Dialektika

Journal

Vol. 5 No.2 September 2017 – February 2018

Page 185-196

**APPLYING AUTHENTIC MATERIALS IN TEACHING LISTENING**

Yulia Nur Ekawati

the Lecturer of English Education Study Program

Faculty of Teacher Training and Education

Pancasakti University – Tegal

E-mail: yulianurekawati.ups@gmail.com

Phone: +62 877 3005 5999

**Abstract**

This article attempts to describe the application of Authentic Materials *(AMs)* in teaching listening. Those materials contain the materials presented on news (radio), television, movies, songs and internet. The choice of using AMs is due to the fact that it has a lot advantages for lecturers and students. In this study, AMs are used to teach listening for English department students of Pancasakti University of Tegal. The result shows that through AMs, the lecturers can provide large materials to be learnt by students and they can support them to activate their critical thinking in learning listening. The students feels enjoy, comfortable and interested on the materials given. The lecturer’s creativity, furthermore, is needed to motivate the students to learn English as the foreign language as well as to increase their listening achievement.

**Keywords**: authentic materials, teaching listening

* + 1. **Introduction**

Listening is one of important skills in learning foreign language (English)*.* When someone listens, he/she acquires basic language to interact in spoken communication. In other words, listening provides aural input to enable learners speak. In addition, listening is a skill to gain the message or information. As stated by Wilson (2008: 9), the primary purposes of human listening are getting information and pleasure, though there are other reasons, such as empathy, assessment and criticism. Based on its listening purposes, in the cases of learning English as foreign language, this listening skill needs more listeners’ attention and focus in order to reach the information. The teacher also should provide interactive materials so that the learners get interested on the lesson (listening class).

Preparing the materials can be done through three ways (Brown, 1995: 161): adopting, developing and adapting materials. In adopting materials, a decision has to be made about the types of material that would be appropriate. Moreover, the steps of developing materials include creating, teaching and evaluation. Meanwhile for adapting materials, it involves the step of finding and evaluating materials and four features including analysing, classifying, filling in the gaps, and reorganizing.

To teach listening skill, the teacher as a planner needs to prepare the materials based on the learning objectives which have been decided in his long plan (syllabus) and short plan (lesson plan)*.* The syllabus is the ways of organizing the course and materials. It should be arranged and organized in different considerations to reach the goal. As stated by Lee (1980: 108), syllabus is a statement of what should be taught, year by year (through language) and often also contains points about the method of teaching and the time to be taken. This syllabus is arranged in long term. A lesson plan, otherwise, refers to a short term teaching plan. It is arranged based on the syllabus. According to Celce-Murcia (2001), “The lesson plan serves as a map or checklist that guide us in knowing what we (teachers) want to do next; these activities reminds us of the goals and objectives of our lesson for our students.” Moreover, she adds that a lesson plan is also a record of what teacher did in class. This record, therefore, becomes a valuable resource when planning test or assessment like quizzes, midterms and final exams. From the explanation above, it is clear that, arranging materials should take a consideration from the syllabus and lesson plan.

To teach listening, teacher can adapt materials. The adaptation of materials is taken through the use of textbook. It is extremely helpful for teacher since a textbook provide the bulk of recorded material for their class. In accordance with Wilson (2008: 113), the aims of adapting listening materials are in order to:make the sequence easier, make the sequence more challenging, make the sequence more personalized or relevant for students’ needs, extend the sequence, shorten the sequence, re-order the sequence, change the focus of the sequence, bring more variety to the class, raise awareness of features of natural dialogue, and get the material to match our personal beliefs about language learning. Those adapting materials purposes are based on the pre-recorded passages in textbooks. Furthermore, in teaching listening teacher can use the authentic materials.

The Authentic Materials (AMs) refer to the sources of authentic recorded listening materials such as radio, television, film/movie, song and internet. The materials can be directly listen or download it. Wilson (2008: 119) states that from the internet, teacher can search as well as choose the materials according to his teaching needs. A number of trusted websites offer many recorded material with its transcripts, vocabulary worksheets, and comprehension questions.

Using AMs, teacher also can motivate students’ critical thinking in learning listening. As stated in previous study by Arono (2014) that explains that applying interactive multimedia such as text, animation, video, picture and sound which can be done by computer is effective and gives meaningful improvement. Through interactive multimedia, students have done effective activities like activating, creating, using effective learning process individually. Their critical thinking furthermore can be improved. From this study, it is clear that using multimedia contains authentic materials (AMs) which support teachers and students in learning listening. Another previous study conducted by Ghaderpanahi (2012) shows that using authentic aural multimedia can improve EFL students listening ability.

Dealing with importance of listening skill, previous studies, and significances of AMs, the writer delivers research problem as follows: “How does lecturer apply Authentic Materials *(AMs)* for teaching listening?” The objective of this study, furthermore, is to explain the use of AMs for teaching listening, at English Department students of Pancasakti University of Tegal. Based on the previous writer’s observation, the students’ problems occur as they are lack of vocabularies, difficult to recognize the sequence of words, phrases or sentences. Moreover, they do not focus in having the listening material as well as their accurately in analysing the speech.

* + 1. **Discussion**

Based on the result of interview from two English lecturers of English Department of Pancasakti University of Tegal, they use Authentic Materials *(AMs)* for teaching listening. They provide some songs, movies, recording searching from Internet, news obtaining from television and radio in the program of English Sunday. To deliver those materials, AMs are given through some activities. The following is a summary of teaching activities using AMs.

Songs

In giving songs, the activities are mentioned in the process of teaching starting from Pre-listening activities, While-listening activities and Post-listening activities. The pre-listening activities include of:

1. Lecturers give clear instruction before students listen such as: *Listen the main idea of song,* and *Listen and make inferences.*
2. Lecturers give a lyric of song and ask the students to complete each line with one word.
3. Lecturers ask students to guess what song is about from the title.
4. Lecturers ask students to guess ten words regarding the song will be listened based on the title given.

Furthermore, in while-listening activities, the lecturers ask students to:

a. Listen for pleasure and sing a song together.

b. Write all the words they hear connecting to the topic of discussion, e.g. hobby, describing people, etc.

c. Fill in the gaps by completing the missing lyric.

d. Listen the song and then underline the mistakes from the lyric text, e.g: *The* ***nights*** *would seem so long / The* ***knights*** *would seem so long* (taken from *Nothing’s Gonna Change My Love for You by Glenn Mederios*).

e. Make two groups, and they guess the words they listen. Lecturer provides 15 words from the song and 5 words which are not stated on the song. She writes on a piece of card and sticks it on the board. Next, she asks students to grab them as you hear them.

f. Listen the song carefully, and then answer the multiple choice questions and True/False questions.

In post-listening activities, it includes the activities as following:

a. Lecturers support students’ creativity through writing another verse.

b. Lecturers ask students to paraphrase the songs by summarizing the story of song.

c. Lecturers ask the students to compare two songs with has same theme. They can find same words, synonym, antonym (vocabulary materials) based on the songs.

d. Students can create a conversation with his partner (in pairs) with a topic of conversation is a song that they hear. After that, they make role play.

e. Lecturers ask some questions using multiple choice questions, short answer questions and essay types after listening.

From those activities, the authentic material of song is delivered to motivate students in learning English especially to encourage their listening skill. The students also feel enjoy and happy when they should complete tasks or exercises. A note to be considered when choosing a song as an authentic material is that the song should be based on the topic of study and selecting based on characteristics of students (young, adolescence or adult learners) since their interesting as well as ability are different.

Movies

Choosing movies as an authentic material in teaching listening is given by lecturers in order to provide the alternative material which is more challenging and interesting. Students feel enthusiastic to watch the movie and they are happy to do some tasks relating to the movie.

The activities of delivering movie include of:

1. Guessing

In this activities, lecturers ask students to watch a part of movie without sound (sound is off). After that, they have to guess the words being spoken. In pairs, they write the dialogue in the scene of movie. Furthermore, they watch the movie with sound and check their writing (dialogue).

In other activity, (still in guessing activity), the students listen the sound of conversation based on movie, but the screen is covered. They are asked to some questions: *How many people are in the conversation? Where is the setting of the movie? Who is talking? What happened with the speakers? What are they doing? Mention the name of speakers! Write 10 things may exist in the movie!* Through these questions, students try to listen carefully the sound from movie. After answering the questions, they check the answer by watching the movie.

1. Predicting

The lecturers ask students to watch movie (only a part of movie), and then listen the dialogues. They pause the action on movie and ask students to predict what happen next. Students answer it orally or written.

1. Describing

In this activity, students watch movie and take a note about everything they listen. Afterwards, they make a group (in pairs) should describe and explain orally about the movie.

1. Acting

Lecturers give incomplete transcript of movie. Students watch the movie and complete the blank words. After all finished, they recheck together. With the complete transcript, in a small group, they practice the dialogue through acting (making mini drama). The focus of this activity is on the materials of dictation, intonation and pronunciation.

Recording from Internet

Lecturers moreover search the materials through internet. A number of recording are provided from this sources. It is easily to be downloaded. The materials then are selected to the topic of discussion. The following are link addresses to obtain the listening materials: [*http://learnenglish.britishcouncil.org*](http://learnenglish.britishcouncil.org), [*http://bbc.com*](http://bbc.com), [*http://englishlistening.com*](http://englishlistening.com), and [*http://youtube.com*](http://youtube.com). There are still many sources in internet about authentic materials for listening. With a little time consuming, lecturers can get the provided materials easily.

To deliver the materials which are gained, the lecturers choose some materials based on the topic of lesson. They ask students to listen the recording, and have some exercises such as fill in the blank, choose the correct answer using multiple choice, choose True or False, answer question and retell or rewrite the story of recording. From those activities, the role of lecturers here as the guide for students in getting the information or message of what they have listened. The creativity of lecturers then is needed to make students interested on the lesson. Therefore, lecturers make slide or power point by adding some colorful pictures.

Radio and Television

To motivate and improve students’ listening skill, lecturers ask students to join on the English program of radio. In Tegal area, students can follow *Anita FM* and *Sananta FM*. Lecturers ask students to listen to the program, then write information they got. Then, in the listening class, they retell it to others. Another activity is that lecturers ask students to join on one of activity in the English program of radio and record it. After that, they have to perform their activity in a group.

Lecturers also ask students to listen English news in television. They should listen to some stories and answer the following questions: *Who are mentioned in the story (news)? Where did it take place? When did it happen? What is the content of story?* Based on those questions, students transfer their knowledge, especially their listening skill to others. They are trained to investigate about what they have listened. It is therefore their critical thinking is increased.

* + 1. **Conclusion**

As mentioned in previous explanation in which the aim of this study is describing the implementation of Authentic Materials *(AMs)* for teaching listening, the result shows that lecturers use AMs to support the teaching materials so that it gives large sources in listening lesson. In addition, it can make over more advantages for students in which they are motivated to study listening easily. They feel enjoy and interested on acquiring the materials given by lecturers. The AMs are delivered based on the topic of discussion containing of attractive and applicative activities to increase students’ listening skill as well as their critical thinking. This study suggests for English lecturers to use AMs in teaching listening as it gives many significances for students and lecturers as well.

**Acknowledgement**

Alhamdulillah, all praises to Allah SWT, the Almighty for the blessing, kindness and inspirations in leading the writer to accomplish this article entitled *“Applying Authentic Material (AMs) in Teaching Listening”.* The writer realizes that this article could not be finished without the help of others. Furthermore, the writer would like to turn over her sincerest gratitude to Mrs. Dede Nurdiawati, M.Pd, as the head of English Education Study Program of Peradaban University, for her permission in publishing the article. In addition, I really thank and appreciate the team of editors, Mrs. S.R. Pramudyawardhani, S.S. M.Pd., and reviewers who have reviewed given suggestions for making this article much better. Moreover, my gratitude also presents to all of English lecturers for sharing ideas and knowledge so that I could accomplish this article. Therefore, this article hopefully would be able to have meaningful contribution for the readers.

**Bibliography**

Arono. 2014. *Improving Students Listening Skill through Interactive Multimedia in Indonesia.* Journal of language Teaching and Research, Vol.5, No.1, pp. 63-69, January 2014. ISSN 1798-4769. ACADEMY PUBLISHER Manufactured in Finland. doi: 10.4304/jltr.5.1.63-69.

Brown, James Dean. 1995. *The Elements of Language Curriculum*. USS: Heinle & Heinle Publishers.

Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*. United State of America: Heinle & Heinle Thomson Learning.

Chung, Cindy Y. 2010. *Developing Authentic Listening Materials for College Students in Taiwan.* Accessed on 15th November 2017 in <https://linguistics.uoregon.edu/wp-content/uploads/2015/08/Chung-Cindy-Aug-10.pdf>

Ghaderpanahi, Leila. 2012. *Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom.* English Language Teaching, Vol.5, No. 6, June 2012. Accessed in [www.ccsenet.org/elt](http://www.ccsenet.org/elt)

Mamo, Kochito. 2013. *The Use of Authentic Materials in Teaching Listening Skills to College Students: The Case of Bonga College of Teacher Education.* Accessed on 15th November 2017 in <http://etd.aau.edu.et/bitstream/123456789/7974/1/13.KOCHITO%20MAMO.pdf>

Walker, Natasha. 2014. *Listening: The Most Difficult Skill to Teach*. Encountro 23, 2014, ISSN 1989-0796, pp.167-175.

Wilson, JJ. 2008. *How to Teach Listening.* England: Pearson Education Limited.