ENHANCING LISTENING SKILL BASED ON AUTHENTIC MATERIALS IN HIGHER EDUCATION

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Abstract

The objectives of this study was to know the using of YouTube materials in learning listening skills of university students and to assess students' attitude towards the using of it. The sample of the student population for this study was 61 students. The t-test was used to compare the listening competency of the experimental group. The one-group pretest-posttest design was implemented in this study. The instruments used in this study were 1) lesson plans 2) listening comprehension tests (pretest and posttest) and 3) a questionnaire of the students' attitude. Regarding to the data analysis, mean and t- test scores for the dependent sample were employed. The T-Test scores was 37.59 and mean of pre-test was 50.80 while mean of post test was 84.91. The result indicated that 1) the students' English listening comprehension ability increased significantly after learning with YouTube material and 2) students had positive attitude towards using videos in learning listening skills.

Keywords: Authentic material, Listening, Higher Education

Abstract

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan materi YouTube pada ketrampilan menyimak pada mahasiswa dan untuk mengetahui sikap dari mahasiswa dalam penggunaannya. Sample dan populasi dari penelitian ini berjumlah 61 orang. Uji t digunakan untuk membandingkan kemampuan listening pada kelas eksperiment. Grup pre-test-post-test digunakan dalam penelitian ini. Instrumen yang digunakan adalah 1) rencana pembelajaran 2) tes listening (post-test dan post-test) dan 3) kuesioner sikap. Hasil uji t-test adalah 37.59 dan mean pre-test adalah 50.80 sedangkan mean dari post-test adalah 84.91. Melihat analisa data, mean, dan hasil t-test menunjukkan hasil 1) kemampuan mendengarkan bahasa Inggris meningkat secara siknifikan setelah menggunakan materi Youtube dan 2) mahasiswa memiliki sikap yang positif dalam pembelajaran ketrampilan menyimak.

Kata Kunci: Authentic material, Listening, Higher Education

INTRODUCTION

Listening comprehension is a complex process, crucial in the development of second language competence. Listeners use both bottom-up processers (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. Moreover listening is a basic skill in the first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning. This skill, despite its importance, has been allocated in adequate consideration in ESL/EFL teaching. Clearly listening is complex and involves developing and adapting interpretations of the world within a linguistic context that seldom permits repetition of input. This can be difficult enough in one's first language; in a second language it also demands that the listener change or adapt linguistic competence to be employed in EFL classrooms to improve students'

listening comprehension. In English language Department in Indonesia, however, the process of the skill of listening is not emphasized despite a wide access to listening materials with accompanying audio visual technology in the classroom such as CDs, DVD or video. Students consequently attribute their difficulty in listening comprehension either to their inadequate competence or to the linguistic difficulty of stimulus texts. In a discussion of comparable teaching contexts, Graham (2006) observes that continuing difficulty in developing listening skills may lead to a sense of passivity, lack of motivation and a less effective listener. The point here is that the process of listening skill instruction is not given sufficient attention in the classroom and is undervalued globally and in Indonesia, in particular.

Listening is a natural process in acquiring a new language. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures. A new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language (Buck, 2001). Moreover, Chomsky's proposal of the notions of competence and performance in 1965 was postulated on the concept of the ideal speaker-listener, something which the average second language learner is very unlikely to be. He asserted that performance was dependent on competence but that the reverse is not true. Lyons (1969, p. 16), in his explanation and expansion of this theory, raised the possibility that "the acquisition of competence is partly or even wholly dependent upon, and in this sense is a function of, performance and text". Canale and Swain (1980)

developed Hymes' concept of communicative competence by suggesting that such skill comprised grammatical, sociolinguistic, discourse and strategic competences. Bachman (1990) proposed a communicative language ability model which involved, firstly, organizational competence, or the ability to understand the structures of a language and to produce them in comprehensible form, ideally accurately; and pragmatic competence which comprised the illocutionary aspects of communication and the ability to make sense of, and adjust to, the socio cultural parameters of the language community.

To a great extent this has changed due to the extraordinary technological advances that have taken place over the last decade which have contributed to make this medium increasingly affordable and accessible. At the same time, those same advances have presented unique opportunities and posed serious challenges to designers and developers of listening comprehension instructional materials. The addition of computer-assisted control has multiplied the possibilities, promises and challenges of designing innovative, motivating and pedagogically sound activities which could not be created at all or would simply not be as effective without it. This double capability of random accessibility and computer control gives us our real chance to explore "interactive" uses of learning materials.In addition, to develop listening skills effective material used in English as a Foreign Language (EFL) classes is a crucial aspect of the teaching method is technology. It has played an increasingly important role in the methods of instruction. One technology is video which offers instructors a wide variety of resource material.

In conclusion, listening as a premier skill of language acquasition should be increased by new method that make students enhance and easy to catch it.

AUTHENTIC MATERIALS FOR LANGUAGE LEARNING LISTENING

Authentic material is defined by Gardner and Miller (1999, p. 101) as material intended for some others use besides language learning. Authentic material can come in all forms of interactions. It may be written text, audio recordings of actual communications or video of conversations or dialogue, all containing content not intended to be used for language instruction. There some reasons for using them. Perhaps the most important is the students' motivation and interest. One of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the integrative motivation. Authentic materials utilize this motivation very strongly by their ordinariness and flavor of everyday life; they seem exotic and exciting, the very stuff of strange foreign life. For students who have this motivation, authentic materials are a highly effective way of bringing the target culture closer; this is as near to participation as they will get without actually living in the country. The content of the materials may not matter very much; it may not even worry them whether they understand it or not, provided it keeps their interest in the foreign culture alive.

Marrow's (1977, p. 13) definition will serve us well. He relates it to "a stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message of some sort". Harmer (1983, p. 146) says that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but for the speakers of the language in question. Nunan (1989, p. 54) thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching.

According to Gebhard (1996), authentic materials can be classified into three categories.
1. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials: slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Based on these definitions, we can find the real meaning of authentic materials: they are real language; produced for the native speakers; designed without the teaching purposes. Moreover, the suitable definition should be that authentic listening materials is unscripted, natural and spontaneous spoken language materials, such as

interviews, lectures, dialogues, discussions, and conversations etc.

In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the internet is continuously updated, more visually stimulating as well as interactive.

YOUTUBE MATERIAL

In this section we can find out about what YouTube looks like and how we use it. If we decide to use it in class, it may be helpful to know some basics. In other words, it is a website where you can find all sorts of videos which people have made of themselves, others, of TV shows and have put on the web for everyone to see. The easiest way to experience the variety of videos is to visit the website yourself. Just click on the following link: http://www.youtube.com/. If you need a guide through some of the basic features, go to a guide through some basic features of YouTube.

A major advantage is that video Youtube material scan focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to native speaker language in a natural context. However In William & Lutes undated stated that, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston, 2000; Sherman, 2004). Since dual coding has been proven to enhance encoding by

learners, video materials are an effective delivery system because they contain a combination of visual and aural information.

The use of video Youtube materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy.

Using television or videos in the classroom allows the learners to access more information when listening. That is, the learners can listen and see what is happening at the same time. According to Miller (2003) Non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Many language learners watch videos outside of class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they become used to reading the sub-titles of English movies). Hence, watching video is an opportunity for students to increase their knowledge of the English language outside the classroom. But facilitators should advise students to be aware of the listening practice instead of reading of subtitles.

William and Lutes (n.d.) claims that through visual materials, students have the opportunity to be observers and participants; in this way, William and Lutes (n. d.) conceived that learning will be more natural because video sallow the English class to be more innovative and less traditional.

In conclusion, teaching listening with videos can make lessons more interesting. While watching it, the learners are exposed to both audio and visual inputs; for that reason, this project is based on videos to increase listening skills. To define listening, Saha (2008)

expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. In the same way, Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. Besides, Helgesen (cited in Moncada, 2003) supports that listening helps learner to be "flexible listeners", to know how to listen in order to get the general idea or the specific information needed to understand videos. Videos have become more and more popular in language teaching for decades. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning. Here, I will explore how videos can be used in language classrooms, and how videos can help students improve their listening skills. Videos can motivate students to engage in language learning. Students will not only have lessons with videos; they will also use videos to learn language. Teaching listening with videos will be the primary examination of the use of technology in language teaching.

Video Youtube materials can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. Secules, Herron and Tomasello (1992, cited in Keihaniyan, 2013) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language e-learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. As a result, the use of video Youtube material is widely employed as an instrument to practice listening skill in English

language learning. For these reasons, the aim of this study was to gain an understanding of the effects of using Youtube video materials in the development of listening skills in an EFL classroom.

Similarly, Richard and Rubin (cited in Duzer, 1997) argue that "although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues". These theoreticians make a distinction between hearing and listening, in which listening could be understood as a receptive and passive skill, where the role of the listener is to understand the message rather than just perceiving sounds as hearing does, making listening an active process. The idea is that listening comprehension is the outcome of an interaction of a numbers of pieces of knowledge. This means that listeners have to use many types of knowledge.

METHODOLOGY

This research used experimental research which took the population of this study was first-year students in the second semester of academic year 2014/2015 of English Departement of Stain Kediri. The sample of the study was 61 students, selected by simple random sampling from one of 3 classes.

VARIABLES

Independent variable: The use of video Youtube materials in teaching listening skills.

Dependent variables: The students' learning achievement on listening skills and students' attitude towards learning through using Youtube video materials.

DURATION OF THE STUDY

The study was conducted during the second semester of academic year 2014/2015. It involved 12 times of 90 minutes in every sections. Two meetings were used for the pre-test and post-test and the other 10 meetings were used for the experiment.

RESEARCH INSTRUMENTS

1. Lesson plans for the instruction.
2. Video material Tariq Ramadan; Dignity
3. Video Youtube material documentaries abouts peech, talk show, culture, environment and adventure activities. Each video was 5-20 minutes in length. They are such as the video of talk show of Tariq Ramadan and al Jazeera under the tittle Double Standard of freedom of Expression, dignity, peace and loneliness.
4. The test which was used as a pre-test and post-test to study the progress of students' learning achievement before and after they studied listening with the videos.
5. The questionnaire to study students' attitude towards learning listening with videos, constructed by using the Likert method.

VALIDITY AND REALIABILITY

Pre-test and Post-test of listening comprehension. There was 3 language specialists were consulted to check the content and validity of this test. The aims of revised test was tried out with 35 second-year students to check the level of difficulty of test items (p) and the discrimination index (D). The test items with value of level of difficulty between 0.20 to 0.80 and the discrimination index higher than 0.25 were selected. The test scores were calculated to check for reliability using the Kuder-Richardson Formula 20 (KR20). The value of this reliability test was 0.78.

QUESTIONNAIRE

Language specialists were consulted to check the congruence between the questionnaire items. The value of Index of Congruence (IOC) was between 0.6-1.0. The students were required to rate the statements on a five-point scale from "very low" to "very high". The initial questionnaire was tested and improved to make it more comprehensive, authentic and valid for collecting data. The questionnaire was then administered with a new group of students to study their attitudes towards learning listening skills through using videos. The Cronbach's Alpha value of this questionnaire was 0.82.

DATA COLLECTION

In the study the researcher divided this activity into three parts; those parts were pre-listening, while listening, and post-listening. Each activity had different emphasis based on the techniques and teaching learning process. The procedure followed in the teaching plan used in the study encompassed the following three stages:

Pre-listening

At the beginning of the class, it was allocated 15 minutes, the researcher outlined the objectives of the lesson and the topic of the presentation material, a series of ice breakers questions was put to the students to help them before studying with the material. Then she asked the students about their background knowledge and related vocabulary.

While-listening

First, the students were presented with the entire learning material and instructed to take notes or write down

keywords. Second, the material was presented again accompanied by an exercise to be completed by the students. The researcher played the video 2 times. The authentic material was the real dialogue of Tariq Ramadan in Al Jazeera.

Post-listening

The students completed a questionnaire and checked the answers carefully for a minute before exchanging it with their partners in order to check if the answers are correct, then handed in the exercise to the researcher. They were then given the opportunity to discuss the material presented and to express their ideas or opinions about it.

Research Procedure

1. The learning procedures and learning objectives were described to the students step-by-step.
2. They took the pre-test.
3. They learned with the video, covering 12 periods over 3 months
4. The group was assigned to do the post-test.
5. The scores on the pre-test and post-test were statistically analyzed, compared, and interpreted using mean and t-test for dependent samples.
6. The students in the experimental group were assigned to respond to a questionnaire regarding their attitude towards the use of videos in teaching listening skills.
7. The results from the questionnaire were used to calculate the mean score of a particular comment and overall comments in order to gauge the students' opinions.

DATA ANALYSIS

The data obtained from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test, the post-test and the questionnaire. The t-test was used to compare the listening competency of the experimental group. The computers of tware program, SPSS, was used to analyzese the data. The data from the Likert's scale was calculated for the arithmetic means (X). These means revealed the students' opinions towards learning with video. The value of mean scores for opinion level was interpreted according to the following criteria:

Value of mean scores	Meaning
4.51-5.00	very good
3.51-4.50	good
2.51-3.50	average
1.51-2.50	bad
1.50 or lower	very bad

FINDINGS AND DISCUSSIONS

Table 2 below showed the comparative result of English listening pre-test and post-test scores of students. The mean scores of the pre-test and the post-test are 50.80 and 84.91 respectively. The standard deviation of the pre-test and post-test of the experimental group was 5.88 and 4.30 respectively. According to the result of the t-test which was 37.59, it can be concluded that the learning achievement of students' post-test is higher than the pre-test at a significance level of 0.05. The students' English listening comprehension ability increased

significantly after learning with the videos.

The result of this study is shown in Table 2.

Table 2.
The result of comparison of English listening pre-test and post-test scores

Test types	Mean	n	Std. Deviation	t	Sig. (2-tailed)
Pre-test	50.80	61	5.88	37.59	.000
Post-test	84.91	61	4.30		

Table 3.
Result of Evaluation of Students' Attitudes towards Listening Skill through Video Youtube Materials

No.	Evaluation items	X	Result Interpretation
1.	I am interested in learning English if the teacher uses video in English as teaching materials	3.51	Good
2.	Keywords I have learned prior to watching videos motivated me to learn English.	3.70	Good
3.	I prefer not to use simplified listening materials provided in the textbook.	3.56	Good
4.	Video materials motivate me to do more listening outside the classroom.	3.79	Good
5.	Video materials help me improve my language proficiency.	3.78	Good
6.	Video materials increase my knowledge of vocabulary which I need in real life situations	3.70	Good
7.	The video materials I listened in class are more interesting than non-authentic materials or simplified listening materials.	3.51	Good
8.	Video materials help me to understand other listening materials outside the class.	4.50	Good
9.	Video materials in the listening course motivate me to listen to other materials outside the class.	3.51	Good
10.	Video materials introduce me to how language is used in the real world.	3.65	Good
11.	I think my video preferences will affect my learning.	3.56	Good
12.	Video materials improve my language proficiency more than modified or non-authentic materials.	3.52	Good
13.	Video materials improve my listening compr	3.57	Good

	ehension ability more than modified or non-authentic materials.		
14.	Video materials help develop my speaking ability more than modified or non-authentic materials do.	3.51	Good
15.	Video materials increase my familiarity with the use of grammar rules in their original context.	3.78	Good
16.	English subtitles in the video materials are helpful in learning English	2.21	Average
17.	I prefer to use English video Youtube materials rather than use those materials provided in the textbook.	3.79	Good

Based on the table 3, it has been found that the mean score of the questionnaire about students' attitude toward learning listening with video ranges between 2.21-4.50 which is in between average to high levels. The highest score (4.50) is the item "Video materials help me to understand other listening materials outside the class". The lowest score (2.51) is the item "English subtitles in the video materials are helpful in learning English". Students had positive attitudes towards using the videos in teaching listening skills. The 17 items of evaluation contained in the form were adapted from Sabet (2012) for use in this study. Each criterion rating was identified as shown in Table 3.

CONCLUSION

The results of this study revealed that the use of Youtube video materials develop listening comprehension of first-year students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score.

Analysis of the students' responses from the questionnaire revealed that they were more interested in learning English if the keyword preview before watching videos motivated them to learn English materials. In addition, they explained that teacher who used English videos as teaching made easier for them to remember and understand vocabulary in the video which they had previously taught by the researcher during the pre-listening stage. Overall, students agreed that videos were valuable in learning English, and video materials improve their listening comprehension ability more than modified or non-authentic materials

To summarize, listening comprehension involved the use of various listening strategies that interact freely with each other to help listeners construct a meaningful interpretation of what they hear. Teaching listener show to use these strategies in efficient and effective ways needs to balance the top-down and bottom-up approaches. The recent literature on the FL listening instruction states that listeners can benefit from an approach where listening strategies are taught in an integrated way.

Based on the result of this study, I state that this method can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning

new lexical terms and also in encouraging autonomous learning.

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