

CHAPTER I

INTRODUCTION

This chapter presents a general description of this study. It includes background of the study, research questions, aims and purposes, significance of the study, clarification of terms and organization of the study.

1.1 Background of The Study

Being able to master English means being able to communicate with more than 1.5 billion people all around the world. English has been referred as a global lingua franca. Besides, English is the most widely used as a foreign language in the internet and book publication with over than 60 countries. Books, magazines, and newspapers written in English are available in many countries around the world (Graddol, 2000, pp. 4-9)

In addition, Crystal stated (2003, p.86) the importance of English is without a doubt very prominent to professional industry as the language continues to grow. It becomes officially the language of the United Nations and many other international organizations, including the international Olympic Committee. English is the most widely spoken language in the hospitality industry. That is why English has become one of the widely taught as a foreign language in schools.

In terms of language learning, there are four skills that should be invested by the students. One of the language skills, listening, stands as an important role in teaching and learning process, beside as the tool of communication. Though, some people tried to ignore the listening teaching process. It is proved by the fact that there is a big amount of research has been conducted speaking, reading and writing that are considered to be the valuable skills that we should focus on and may easily performed as the students' ability. Though, listening is one of the important programs applied in the classroom to prepare the students to acquire the information effectively.

This research was conducted in a private junior high school in Bandung that included English listening as one of the main subject in mastering English. The Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

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class is done in an English Laboratory, equipped by supported facilities, like a teacher's computer, digital audio exchange, headsets, system software, digital student's terminal, and displays. The listening class is arranged for once a week for each class.

Underwood (1989) defined listening as the activity of paying attention and trying to get the meaning from something we hear. It means that the listeners (students in this research) are trying to interpret the sounds they hear and expressed it into the verbal or nonverbal activities. As it is concluded, listening is not only the sound perception, but also the understanding effort.

Listening is the process of taking in information through the sense of hearing and making meaning from what was heard. Listening comprehension prepares young children for later reading comprehension (Jalongo, 2008). This may be the reason why Brown (2012) submitted that it is crucial for a child to develop good listening skills in order to cope with the academic demands of school and to learn adequate literacy skills. Listening skill helps children to guide their self-inquiry and discover their individual possibilities. Children who are active listeners can incorporate the things they hear faster in their framework of knowledge than a more passive counterpart. In his own view, Tramel (2011) observed that children can also exhibit better concentration and memory when they develop good listening skill. Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Roskos, Christie & Richgels, 2003).

Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Wolvin & Coakely 2000; Gilbert, 2005). Listening is central to a child's development of other skills, including survival, social and intellectual skills. (Wolvin & Coakley, 2000). Listening comprehension is considered one of the skills most predictive of overall, long-term school success (Brigman, Lane & Switzer, 2001).

In their studies, Isbell, Sobol, Lindauer & Lowrance (2004), Gallets (2005) & Philips (2000) revealed that storytelling improves the listening skills of

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

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children. This supports the report of Smith (2003) that despite the fact that listening is the language skill that is used the most; it is the one that is taught the least in the classroom. The fact that listening has been neglected or poorly taught may have stemmed from the belief that it is a passive skill and that merely exposing learners to the spoken language provides adequate instruction in listening comprehension (Call, 1985). Selecting the suitable materials is vital in teaching listening skills to students.

The problem started when the researcher discussed with some junior high school teachers in a training program. The discussion focused on the in teaching method by using authentic materials. The training suggested us to use authentic materials in teaching. This made the researcher interested in having a further knowledge of the authentic materials use in teaching.

In getting the deeper knowledge, the researcher did more discussion to the teachers. In the discussion, some teachers said that they have used this kind of materials. They tried to pack this material in achieving the learning goals. In later discussion, some teachers said that there are some students who feel anxiety in listening class. Some students feel anxious because they never heard the words before, and some other reasons. They said that one of the biggest problems faced by the students is to be able to listen and comprehend the English texts.

The teachers have tried to overcome this anxiety problem. But, there were no significant influences to the students, for example that they have better scores, they were getting motivated, etc.

As Thornburry (2005, p.28) stated that the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to failure and cause an acute sense of anxiety when it comes to listening.

Given that anxiety determines the success of learning and acquiring second or foreign languages (Horwitz et al., 1986, pp.131-132), in Indonesian context, most of students at secondary schools are not able to listen English texts, and seem to experience anxiety when activating their listening skill.

The fundamental purpose of the study was to examine the use and benefits of authentic materials in teaching English listening towards EFL Junior High

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

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School students. The source of data collection is using descriptive analysis of interviews, questionnaires and class observation. The analysis reveals the use of authentic materials that may help the students to handle their listening anxiety. Hopefully the use of the authentic materials in listening may positively influence the ESL students' learning acquisitions and their listening anxiety. Additionally, investigating the students' anxiety might contribute to enticing and motivating the students to have more chances to use the target language in daily life and for academic purposes.

The aim of all listening lessons should be to allow learners a greater degree of independence when confronted with listening to the foreign language in a real world context, and that means using authentic texts. The authentic materials can be delivered by using radio, television/radio, the internet or CD-ROM.

The previous study conducted by Lingzhu & Yuanyuan (2010) shows that there're some problems, such as the contain of difficult language, unneeded vocabulary items and complex language structures (Richard, 2001). Every foreign language teacher should introduce authentic listening materials to the learners at all levels to increase their exposure to the real target language in use. Learners feel more comfortable and motivated by using authentic materials in learning listening. Students were required to have sufficient cultural background knowledge and a large amount of vocabulary and a good command of grammar knowledge.

Azizah (2016) finds out that by using authentic materials in teaching listening get better results and the students are more interested in learning process. Ghaderphani (2012) found that it is needed to ease students' frustration that resulted from the speed of authentic materials.

Al Azri & Al Rashdi (2014) have gone through related literature to observe how the researchers support the idea of using authentic materials in teaching to motivate learners, arouse their interest and expose them to real language they will face in the real world. This method can also be applied not only for adults, but also for young learners as elementary level Sabet (2012). His research showed that students who were exposed to authentic materials performed better. The survey also donated their satisfaction and positive attitudes to authentic listening

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

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materials. It is also supported by Akbari & Razavi (2016) that this kind of methods should be accompanied by the positive attitude of the English teachers toward presenting authentic materials in the classroom.

Therefore, lower-level students are easily de-motivated when confronted with this kind of materials. Authentic materials often create problems to teachers too. Since the language of authentic listening materials is difficult, teachers need to do special preparation before class that is often time consuming. These disadvantages can be avoided in selecting and lesson planning. Foreign language teachers should introduce authentic listening materials to the learners at all levels to increase their listening skill to the real target language.

This kind of authentic learning can be prepared to prevent students from experiencing listening anxiety and increasing their levels of listening comprehension.

This study provides the data analysis of what listening anxiety appear in the class and how do the teachers overcome the listening anxiety by using the authentic materials that are considered as one of the methods that can help the students in reducing the anxiety.

1.2 Research Questions

In order to reach the purpose of the study, it is an obligation for the researcher to give a rise to the problems which are going to be investigated. Hence, the research questions are formulated as follows:

1. How does the students' learning anxiety appear in the listening class?
2. How do the teachers overcome the students' listening anxiety by using authentic materials?

1.3 Purpose of The Study

1. To find out whether the students' learning anxiety appear in the listening class.
2. To find out how the teachers overcome the students' listening anxiety by using authentic materials

1.4 Significance of The Study

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It is worth conducting that this study provides significance for both teachers and other researchers. For teachers, it gives the information about the effects and benefits of using authentic materials in teaching listening in the class. Moreover, it gives clear view of the impact of using the authentic materials in preventing the students' listening anxiety. In the meantime, other researchers can make use of this study as a starting point to conduct researches in certain areas, urban and/or suburban areas. The findings are expected to optimize students' learning experience in acquiring second language specifically in accomplishing their listening skill.

1.5 Operational Definition

The followings are some main terms worth defining to avoid misunderstanding and ambiguity.

1.5.1 Authentic materials

Authentic language refers to written or spoken language which is created by and for a native speaker of the language in which it is produced (Rogers & Medley, 1988). It is also defined as real life texts, not written and prepared for pedagogic purposes (Wallace, 1992, p.145; Richards, 2001, p.252). They are, therefore, written for native speakers and contain "real" language. Peacock (1997) defines that authentic materials are the materials that have been produced to fulfill some social purpose in the language community. Martinez (2002) also defined that authentic would be material designed for native speakers of English used in the classroom in a way to the one it was designed for. Meanwhile, the non authentic materials in this study means the textbook and other especially instructional resources (Richards, 2001, p. 252)

Results of the study conducted by Herron and Seay (1991) indicate that listening comprehension in language students improves with increased exposure to authentic speech. Ur (1984) proposes that second-language students learn best from listening to speech that is planned to take into account the learners' level of ability. Ur also suggests that the speech should be an approximation to the real language if it is not entirely authentic. While tasks such as grammar or

pronunciation drills do not provide students with the chance for exchanging authentic messages, the use of video and film, radio broadcasts, and television programs will involve students in activities that present real life listening contexts (Herron & Seay, 1991). If students are to use the language to communicate effectively in the real world, Rogers & Medley (1988) propose that students have to experience the language as it is used for real communication among native speakers. This can be done through the use of aural authentic materials in the language classroom. Furthermore, Gilman & Moody (1984) recommend that the teacher should use authentic materials in implementing listening comprehension training at advanced level and with students at the beginning and intermediate levels. Underwood (1990) considers that “any text is ‘authentic’ if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use”.

1.5.2 Language Anxiety

The successful development in the listening skill and comprehension may influence a positive attitude toward listening. Problems in the education process regarding to the development of the listening skill and inability to comprehend what is listened stir negative attitudes towards listening (Joiner, 1986).

1.5.3 Listening skill

Listening and speaking are commonly integrated when implemented in the classroom because listening has something to do with receiving spoken language and speaking is usually based upon what is heard. In other words, listening refers to verbal input, while speaking constitutes verbal output where these skills are labeled consecutively as receptive and productive skills (Harmer, 2001a, p.266). However, it is not simply listening and speaking since skills we are dealing with the EFL learning, encompassing many considerations to take into account.

For the purpose of the current study, listening is defined as an active, and interactional, process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of

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THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

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a speaker or the oral text so that he/she can respond effectively and suitable to oral communication with other people. Traditionally, listening for a human being is a natural skill produced by children. At educational levels, listening has become one of the language skills that is taught in comprehending information.

From the definition above, it is clear that the authentic listening materials are the sources of the materials in the form of the real life, language and culture of the native speakers. Anxiety is the problem that might appear toward the learning method for EFL students. Listening is the process of understanding the message of the speakers and responding effectively.

1.6 Organization of The Report

This study will be organized into five chapters. Chapter one consists of background, research questions, purposes of the study, significance of the study, clarification of main terms and organization of the paper.

Chapter two presents theories relevant to the study. Chapter three contains research design, research site and participants, data collection, and data analysis. Chapter four provides the findings and discussions. Chapter five reveals the conclusions and suggestions.