

CHAPTER I

INTRODUCTION

This chapter discusses a general description of this study. It includes background of the study, research question, objectives of the study, scope of the study, and significance of the study. It ends with clarification of key terms.

1.1 Background of the study

As one of the four language learning skills, listening plays an important role in the realm of language teaching especially English. Listening has to be mastered by the students as they mastered other language skills. Due to its importance, this skill should be learnt by English language learners and the teachers needed to provide proper materials in their teaching instructions. However, it is not such an easy task to be done by many English teachers, since listening is so called “Cinderella skill” in second language learning (Nunan, 1997, p. 42). It means that, fewer portions were taught by some of English teachers compared to others skills. Listening becomes less important to be taught to the students, and listening becomes the neglected skill in language classroom and poorly taught (Mendelsohn & Rubin, 1996). Many English teachers avoid teaching listening; they have greater emphasis on speaking (Nunan, 1997). The complexity pattern of English component such as vocabulary, grammar and accent in teaching listening seemed to make the teachers do not pay attention in teaching listening. The teachers give fewer portions to it and it seems that they ignore the fact that listening is a part of English skill that should be achieved.

A study has pointed out that the selected and presented materials become the problems in teaching listening (Azizah, 2016). In her preliminary study, she found the problems occurred in listening classroom where many students found the difficulties in catching ideas and the information. There are occurring problems in listening classroom. First is the native speakers’ accent. For most EFL students, the native speakers’ accent sometimes made the important information miss while they are listening. The problem appears since the students’ lack of exposure in listening the native’s accent because they have little chance to hear the real language from the native speaker. They were not familiar of hear the

language that is produced by the native speaker. Furthermore, the limitation of listening materials source which is produced by the native speaker also becomes the problem in listening classroom. And the third problem is in selecting the appropriate materials will lead the students anxiety and unmotivated to study (Azizah, 2016).

Furthermore, the major problem faced by the English teacher in teaching listening is how the material presented. Some of the listening materials are presented in written form. This kind of materials often does not work in listening classroom or the materials chosen do not grab the students' attention. Beside irrelevant, the written forms of listening materials are not less effective. For most common listening materials, to save the teacher's work in the classroom, the teacher could prepare and could use the taped listening passages (Brown, 2001). This kind of materials sometimes may afford the students with some valuable expose to the native speaker's accent, but some of the content of listening materials is not presented effectively and yet most of the students struggling to predict what the speakers are going to say. Those kind of listening materials are remarkably not authentic when the teacher recorded, pronounced and presented in classroom.

In attempt to create listening comprehension become more effective and more interesting, the selected listening materials for teaching listening should meet the objectives of teaching listening itself. The problems in teaching listening could be minimalized. For that reason, some of English teachers consider that authentic listening materials will engage students in listening classroom. Some of the teachers preferred to use authentic listening materials as they realized that using authentic materials would expose their students to the everyday real language as used in the daily life language. Authentic materials refer to oral and written materials used in daily situations by native speakers of the language (Erbaggio, et al., 2012). Newspaper, magazines, television, radio, and the internet are some of examples authentic materials.

Moreover, the authentic materials definitely reflect the concern of the teachers about their learners in terms of learning atmosphere and objectives. Using authentic materials offer language instructors the opportunity to expose the

learners to the materials which are produced for the real life contexts (Jordan, 1997). By employing authentic materials in classroom will make a close contact with the target language as much as possible (Berardo, 2006). Therefore, the students are intended to have the direct experience of how the language works in the real situation.

Previous studies have indicated that using authentic materials in teaching listening in EFL classroom have lots of benefits for both of teacher and students. For some cases, the positive experiences happen in the classroom, it can be used to develop the comprehensive classroom environment (Dumitrescu, 2000). In addition, using authentic materials is generally acknowledged as they are a way of maintaining or increasing students' motivation (Berardo, 2006; Guariento & Morley, 2001; Kilickaya, 2004; Martinez, 2002; Richard, 2008; Tamo, 2009; Thanajaro, 2000). Besides, using authentic materials can develop students' listening and reading skills (Baird, 2004; Harmer, 2004). Using authentic materials also enables teachers to develop their full potential as teachers, developing the activities and task that better match their teaching styles and the learning styles of their students (Huang, et al., 2011; Ayuanita, 2018).

On the other hand, studies on using authentic materials in teaching listening in EFL classroom has been conducted. Focusing on Indonesia context, related researches on using authentic materials in teaching listening materials have been conducted. Those previous studies focused on the using of authentic materials in teaching listening in the EFL classroom. Some of the researches also focused on the importance of authentic materials in developing students' listening comprehension. Authentic materials for developing listening comprehension (Azizah, 2016), teaching listening using authentic materials (Ayuanita, 2018), the importance of authentic materials in developing appropriate and effective listening skills (Fithriyah, 2015) and using authentic material to improve the students' listening skill (Mallapiang, 2015).

From the previous studies, it appears that there are still questions requiring further comprehensive studies to investigate teacher's ways in selecting, designing and implementing authentic materials in teaching listening. Regarding the above arguments in relation to the problems, this present study is undertaken to further

investigate teacher's ways in selecting, and implementing authentic materials in teaching listening. This study focuses to the selection of authentic materials itself and the application in teaching listening. It is highly expected that understanding more about the usage of authentic materials in teaching listening will enable both teachers and students to find better solutions for the issues relating to the successful teaching and learning process.

1.2 Research Question

The problems described in the background of the study lead to a research question: how are authentic materials used in teaching listening?

1.3 Purposes of the Study

As indicated in the background of the study, the purpose of this study is to investigate the use of authentic materials in teaching listening in an EFL classroom.

1.4 Significance of the Study

The finding of this study is highly expected to provide relevant knowledge and information about teaching English as Foreign Language and to give great contributions in teaching listening in English as Foreign Language classroom. Listening is also an important part to be mastered by the students. The same portion should be taught as other language skill in the classroom, especially in fostering the students' listening skill by using authentic materials in secondary school and to provide references for some researchers in the future.

To the policy maker, it is expected that this research will bring a new decision that teaching listening is not neglected anymore. It can be useful to use authentic materials to develop the students' skill in listening that the students will become independent. It is hoped that the result of this research may be used as the consideration in developing the curriculum which includes teaching method to come to the most effective and efficient teaching.

For the teaching practice, especially English teaching it is hoped that this research will give a contribution for teacher in classroom practice, especially, in

developing students' listening skill. Teachers are hoped to be more effective in helping their students in developing students' listening skill by using authentic materials.

For the students as English learners, this research can give them experience which can lead them to be and independent learners. They are expected to be effective listeners and become the critical listeners from what they learn from listening.

1.5 Scope of the Study

The scope of this research is restricted to the use of authentic materials to foster students' listening skill in an EFL classroom. In this study, teacher's ways in selecting, designing the authentic materials is explored. Also, the study is set to investigate challenges faced by the teachers while adapting and implementing the authentic materials as well as the benefits of the authentic materials on the students' language learning.

1.6 Clarification of Key Terms

To avoid misunderstanding, some key terms are clarified as follows.

Authentic material refers to the materials genuinely occur in the real world outside the English classroom and considered the most appropriate means of showing the real use of English for communication. Actually, authentic materials are produced for social purposes, and are not supposed as language teaching materials, since authentic materials represent good opportunities in language learning and as a consequence, authentic materials become suitable in language classroom by bringing the classroom into the real outside world.

Listening comprehension refers to the ability in identifying and understanding what others or something which can be heard are saying. Through the sense of hearing and making meaning from what was heard will be treated by the listener in taking the information, identifying and understanding is called listening. The ability of the listener to identify and to understand involves the understanding of a speaker's accent or pronunciation, grammar and vocabulary, and grasping the speaker meaning.