objectives is given,

materials are assembled, and self-evaluation guidelines are provided. In informal educational settings, media such as videocassettes and computer courseware can be used by trainees at the work site or at home. Cooperative learning is closely related to self-learning. As students work together in groups or in collaboration with the teacher on learning projects, they take more responsibility for learning.

The use of self-learning materials allows teachers to spend more of their time diagnosing and correcting students' problems, consulting with individual students, and teaching on a one-on-one and small-group basis. Instructional media can not or should not replace the teacher, but rather that media can help teachers become creative managers of the learning experience instead of merely dispensers of information.

According to Newby, et.al, (2000: 91), media serve a variety of roles in education. Their primary role is to facilitate student learning. One of the ways is by providing a stimulus-rich environment. Media are useful equipments that can help create experiences of learning. They can provide vicarious experiences. Students do not have to go to a foreign country to "see" or "experince" it. Visuals give added meaning to words. Students can see what a new invention looks like, not just hear or read a verbal description of it. Motion media and sequential still visuals

can demonstrate a process. In addition, colour, sound, and motion can increase student interest and motivation to learn” (Newby, et.al, 2000: 100).

e. The Functions and Benefits of Instructional Media

One of the main functions of instructional media is as a useful aid to teaching that influences the learning atmosphere created by teachers (Arsyad, 2011: 15). Levie & Lentz (1982) in Arsyad (2011: 16-17) proposed four functions of instructional media especially visual media. The following is the explanation of each function.

1) The Attention Function

Visual media can attract and direct students’ attention to the materials.

2) The Affective Function

The affective function of visual media can be seen through the students’ enjoyment when students learn or read pictured texts. Pictures or visual symbols can arouse student emotion.

3) The Cognitive Function

Pictures and visual symbols can help students understand and memorize the information or message included in pictures.

4) The Compensatory Function

Visual media give a context for understanding a text.

Furthermore, Kemp & Dayton (1985: 28) in Arsyad (2011: 19) said that instructional media have three main functions: 1) to motivate student interest, 2) to provide information and 3) to give instruction. Kemp & Dayton (1985: 3-4) in Arsyad (2011: 21-23) also stated the positive effects of instructional media. They are 1) the delivery of materials becomes more standard; 2) the learning becomes more interesting; 3) the learning becomes more interactive; 4) the learning becomes more efficient; 5) the quality of the learning result can be increased; 6) the learning can be given anytime and anywhere; 7) the positive attitude of the students toward the learning can be increased; and 8) the teacher role can be more positive.

f. The Strengths and Drawbacks of Audiovisual Media

First, “video is a good means of bringing ‘a slice of living language’ into the classroom” (Allan, 1986:48). With real people and real setting in the production process, examples of language use in videos are life-like. Audiences can see and listen to the communication between people in videos which resembles actual communication processes in the real world. This daily language presented in videos benefit students in two ways. It re-affirms to students that whatthey are learning in the classroom is actually used in the real world. Also, students may gain confidence in using English when dealing with real world situations as they have already been

exposed to real English in the classroom. Second, video programmes with abundant English language create a language-rich environment where students can interact with correct pronunciation, stress and intonation. Authentic audio-visual materials provide extensive models of speech and pronunciation from native speakers of English.

Norris (in Ghani, 2013: 1), reveals some other strengths video can give since it contains plenty of potentials to help language learners to learn because it is motivating, culturally abundant and authentic. It is motivating in the way that not many teachers use video as supporting media in teaching listening. As an authentic materials, video can also show the real use of the target language in the real setting situation complete with the people's culture. This surely help the students learn cross cultural understanding in advance, which will be a good thing for them when they have the opportunity to engage with the people of the country in reality.

Field (2008) stated that our understanding of conversation is possibly assisted by facial expressions and visual cues. According to Wagner (2010), the benefits of using video technology in teaching English is very obvious whereas most interpersonal communication involves face to face contact in which the listener can see the speaker, and thus video technology offers a more authentic input for L2 listeners than audio-only texts. Pollack (1954) in Ghani (2013: 2)

confirmed that the movements of the mouth helps to recognize what the speaker is trying to say especially in a noisy environment.

Media, whether it is television, radio, newspaper, or even the internet, has abundant source of language in use. Learners of foreign language can be exposed to the target language learned by making use of this technology in the classroom. In regard to this, the use of technology and its integration into the curriculum developed by the foreign language teachers has been more and more important.. The use of video has a rise in attention in recent studies on technology integration into teacher education curricula (Özkan, 2002:1)

According to Wright (1976:1) various media and styles of visual presentation are found effective to foreign language learners. This statement confirms that all audiovisual materials have great assistance to language learning process whenever they are applied properly by time and place. River (1981:399) claimed that it obviously does assist understanding another culture by providing vicarious contact with speakers of the target language, through either audio or visual media.

Other benefits of using audiovisual media in the classroom are also presented by Smaldino, et al. (2002:28), who says that the benefits of bringing in videos into the classroom in general include:

1. Motion: moving images have an obvious advantage over still visuals in portraying concepts in which motion is essential to mastery (such as psychomotor skills).
2. Processes: operations such as assembly line steps, science experiments or even cooking classes, in which sequential steps are critical, can be shown more effectively.
3. Dramatization: dramatic recreations can bring historical events and personalities to life. They allow students to observe and analyze human interactions.
4. Skills learning: research indicates that the mastery of physical skills requires repeated observations and repeated practice.
5. Affective learning: because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.
6. Cultural understanding: students can get a deep appreciation of other cultures by seeing depictions of everyday life in other societies.

Audiovisual aid is therefore one of the good materials in teaching English as foreign language. Teacher can optimize making use of this media to enhance students' skills especially that of listening.

From another point of view, Berne (1998) stated because of the nature of listening comprehension is complicated, L2 listening

practice should include a wide range of situations as well as different types of listening passages, different modes of presentation such as videotape and audiotape, also different types of tasks.

3. Instructional Material

a. The Nature of Instructional Material

Mostly, people associate the term ‘language-learning materials’ with coursebooks for their own experience of using them as the main source of their language-learning materials (Tomlinson, 1998: 2). As a matter of fact, Tomlinson stated, the term is actually referred to anything which is used by teachers or learners to facilitate their teaching or learning of a language. In other words, they can be anything which is deliberately contribute something positive in the learners’ improvement of the language knowledge or experience (Tomlinson, 1998: 2). In his other writing, he defined teaching materials are all things available for facilitating the teaching and learning process in the classroom. Those materials can be in the form of linguistic features, visual, audio, kinesthetic, and in the form of printed text, performance or display, cassettes, CD-ROM, DVD, or internet (Tomlinson, 2001: 66). In his article Materials Development in *The Cambridge Guide to Teaching English to Speakers of Other Languages* he added,

They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elicitive in that they

stimulate language use, or they can be exploratory in that they seek discoveries about language use. (Tomlinson, 2001: 66)

Those materials can be instructional –give information to students about the language learned, experiential –enable students to have their own experience to use the target language as how it functions, elicitive –stimulate the use of language function, or exploratory – supporting students to actively explore the language learned in its usage. It, therefore, shows us how significant teaching materials for the success of language learning process is.

Tomlinson's definition of instructional materials is similar to The characteristics of this kind of materials, as aiming at explicit learning, usually contrive examples of the language which focus on the language being taught. Usually these examples are presented in short easy texts or dialogs and it is argued that they help the learners by focusing attention on the target feature.

As described, this type of materials is therefore close to what is meant by Peacock's (1997: 144) as inauthentic materials. He said that inauthentic materials are "materials produced specifically for language learners". It implies that the what so called inauthentic materials means instructional materials – although, in some cases, instructional materials can also be of some resource which text or dialogs are not intendedly made for instructional purposes – which is usually called by authentic material.

b. Inauthentic Material

Inauthentic materials are teaching materials which are made and designed for teaching purposes only. These materials are planned, designed, and produced based on the curriculum and policy in each country, in this context, Indonesia. These materials are usually in the form of textbooks. These textbooks are also built upon the learner's needs and ability (Febrina, 2017: 3). Peacock's (1997: 144) said that inauthentic materials are "materials produced specifically for language learners". It implies that the what so called inauthentic materials means instructional materials – although, in some cases, instructional materials can also be of some resource which text or dialogs are not intendedly made for instructional purposes – which is usually called by authentic material.

To conclude, based on the above opinions by experts, it is confirmed that inauthentic materials are instructional materials, but not the other way round, because there is possibility that instructional materials are also materials brought to class taken from resources which are not made for instructional or teaching-learning purposes.

c. The Strength and Drawbacks of Inauthentic Materials

Inauthentic materials are considered more suitable and appropriate for the learners. As it has been discussed earlier, real-life materials are too complex and difficult to be understood. On the other

side, inauthentic materials such as textbooks are designed by the teacher based on the learners' capability and language level. Thus, it is easier for the learner to master the lesson (Febrina; 2017: 7). She added, cultural content in the real-life materials is also considered an issue in using them in EFL context such as Indonesia. It is believed that the use of language should suit the local context. Since real-life materials also include some cultural difference between the target learner and the target language culture, it is considered better for the teacher to use their own materials which are inauthentic. Those inauthentic materials are argued as more culturally appropriate for the learners (2017: 7). Moreover, it is believed that there is no urgency in teaching English by using authentic materials since English has been considered as an international and global language, so that learning the target culture of English is no longer seen important. English as global language does not require the learners to internalize the local culture of the target language (Smith, 1976 as cited in Lauder, 2008).

Despite the strengths mentioned, there is also a drawback that this inauthentic materials have. As they are designed and simplified by teachers, these inauthentic materials then seem unnatural. Textbooks and simplified learning materials are considered giving lack of exposure to the real English language use in daily life. A clear gap can be seen between the language taught and used in the classroom and the language employed in natural daily life of the language speakers.

Sample of conversations tend to be unable to represent the actual model of how they are conducted in real life of the native speakers. Moreover, it is argued that learners of foreign language often fail to employ English in their real life eventhough they have learned English for years in the classroom (Febrina; 2017: 2).

d. The Role of Supplementary Instructional Materials

Brown stated that technique or method will not function effectively if there are no supporting materials. Further, he said, “... *much of the richness of language instruction is derived from supporting materials*” (Brown, 2000: 136). Today, supporting materials can be found varied and provided for different levels and purposes.

Tomlinson (2001: 67) added, eventhough textbooks are provided, there is none of them which are ideal for every student is different. Each one is special. Effective teachers should be active, reactive and creative in dealing with students’ different needs. They must be able to evaluate, adapt, and create materials which can fulfil their students’ needs. ‘*Every teacher is a material developer*’ (English Language Centre 1997 –in Tomlinson, 2001: 67). Indirectly, this is a formalisation of implicit understanding that a teacher must be able to provide supporting materials which are more than what textbook can give.

e. Authentic Materials

Authentic materials are teaching materials which is presented in the form of the target language, spoken or written by native speakers and are not made for instructional purposes but for communication, expression, etc. For example, newspaper article, magazine articles or poems, conversation in a drama, film, talkshow, TV advertisement, announcement, live news, speech, etc.

Objects –food items, cosmetics, tools and other materials- always add some significant reality to the classroom. Realia are probably the oldest form of classroom aid, but their effectiveness in helping students to connect language to reality can not be underestimated. So are posters, charts, and magazine pictures and texts. (Brown, 2000)

Another definition of authentic materials is that they are materials produced to fulfil some social purpose in the language community (Little, David and Singleton (1989: 25) in Peacock, : 144) – that is, materials not produced for second (or foreign) language learners.

Technology advancement can also provide a wide range of supporting materials that can be used in improving students skills in listening and speaking. Some of the materials suggested by Brown (2000), are: (a) commercially produced audiotapes; (b) commercially produced videotapes; (c) self-made audiotapes; (d) self-made videotapes; dan (e) overhead projector.

f. The Strengths and Drawbacks of Authentic Material

The strengths offered by authentic materials are that they can give bigger and real value of the target language (Carter dan Nunan: 2001), so that students can get real description of the use of the target language in its daily life application. Supporting the idea, Berardo (in Ghani, 2013: 2) stated the idea of using authentic materials in the classroom is to expose learner to as much real language as possible. These materials also cover wide ranges of “ideal sources of materials for extensive listening (Harmer, 2007: 303). That is why the more we pay attention to authentic materials, the better and easily we will find listening. In the Macro strategies of post method, Kumaravadivelu (2006: 206) stated that authentic materials are also “promoting learner autonomy”. It means that these kind of materials support students to be more independent in learning.

Furthermore, as listening is the most frequently used form of language skill which plays a significant role in daily communication and educational process. According to what has been stated by Krashen (1991) in input hypothesis, listening materials plays a great role in natural development and moving from one step to the others, to learn effortlessly, he argues that, learners should be in an acquisition-rich environment and be in natural exposure to language. Sherman (2003) in Febrina (2017: 3) states, “One reason why authentic material is so important for language learning is that it is a window into culture”.

Gilmore (2007) in Febrina (2017: 7) noted that the unedited authentic materials are suitable for learners to improve their English. As the materials expose various grammatical rules and language features, the learners will keep extracting new knowledge of the language. Gilmore then adds that learners will not be able to learn new things if they are not being exposed to it. Once they get used into the complicated world of the language features, their language proficiency will be more likely to improve.

Besides the above-mentioned benefits of authentic materials, limited drawbacks have been stated by few researchers. Martinez (2002) underlined the problem associated with the utilization of authentic language materials in the classrooms with different language proficiency levels. According to Martinez (2002) as cited by Omid and Azam (2015: 108), the authentic language materials which are used for language learning may be too culturally biased and the vocabulary may be irrelevant to the language learners' needs. More importantly, low level language proficiency or beginner level language learners may have a hard time interpreting what they hear or read because of the mixed structures that are used. Other researchers such as Widdowson (1996) also argued that there are some difficulties associated with the use of authentic materials such as the difficult vocabulary used which may demotivate language learners. Bacon & Finneman (1994) in Bahrani (2012) added that much of the difficulty language learners

experience with the use of authentic language materials originates from the students lack of familiarity with authentic language input and the processing strategies required for comprehending it. Richards (2001: 253) points out that alongside with the advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Febrina (2017: 6) added that the materials given in the classroom are genuine and delivered without any editing process. Therefore, there will be many unfamiliar words which may be too hard for the English as a Foreign Language (EFL) learners. As a result, this will lead to frustration and confusion by the learners as claimed by Guariento and Morley (2001). The learners will feel frustrated because they do not completely understand the words while they are required to complete the classroom activity.

However, Reid (2009) in Pokrivčáková (2009: 100) has proposed a solution to reduce such problems such as students' unconfidence and difficulties while working with authentic materials; the careful selection of materials regarding the age, language level, interests, usefulness and background of the learners.

4. Pedagogical Audio Material

To begin with, the term pedagogy needs to be defined. What does the word pedagogy mean?

It comes from The word for pedagogues derives from the Greek paid, (paed, pais) for child (boy) and agogos, for leader or escort. Escort derives from the Old Italian word scorgere meaning to perceive, guide, observe. The word “observe” has etymological connections to preserving, saving, regarding, and protecting. So a pedagogue is literally one who leads or guides or serves a child. In ancient Greece and Rome, a pedagogue was a slave who accompanied children to school but the term came to mean a “trainer of boys.” Pedagogy moved from meaning simply instruction or knowledge itself to the art, science or profession of teaching (Pearse, Sneider & Taylor; 2011: 3).

They added that although the term rooted in the word for child (or boy), the essence and nature of pedagogy can extend beyond leading, escorting or teaching children. Being a child can be an attitude, a state of mind. It is being innocent, curious, open to learning – some attitudes or characteristics which are usually owned by learners in general, not only child (2011: 3).

Pedagogy is the art and as well as science of teaching. It is a master-plan that includes a detailed analysis of what is to be done by a teacher (Bhowmik, Banerjee & Banerjee; 2013: 1).

Max Van Manen, currently a Professor of Education at the University of Alberta, Canada, where he teaches curriculum studies, phenomenological writing and research methodology, an elementary and a secondary school teacher in the Netherlands and Canada, an author, a teacher and a parent, stated that pedagogy is the activity of teaching, parenting, education, or generally living with children, that requires constant practical acting in concrete situations and relations (1990: 2).

Husbands and Pearce (2012: 5) cited some definitions of pedagogy by scholars. Grimmitt (2000: 16) defines pedagogy as a theory of teaching and learning encompassing aims, curriculum content and methodology. For Alexander, drawing on international education practices, pedagogy has two meanings: 'the act of teaching' and a wider conceptual meaning – 'ideas, values and evidence' about 'children, learning, teaching, curriculum and culture' (Alexander, 2004:7–8). In continental Europe, 'pedagogy' is a term that refers to more than the practice and techniques of teaching in the classroom; it refers also to the theories – of children, of learning – that underpin practices. In the words of James and Pollard, "Pedagogy expresses the contingent relationship between teaching and learning... and does not treat teaching as something that can be considered separately from an understanding of how learners learn". (2011: 280).

During the history of language teaching in the United States, technology has always played a key role. In the twentieth century, a wide variety of electronic devices had been used in order to make the process of learning a foreign or second language easier due to a new approach. It was obvious that the use of audio in the classroom began to gain territory rapidly. Regarding this aspect, Johnston (1987: 29) explained that "the term audio refers to the electronic transmission of aural material, in both live and recorded forms. The audiomedium is utilized in a number of technologies." This sort of technology, therefore, was used in order to develop students' aural-oral skills.

Audio material for teaching listening refers to recorded dialogues and monologues from native speakers. English teachers have always been inspired to teach students languages as spoken by native speakers, including pronunciation and intonation (Kaur & Raman, 2014). Garrett (2009) and Rosselot (1949) as cited by Yasin, Mustafa and Permatasari (2018: 95) said that for this reason, recorded audio lessons have been used for more than half a century to serve that purpose.

From those definitions put forth by scholars about pedagogy and audio media or audio material, a conclusion can be derived. Pedagogical audio material is listening material prepared and used for the classroom teaching and learning process utilizing audio media. This is confirmed by Graham & Santos who defined pedagogical audio material as audio material put together for pedagogical purposes (2015: 66).

5. Language and Culture

Language and culture are inseparable. It is impossible to learn a language without being in touch with the culture of that language. Kilickaya (2004: 3) stated that knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know that culture underlying language in order to get the meaning across.

As authentic materials consist of materials taken from the original or real life conversations, being exposed to the culture of the English

speaking countries are then inevitable. Contact between learners and these cultures are found to be both advantageous and detrimental.

A study conducted by Zacharias (2003) in Febrina (2017: 4) on the English teachers exposed that teachers in Indonesia prefer to use authentic or real-life materials from English speaking countries. This is because of several reasons and one of them is because teachers believe that by exposing the students to authentic materials, it can positively improve the students crosscultural understanding.

Rogers and Medley (1988) further added that authentic materials are resourceful materials to learn the culture of the target language. They contain cultural information which may benefit the learners to increase their awareness of different culture. Through materials such as TV shows or magazine, students can learn the culture or the habit of the people in the target language which can satisfy their curiosity. Kilickaya (2004: 1) also shares the same idea. She argues that cultural content in English language teaching materials has been widely discussed in recent years. Learning language is not only about language features but also about the culture of the target language. She believes that through assistance and appropriate materials given by the teachers, cultural content can be a useful teaching strategy.

In spite of the those benefits empowered by authentic materials, there are also some worrying impacts that these materials might have. Martinez (2002) as cited in Febrina (2017: 6) said that the cultural

difference between Indonesia and the English speaking countries from where the authentic materials originally taken has become the most significant issue which problematizes the use of authentic materials in Indonesia. It is believed that there is some cultural content presented in the materials which are different and even inappropriate with Indonesian culture or believe. Both teachers and students may find cultural exposure in the materials are worrisome. There are some culture and habit in the target language which may not be appropriate and unfamiliar in other cultures. If the learners are being exposed to new cultures, the cultural change may likely to happen (Febrina; 2017: 6).

This is the reason why teachers should adjust and simplify the materials. Lauder (2008) then concluded that Indonesian educational policy has a certain sensitivity toward target language culture. Indonesian teaching tends to believe that target language culture may give bad effect toward the local culture. As a matter of fact, the cultural difference should be learned instead of avoided.

Regarding this problem, Kilickaya (2004: 4) clarifies that learning a new language is not merely about learning the grammatical rules, vocabulary, and the language features. Learning a language means getting to know the culture as well. She also argues that learning the culture does not necessarily mean accepting and adjusting the new culture into the learners' context. The culture according to her is used to trigger learners'

interest towards contents and thus towards language, make the learning process more enjoyable and build mutual understanding across the world.

B. Relevant Studies

Relevant studies were conducted by researchers. There are no difference on the opinions of the kinds of resources of authentic materials that can be used as supporting media for the language teaching and learning process. Different opinions are seen on their implications on the teaching and learning process, especially in listening.

Mousavi (2011: 25) contributed to the former type of research examining the impact of the authentic and non-authentic listening materials on the listening comprehension of Iranian EFL learners. According to his statistics, the use of authentic aural materials improved learners' listening comprehension and had positive effects on them. Similar research was carried out by Ghaderpanahi (2012: 146) whose results showed a statistically significant improvement in listening ability of the EFL students, as well. Ghani's research (2013: 81-82) on the effectiveness of the use of authentic audiovisual materials in English listening test has also contribute to the same result. The use of authentic audiovisual materials was found out to be effective.

Armiun (2011:122) based on his research results also stated that video documents are a better choice for practicing listening comprehension in language classes but an occasional use of audio documents should not be rejected – still, they can be used in the class. It is also necessary to mention that

a video document, by nature, is less tiring and could be tolerated by learners for a longer time compared to an audio document. Combining audio and visual works together would be easier than working solely by auditory. Moreover, regarding the case of concentration, it could be said that a video document is not often distracting and results confirm that the use of an audio document – even though it forces the learner to listen more attentively – does not necessarily lead to better understanding.

Some researchers who worked on the same subject matter are Little et al. (1994), Bacon and Finneman (1990), Kuo (1993), McGarry (1995), Wong, Kwok & Choi (1995), Nuttal (1996), Mishan (2005), Gilmore (2007a, 2007b), and Rilling & Dantas-Witney (2009). The result of their researches showed that authentic materials contribute positively to learning process for they are more real, and motivate students to engage actively in classroom learning. Besides, Trabelsi (2010) adds that authentic materials are more appropriate and can fulfil the need of students of higher level like university.

Even so, there are also some other scholars who said the opposite. Widdowson (1984, 2000), Yano, Long and Ross (1994), Day and Bamford (1998), Ellis (1999) and Day (2003) stated that the language provided in authentic materials are more difficult to learn that they tend to hinder the process of acquisition or learning.

Regarding EFL students' difficulties comprehending fast speech, Brinton and Gaskill (1978) highlighted that the origin of this problem is traced back in insufficient exposure to TV and radio news programs. Classroom

materials which are used to enhance listening comprehension are not sufficient enough to help the language learners cope with rapid speech comprehension (Brinton and Gaskill, 1978). Based on the results obtained from the study, TV and radio news improved the listening skill. This was because different newscasts could bring reality into the classroom and enable the students to focus more on substantive issues. Besides, because of the recycling feature of vocabulary in different TV and radio news, EFL/ESL language learners could become more familiar with many contextualized vocabulary items during a long period. Without providing empirical evidence, Brinton and Gaskill (1978) claimed that by listening to TV and radio news, improvements in the target language go beyond listening comprehension.

Similar studies on using TV news to improve listening proficiency were also conducted by other scholars (Poon, 1992; Baker,1996; Cauldwell,1996; Berber,1997; Cabaj & Nicolic,2000). Their result of studies also supported previously conducted research result by those researcher above.

Regarding the use of various kinds of films as pedagogically valuable authentic materials in EFL/ESL classrooms, a number of studies have been carried out (Chapple and Crutis,2000; Ryan, 1998; Heffernan, 2005; Gebhardt, 2004). The use of different films in content-based instruction approaches in EFL classrooms in Southeast Asia was the focus of a study conducted by Chapple and Crutis (2000). The study emphasized how intrinsically motivating materials such as films along with content-based instruction can enhance language learning. Similar studies were also conducted by Ryan (1998),

Heffernan (2005), and Gebhardt (2004) focusing on enhancing motivation and language learning through the use of films in language classrooms without providing empirical evidence.

C. Conceptual Framework

Listening comprehension as the base for speaking and the other two skills plays a significant role in language learning. It is the most frequent activity done in daily basis compared to the other language skills. Listening is also a medium for acquisition or students' natural way of gaining the target language linguistic data. Good listening skill will result in the richness of language competence and improvement of language proficiency. Regarding this significance, teaching and learning process must be conducted as good as possible in order to be able to reach the objectives of the teaching and learning process set out. Appropriate materials, best fit techniques, helpful strategies and interactive media ought to be well selected, planned and prepared.

Authentic materials are those which are made not for the purpose of academic or instructional, teaching and learning process. Authentic materials have so many strengths as they can give abundant exposure to the students about the real use of the target language in real situation. Furthermore, authentic materials can also contribute positively in the students' target language acquisition by the original pronunciation, stress and intonation of English as the target language. The more they get in touch with the real use of

the target language, the easier they will find listening and the better their listening comprehension will be.

Those listening materials consist of the ones with audio media and some other audiovisual media such as video, film, and TV news or commercials. These media have proven effective in the teaching and learning process of English, in this case especially in the teaching and learning of listening. As these media make it possible to bring authentic materials to classroom, the effect of using them can contribute more or less the same as what have been described or explained previously. Another benefit audiovisual media can give is that they can also help the students comprehend listening more easily by the facial expression and mouth movement of the speaker.

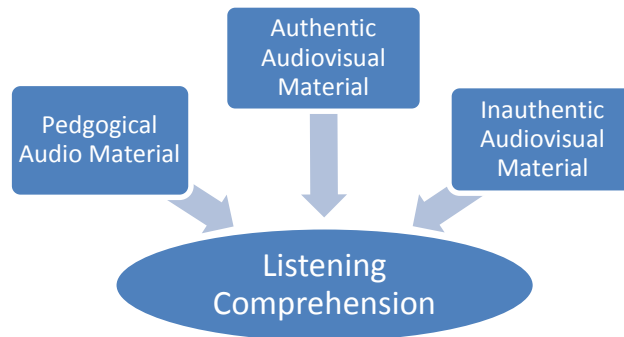


Figure 3. Relationship of the Variables

D. Hypothesis of the Research

From the theories put forth by scholars, an answer to the research questions can be formulated as a research hypothesis as follow.

1. The null hypothesis (H_0) in this research is that there is no significant difference in the students' listening comprehension between the classes

taught using authentic and inauthentic audiovisual material and the other taught using pedagogical audio material.

2. The alternative hypothesis (H_a) in this research is that there is a significant difference in the students' listening comprehension between the classes taught using authentic and inauthentic audiovisual material and the other taught using pedagogical audio material.