

International Journal of English and Education

ISSN 2278-4012
www.ijee.org



WELCOME TO IJEE

International Journal of English and Education(IJEE) is a scholarly open access, refereed quarterly journal. The journal aims at providing a platform and encourages emerging scholars and academicians globally to share their professional and academic knowledge in the fields of English language, literature, linguistics and education. IJEE also aims to reach a large number of audiences worldwide with original and current research work completed on the vital issues of the above important disciplines. Other original work like, book reviews, Ph.D. and Masters' dissertations are also welcome.

Kindly read our [Author's Guidelines](#) and [Review Policy](#) before submitting your manuscript.

Call for Papers

for
JULY 2014
Vol. 3 Issue 3

[Click here](#) for our services

QUICK ASSISTANCE

IJEE is currently looking for competent reviewers.
Contact us with your CV.
editore@gmail.com
chiefeditor@ijee.org

Home

Editorial Board

Author's Guidelines

Review Policy

Publication Fee

Vol. 9 Issue 4

Vol.10 Issue 1

Archives

Contact Us

Indexing

International Journal of English and Education

ISSN 2278-4012
www.ije.org



Home

Editorial Board

Author's Guidelines

Review Policy

Publication Fee

VOL.6, Issue:4

Vol. 7, Issue:1

Archives

Contact Us

Editorial Board

Mohd. Mahib ur Rahman, Ph.D. Editor in Chief, Qassim University, Saudi Arabia.
chiefeditor@ije.org, editors@gmail.com

1. **Maya David Ilee Khemlani, Ph.D.** Department of English Language, Faculty of Languages & Linguistics, University of Malaya, Kuala Lumpur, MALAYSIA.
2. **Mohammed Abdullah Alharbi, Ph.D.** Assistant Professor, Department of English, Qassim University, Saudi Arabia. Email: malharbi@memphis.edu
3. **Mojtaba Maghsudi, Ph.D.** Vice Chancellor, Payam-Noor University, Shazand, Faculty Member of Farhangian University, Shahid Bahonar, Arak, Iran.
4. **V.V.B. Rama Rao, Ph.D.** Teacher Trainer, EarlierAssociated with Andhra University, IGNOU Delhi, CIEFL Lucknow, BR Ambedkar Open University, India.
5. **T. F. "Tim" McLaughlin, Ph. D.** Professor, Department of Special Education, School of Education, Gonzaga University, Spokane, WA, USA.
6. **Mahboobeh Khaleghi, Ph.D.** Department of English Language and Literature, University of Mysore, India.
7. **Thomas G. Ryan, D. Ed.** Professor, School of Education, Nipissing University, Canada.
8. **Jacinta A. Opara, Ph.D.** Visiting Associate Professor, Universidad Azteca, Chalco-Mexico.
9. **Abdurrazzag Alghammas, Ph.D.** Assistant Professor, Department of English Language and Translation, Qassim University, Saudi Arabia.
10. **Raashid Nehal, Ph.D.,** Associate Professor, Department of English, A.M.U. Aligarh, India.
11. **Haoves Ahmed Sid, Ph.D.** Associate Professor, Department of English, College of Arts and Languages, Mentouri University, Constantine, Algeria.
12. **Abdul Hafeed Ali Fakihi, Ph.D.** Associate Professor, Department of English, Faculty of Arts, Ibb University, Yemen.
13. **Morhasni Zainal Abiddin, Ph.D.** Associate Professor, Faculty of Educational Studies, Universiti Putra, Malaysia.
14. **Fauzia Khurshid, Ph.D.** Associate Professor, National University of Modern Languages, Islamabad, Pakistan.
15. **K. Balamurugan, Ph.D.** Professor, Department of Science and Humanities, Bharathiyar College of Engineering & Technology, Karaikal, India.
16. **Sir Nkasiobi Silas Oguzor,JP,CT,KSC,PhD.** Provost, Federal College of Education(Technical), Omoku-Nigeria
17. **Haisen Zhang, Ph.D.** Associate Professor, School of International Studies, University of Int. Business and Economics, Beijing, China.
18. **Hussein Ali Habtoor, Ph.D.,** Assistant Professor, Department of English at Ataq, Shabwah, Aden University, Yemen.
19. **Asif Jamil, Ph.D.** Associate Professor, Institute of Education and Research, Gomal University Dikhan, Pakistan
20. **Smita Jha, Ph.D.** Assistant Professor, Dept. of Humanities and Social Sciences, Indian Institute of Technology, Roorkee, India.
21. **Shakuntala Mahanta, Ph.D.** Assistant Professor, Dept. of Humanities and Social Sciences, Indian Institute of Technology, Guwahati, India.
22. **Mustafa ŞEVİK, Ph.D.** Associate Professor, Department of English, Mehmet Akif Ersoy University, Turkey
23. **R.P. Singh, Ph.D.** Associate Professor, Department of English, Lucknow University, India.
24. **Yazid Basthomi, Ph.D.** English Department, Faculty of Letters, Universitas Negeri Malang, Indonesia.
25. **Zuliatu Rohmah, Ph.D.** English Department, Faculty of Letters, IAIN Sunan Ampel Surabaya, Indonesia
26. **Thirunavukkarasu Karunakaran, Ph.D.** Senior Lecturer, English Language Teaching center, University of Jaffna, Sri Lanka.
27. **Muhammad Saeed Akhtar, Ph.D.** Institute of Education and Research, University of the Punjab, Lahore, Pakistan.
28. **Ali Murtaza, Ph.D.** Faculty of Education, Preston University, Islamabad, Pakistan.
29. **Maniruz Zaman, Ph.D.** Department of English, Jahangirnagar University, Dhaka, Bangladesh.
30. **Daniel Kasule, Ph.D.** Senior Lecturer, Faculty of Education, University of Botswana, Botswana.
31. **Mohammad Zohrabi, Ph.D.** Assistant Professor, Dept. of English, The University of Tabriz, Tabriz, Iran.
32. **Yusuf Abdul Raheem, Ph.D.,** Senior Lecturer, Dept. of Arts and Social Sciences Education, University of Ilorin, Ilorin, Nigeria.
33. **Waqar-Un-Nisa Faizi, Ph.D.** Associate Professor, Department of Education, Jinnah University for Women, Karachi, Pakistan.
34. **Olele Inoduka Clara, Ph.D.,** Senior Lecturer, Faculty of Education (CSET), University of Port Harcourt, Nigeria.
35. **Aejaz Mohammed Sheikh, Ph.D.** Assistant Professor, Department of Linguistics, University of Kashmir, Srinagar, India.
36. **Khaled Al Asbahi, Ph.D.** Assistant Professor, Department of English, Faculty of Languages, Sana'a University, Sana'a , Yemen.
37. **Khurshed Ahmad Qazi, Ph.D.** Assistant Professor, North Campus, University of Kashmir, Kashmir, India.
38. **Naveen K. Mehta, Ph.d.** Associate Professor & Head, Communication Skills Department, MIT, Ujain (MP), India.
39. **Tauseef Mohsin, Ph.D.** Assistant Professor, Department of English, Koshi Campus, T.M. Bhagalpur University, India.
40. **Mohammad Owais Khan, Ph.D.,** Assistant Professor, Department of English, Rahil Khand University, U.P. India.
41. **Mohd. Nazim, Ph.D.** Assistant Professor, Department of English, Najran University, Saudi Arabia.
42. **Haris Qadeer, Ph.D.** Assistant Professor, Department of English, Gautam Buddha University, Greater Noida, India.
43. **Violet Bridget Lunga, Ph.D.** Senior Lecturer, Department of Languages, University of Botswana, Botswana.
44. **Alireza Karbalaeei, Ph.D.** Associate Professor, Department of English, Qeshm International Branch, Hormozhan Research and Science University, Iran.
45. **S.J. Abdolmanafi, Ph.D.** Assistant Professor, Golestan University, Iran.
46. **Sarab Kadir Mugair Abbas AlShammari, Ph.D.** Assistant Professor, Department of English, College of Basic Education/Diyala University, Iraq.
47. **Sayed Hossein Fazeli, Ph.D.** Department of English Language Teaching, Islamic Azad University, Iran.
48. **Hassan Saleh Mahdi , Ph.D.** Assistant Professor, Department of English, College of Arts and Science, Najran University, KSA.
49. **P.PADMINI, Ph.D.** Assistant Professor, Department of English, Ethiraj College for Women, Chennai, India.
50. **M. Musleh ul Islam, Assistant Professor, Dept. of English, Dhing Campus, Gauhati University, Assam, India.**
51. **Kapil Chaudaha, Ph.D.** Assistant Professor, Lovely Professional University, Punjab, India.
52. **Abdul Aziz Khan, Ph.D.** Assistant Professor, Department of Linguistics, A.M.U. Aligarh, India.
53. **Kais A. Kadhim, Ph.D.** Dept. of English Language and Linguistics, University of Malaya, KL, Malaysia.
53. **Sufiana Khatoon Malik, Ph.D.** Assistant Professor, Department of Education, National University of Modern Languages, Islamabad, Pakistan.
54. **Santosh Kumari, Ph.D.** Professor, Department of English & Foreign Languages, Maharishi Dayanand University, Rohtak, India.
55. **Zoheb Hazarika, Ph.D.** Department of English, Najran University, Najran, Saudi Arabia

Like 8

Like 6



APRIL 2014
Vol.3 Issue 2

ELT and LINGUISTICS
Section: I

- 1. Mental and Relational Process of Transitivity in Donne's and Blake's Poems: A Systemic Functional Linguistics Approach**
Afrianto¹, Dudih A. Zuhud², Indonesia
[\[FULL PAPER\]](#)
- 2. The Effect of Test Preparation on the Test Performance: The Case of the IELTS and TOEFL iBT Reading Tests**
Seyyed Ahmad Mousavi¹, Saleh Arizavi², Namdar Namdari³, Iran
[\[FULL PAPER\]](#)
- 3. The Applications and Translations of Pun in English Advertising**
Guangqi Zhang, CHINA
[\[FULL PAPER\]](#)
- 4. Psycholinguistic Sources of English Spelling Errors**
Akbar Solati, Iran
[\[FULL PAPER\]](#)
- 5. The Effects of Teaching English on University Students' Motivation in Iran**
Anis Behzadi, Iran
[\[FULL PAPER\]](#)
- 6. On CLT in Iran: Customers or Students' Reflections**
Fateme Hemmati¹, Abdollah Gharbay² and Somayeh Saimani Kalieh³, Iran
[\[FULL PAPER\]](#)
- 7. An Analysis of Linguistic Competence in Writing Texts by Teachers in Palangka Raya**
Dr. Maria Arina Luardini¹, Dr. Natalina Asli, Indonesia
[\[FULL PAPER\]](#)
- 8. A Comparative Study of Interchange 1 and English Book 1 of Iranian High Schools**
Mohammad Zohrabi¹, Hossein Sabour² and Marzie Kheradmand³, Iran
[\[FULL PAPER\]](#)
- 9. Investigating the ESL Students' Use of Metacognitive Reading Strategy on Their Reading Comprehension**
Motaharinik Seyed Mohammadali¹, Shahyari Negin², India
[\[FULL PAPER\]](#)
- 10. Practical Game: Implementing Practical Game on Iranian Early EFL Learners**
Faterme Ebrahimi¹ and Mustafa Zamanian², Iran
[\[FULL PAPER\]](#)
- 11. Controlled Extensive Reading and Vocabulary Knowledge: Let's Move Towards Autonomous Learning in EFL Contexts**
Mojgan Rashichi¹, Solmaz Pourmand², Iran
[\[FULL PAPER\]](#)
- 12. Strategy of Courtesy for Commisive Speech Act at the Proposing Ceremony in Lampung Komering**
Nurhasanah¹, Dadang Suganda², and Nani Darmayanti³, Indonesia
[\[FULL PAPER\]](#)
- 13. The Effect of Task Repetition on Improving Iranian EFL Learners' Accuracy and Complexity in Writing Proficiency**
Mohammad Zohrabi¹ and Yeganeh Abbasvand², Iran
[\[FULL PAPER\]](#)
- 14. Use of an E-Book: Enhancing Reading Performance with EFL Learners**
Tecnam Yoon, USA
[\[FULL PAPER\]](#)
- 15. Challenges of English Language Teaching in Rural Areas**
Sonia, India
[\[FULL PAPER\]](#)
- 16. Testing of Oral English Language in the Intensive English Program at the College of Languages (University of Aden)**
Shafiq Anwar Abdulaziz Fakir, Ph.D., Yemen
[\[FULL PAPER\]](#)
- 17. Lexical Category as a Differentiate Element toward the Meaningof Idiom in Lampung Language with Pessir Dialect**
Sulistamah¹, Dadang Suganda², Wahya³, Indonesia
[\[FULL PAPER\]](#)
- 18. Case Markers in Kaprang-Tangkul**
Tahellambam Bliaya Devi, India
[\[FULL PAPER\]](#)
- 19. Kinship Terms in Meiteiron: A Special Reference to Compound Words**
Yumnam Aboy Singh, India
[\[FULL PAPER\]](#)
- 20. Translation of Culture-Bound Elements in Persian Movies Subtitled Into English: A Case Study of the OSCAR Winner 'a segregation'**
Adel Esmareili Salumahaleh¹ and Khalil Mirzayi², Iran
[\[FULL PAPER\]](#)
- 21. The Noble Quran: A Critical Evaluation of Al-Hilali and Khan's Translation**
Zaidan Ali Jassem, Saudi Arabia
[\[FULL PAPER\]](#)
- 22. The Role of First Language in Learning English as a Foreign Language in Sudan**
Dr. Fatima Elnaeem Mohammed, Sudan
[\[FULL PAPER\]](#)
- 23. Doing Research: An Approach for our Success**
Dr. Maithvi Shri¹ and Ms. Lakshmi Priya², India
[\[FULL PAPER\]](#)
- 24. Relationship between Subjective and Objective Needs Analysis of ESP Students at M.A. Level**
Mustafa Zamanian¹ and Nahid Naderi Anan², Iran
[\[FULL PAPER\]](#)
- 25. Numeral System of Mao**
Elangbam Manimohon Meitei¹ and P. Madhubala², India
[\[FULL PAPER\]](#)
- 26. English and the Language Endangerment: a Study of the Kashmiri Language**
Mohmad Rafiq Guroo, India
[\[FULL PAPER\]](#)
- 27. Subordination: A Perspective of Manipuri Embedded Clause Structures**
Sagolssem Indrakumar Singh¹ and Chungkham Yashawanta Singh², India
[\[FULL PAPER\]](#)
- 28. Role of English for Specific Purposes in the 21st Century-Paths and Challenges**
Dr. P. Satyanarayana, India
[\[FULL PAPER\]](#)
- 29. An Investigation of English-Persian Translation of Formulaic Expressions in Electrical Instruction Manuals**
Mahboobeh Ebrahimzadeh¹ and Dr. Azadeh Nemati², Iran
[\[FULL PAPER\]](#)
- 30. Literary Translation of Regional Language Fiction for Emotive Cohesion**
Dr. V.V.B. Rama Rao, India
[\[FULL PAPER\]](#)
- 31. Discourse Analysis from two Different Points of View**
Nadia Hameed Hassoon, Iraq
[\[FULL PAPER\]](#)
- 32. Paradigms and Practices in Improving Writing Skillsof Management Students**
Abebe Tilahun, Ethiopia
[\[FULL PAPER\]](#)
- 33. How Do Authentic Materials Improve Students' Listening Comprehension?**
Sulistyanl, Indonesia
[\[FULL PAPER\]](#)
- 34. Fostering Language Learning Ambiance in Mixed - Ability Classes Using Appropriate Instructional Strategies**
Dr. K. Yugandhar, Ethiopia
[\[FULL PAPER\]](#)
- 35. Recognition of Cognitive Development Stages in Students with Reference to Pagetian Cognitive Stages**
Afshreen Yousofi¹, Tenzila Khan², Pakistan
[\[FULL PAPER\]](#)
- 36. Grammar as a Building Block or a Hindrance in ESL Context**
Shumaila Kiran¹, Tahira Rehman² and Tenzila Khan³, Pakistan
[\[FULL PAPER\]](#)
- 37. Attribution Theory and L2 Writing Processes: Results and Implications**
Ghulam Haider, Pakistan
[\[FULL PAPER\]](#)
- 38. A Brief Review of Writing Processes in the Light of the Holy Quran**
Ghulam Haider, Pakistan
[\[FULL PAPER\]](#)
- 39. Deploying a Sense of Plausibility in Language Choice: The Role of English-Shona Code Switching in Zimbabwean Classrooms**
Thadeus Marungudzi, Zimbabwe
[\[FULL PAPER\]](#)
- 40. Logistics in Handling Dialogue in Literary Translation**
V.V.B.Rama Rao, India
[\[FULL PAPER\]](#)
- ENGLISH LITERATURE
Section: II
- 41. Samuel Barclay Beckett's *Waiting For Godot: The Post-Modern Perspective***
Azmi Azam, UK
[\[FULL PAPER\]](#)
- 42. The Concerns of African Poetry: A Synopsis**
Israel Muvindi, Zimbabwe
[\[FULL PAPER\]](#)
- 43. Exploring Fictionality of Reality through Tabish Khair's 'Muslim Modernities'**
Ms. Shruti Jain¹ and Mr. Anuj Kushwaha², India
[\[FULL PAPER\]](#)
- 44. Use of the Animal Imagery in Adiga's *The White Tiger***
Dr. Zia Ahmed¹, Ms Rabia Rafique², Pakistan
[\[FULL PAPER\]](#)
- 45. Rupturing the Silence: Tracing the Growth of Jaya in Deshpande's 'That Long Silence'**
Ms. Shruti Jain, India
[\[FULL PAPER\]](#)
- 46. *Waiting for Godot*: Time Torments the Human Beings**
Azmi Azam, UK
[\[FULL PAPER\]](#)
- 47. Mythical structure of the plays of Girish Karnad**
Anuj Kushwaha, India
[\[FULL PAPER\]](#)
- 48. The Theatre of the Absurd - Vis-à-Vis the Plays of Tom Stoppard**
Altaf Ahmad Bhat, India
[\[FULL PAPER\]](#)
- 49. *Chandalika*: An Aesthetic Exploration of Marginalised Experience**
Dr. Supriya, India
[\[FULL PAPER\]](#)
- 50. The Search for Self - identity in *The Bluest Eye***
Noorul Hasan V, India
[\[FULL PAPER\]](#)
- 51. Presenting Form and Functions of Aboriginality in the Writings of Australian Writers**
Mudrooroo's Wild Cat Screaming and Jack Davis *No Sugar*
Dr.Bollavarapu Raju, India
[\[FULL PAPER\]](#)
- EDUCATION
Section: III
- 52. A Brief Review of Functional Communication Training for Children with Autism**
Emily Pfaff¹ and T. F. McLaughlin², USA
[\[FULL PAPER\]](#)
- 53. Confronting the Challenges bedevilling Work Related Learning at a Selected University in Zimbabwe: Mentors' Perspectives**
Alick Munzara¹, Nhamo Mashavira² and Jeffrey Mitemi³, Zimbabwe
[\[FULL PAPER\]](#)
- 54.Indian Initiatives Against Child Labour**
Dr. Ajay Kumar Abhi, India
[\[FULL PAPER\]](#)
- 55. The Application of Information, Technology and Communication for Supervision of Secondary Schools in Nigeria: An Implication for Quality Control, Assurance and Administrative Efficiency**
Orenaiya, S. Adewale, Malaysia
[\[FULL PAPER\]](#)
- 56. The Effects of Direct Instruction Flashcards and Computer Time to Teach Sight Words to an Elementary Student with a Learning Disability and ADHD: A Failure to Demonstrate a Functional Relationship**
Connor Johnson¹, T. F. McLaughlin², K. Mark Derby³, Anjali Barretto⁴ and Wendy Bucknell⁵, USA
[\[FULL PAPER\]](#)
- 57. Attainment of Universal Basic Education in Nigeria: A Myth or Reality**
Amakiri, Asikya, Ph.D., Nigeria
[\[FULL PAPER\]](#)
- 58. Leading Successful School Improvement: What Teachers Tell Us**
Grant Lenarduzzi, USA
[\[FULL PAPER\]](#)
- 59.Reducing Time Spent in a Classroom Bathroom with Preschool Student with Autism: Effects of Timing and Consequences**
Janie Rasmussen-Pryor¹, T. F. McLaughlin², K. Mark Derby³ and Melina Robison⁴, USA
[\[FULL PAPER\]](#)
- 60. The Effects of Picture Modeling for Reducing the Number of Redirections when Teaching 2-Step Directions for a Preschool Student with Developmental Delays: A Brief Report**
Samantha Spaulding¹, T. F. McLaughlin², Jenifer Neyman³ and Sarah Mortensen⁴, USA
[\[FULL PAPER\]](#)
- CREATIVE WRITING
Section: IV
- Short Story
- [Goblins and Miracles](#),
Israel Muvindi, Zimbabwe

COMPLETE ISSUE
Section I: [ELT and LINGUISTICS](#)
Section II: [ENGLISH LITERATURE](#)
Section III: [EDUCATION](#)
Section IV: [CREATIVE WRITING](#)

Home
Editorial Board
Author's Guidelines
Review Policy
Publication Fee
VOL.6, Issue:4
Vol. 7, Issue:1
Archives
Contact Us

How Do Authentic Materials Improve Students' Listening Comprehension?

Sulistiyani

Universitas Nusantara PGRI Kediri, Indonesia

Abstract: *The aims of this research are to identify whether authentic materials (AMs) can improve students' listening comprehension (LC) and to describe the classroom situation when AMs are used in teaching and learning process of LC. This is a classroom action research conducted in a university class in Indonesia which revealed that AM could improve students' LC achievement and motivated them to learn LC. They became more active and paid more attention to the lesson. In short, positive response from the students toward the teaching and learning process of LC with AM is considerably significant.*

The students' LC improvement was revealed in the test scores in which the mean scores increased from 56.67 (pre-test of Cycle 1) to 60.70 (post-test of Cycle 1). It increased again in the post-test of Cycle 2, which was 69.07. The analysis of t-test non independent scores between the pre-test and post-test 1 was 4.226 which was higher than t-table 2.779. The t-test between post-test 1 and post-test 2 was 7.0235, $\alpha = 0.05$. Therefore, there is a significant difference between the condition before treatment and after treatment. Thus, it can be concluded that using AM in teaching listening can improve students' LC.

Key Words: *listening comprehension, authentic materials, learning achievement*

Introduction

Listening skill is a receptive skill, the way in which people extract meaning from the discourse they hear which must be taught if the ability to understand the spoken form of the foreign language is not acquired naturally. In the university under investigation LC is taught as a compulsory subject. Based on the listening syllabus the students at the third semester should achieve listening comprehension at intermediate level. However, the students have difficulties to obtain this level. Their difficulties in LC are found to be caused by the use of textbook where the lecturer generally only applies the strategies provided in the books which according to Ying-hui (2006:4) actually should be adapted to the students' needs where in LC they are expected to be able to get the gist of the discourse, understand the main points and important details, and recognize the opinion and attitude of the speaker. The textbooks do not provide any visual cues to help students more aware of speaker's attitude. Furthermore, they do not provide enough pedagogical support to help students with their lack of actual linguistic knowledge. Because of

the drawback the textbooks possess, the students often show little attention to the material being presented.

So, the problem mentioned above is assumed to be caused mainly by the appropriateness of materials and the teaching techniques which do not arouse the students' interest and motivation. The techniques are said to be sometimes monotonous that result in students' boredom. Based on this class situation, a research dealing with the listening materials to improve the students' LC is carried out.

AM is selected as a solution to this problem. The common reasons of using AM in the classroom practices is that AMs afford examples of real life English where in everyday conversation there are hesitation, false starts, filled and empty pauses, etc., which characterized natural speech. This kind of materials also help learners to become familiar with the real cadences of the target language, and learners need practice in the real-life task of extracting meaning from utterances where much of the language is beyond their current state of knowledge.

Underwood (1989:100) says," AM allows the students to hear a much more real act of communication with all the interactional features which are normally not found in scripted materials". If students are given a chance to listen to a range of authentic texts, they will sample many different voices, with various accents. They will also hear people expressing things in a variety of ways, for example, anger that is expressed by shouting or by choice of words or by many interruptions. In short, learners are confronted with 'real life' experiences in which they will have to function.

AMs such as movies, songs, and chatting at a party are often entertaining. With the application of this material, students will learn the target language in unconscious process. As they become absorbed in the activity they feel free from any burden like anxiety, fear, being shy etc that they may experience. The latest news, attending a lesson and being tested orally in a subject of study are often informative that students are eager to know any information they contain. In addition, because the language is usually colloquial, the students will be encouraged to be more attentive as long as the task and the purpose of listening are explicitly stated. Furthermore, AMs are often rich in vocabulary. AMs which are carefully selected to be appropriate with learners' interest are definitely challenging and useful for them.

Moreover, students will realize that to be able to communicate they have to listen to a variety of samples, and be aware of how second language acquisition and comprehensible input plays a vital role in language learning, so, they need some degrees of exposure to AMs in order that they can apply the language in real life situations. Starting with those all, students will be interested to listen to the lesson, and with their firm intrinsic motivation the success of understanding the materials will be satisfactorily achieved. This research, therefore, questions two things: 1). Can and to what extent AMs improve students LC? 2). What happens with

classroom situation when AMs are used in improving LC? To highlight the topic under investigation, some theories presented encompass the nature of LC, listening AMs, examples of real-life listening, and characteristics of real-life listening situations.

Review of Literature

The Nature of Listening Comprehension

LC is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement (Fang, 2008). It means that the learner should be encouraged to concentrate on an active process of listening for meanings, using not only the linguistic cues but also his nonlinguistic knowledge. He should also know that not every clue is equally important to the message. Therefore, even when he misses a piece of language, he needs not worry because other clues will make him understand the message, or at least, enough of the message for his own aim. Thus, listener as an active model builder could combine the new information with his previous knowledge and experience to reach full comprehension of what had been heard. In other words, the active interpretation and integration of incoming information with prior knowledge and experience is the primary emphasis.

Listening Authentic Materials

The listening materials can be divided into two parts: graded and authentic. Because students are expected to be able to function successfully in variety of real life situation, it will be helpful to introduce AMs. It is relatively difficult for foreign learners to understand the discourse, identify the different voices and cope with frequent overlaps. However, this can be overcome with learning strategy and careful selection and editing. This being so, EFL learners will be provided with sufficient input which makes sense to examine first of all what real life listening is, and what sorts of things the listener needs to be able to do in order to comprehend satisfactorily in a variety of situations. Examples of authentic materials are film, song, radio broadcast, news, interviews, lecture and so on.

AMs, as defined in Martinez (2002:1) are materials that have been produced to fulfill some social purpose in the language community. It is material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the classroom so students discuss the report on pollution in the city where learners live. While Harmer (2001:205), defines AMs as language where no concessions are made to foreign speakers. He adds that it is normal, natural language used by native – or competent – speakers of a language.

Another definition of AM is given by Miller (2003:1) that AM are any spoken texts which have not been specially prepared for language learners, and they are often delivered via technologies like radio, television/video, and the internet or CD-ROM. This kind of language is

what students encounter (or will encounter) when they come into contact with target-language speakers in real life, and precisely, because it is authentic, it is unlikely to be made simple, spoken slowly, or to be full of simplistic content.

Examples of Real-life Listening

Real-life listening situations can be gathered through making a list of as many situations where people are listening to other people in their own mother tongue. These include, of course, situations where they be doing other things beside listening-speaking, usually- but the essential point is that they need to be able to understand what is said in order to function satisfactorily in the situation. One way of doing this task is to talk ourselves through a routine day and note all the different listening experiences that occur. Some examples of real-life listening situations are interview, instructions, loudspeaker announcements, radio news, committee meeting, shopping, theatre show, telephone chat, lesson, lecture, conversation, gossip, watching television, storytelling etc (Ur, 1994:105).

Taylor and Candy (2006:18) list the types of authentic materials for listening such as: (a) Video/DVD, (b) Television, (c) Radio and recording, (d) Theatre, telephone, talks, cinema, (e) Songs, rhymes and poems. This means that actually there are a lot of things that can be explore to be effective listening materials around students themselves. This makes authentic materials more relevant to students' life since students are familiar with them.

Characteristics of Real-life Listening Situations

From the examples of real-life listening situations above, some features that seem to be common to most of the situations might be associated with the kind of language that is usually used; the kind of interaction; what the listener is doing. For example, in most situations that the speaker is improvising as he or she speaks, which results in a rather informal, disorganized kind of language; and in most situations the listener is responding to what is being said as well as listening.

a. Informal spoken discourse

In everyday life most of the spoken language people listen to is informal and spontaneous. Ur (1994:106) describes the various interesting features of informal speech such as brevity of chunks, slurred pronunciation of words, colloquial vocabulary, somewhat ungrammatical: utterances, a certain amount of 'noise', redundancy and non-repetition.

b. Listener expectation and purpose

Thing such as who is speaking or the basic topic being spoken is usually known in advance and the listener links this to his or her purpose or objective in listening. And the listener expects to hear something relevant to his or her purpose.

b. Looking as well as listening

Except listening to radio or telephone call for example, listening is normally done by having something to look at that is linked to what is being said. Listener usually looks at the speaker

his- or herself as well as looking at other visual stimuli such as a map, scene or object, or the environment in general.

c. Ongoing, purposeful listener response

As the discourse is going on, the listener is usually responding at interval. It rarely happens to listener to listen to an extended speech and responds only at the end.

e. Speaker attention

When speaking, the speaker usually pays attention to the listener and directs his or her speech to the listener takes the listener's character, intention etc. into account and often directly responds to his or her reactions. These can be done both verbally and non-verbally, by changing or adapting the discourse.

Being authentic, the speech used in such recordings is ungraded and the language is often very difficult. The shortcoming of AM in general is that when it is not chosen carefully it will be de-motivating for students as they will not understand it. Anyone who had listened to recordings of natural conversation knows that it is difficult to understand the thread of the discourse, identify the different voices and cope with frequent overlaps. To avoid failure in adapting authentic material for use in the classroom, teacher is suggested to carefully select it.

However, AMs in the semi-controlled environment of multi-media, where learners can sometimes play it again, provide them with the chance to evolve their own succession and to fashion their own communication assistants. Harmer (2001:205) also suggests that students should be let to listen to things they can understand. But, it is essential that such listening texts approximate to authentic language use. The language may be simplified but it must not be unnatural. It is stated in Harmer (2001:205) that concocted made-up language can be perfectly viable but it should be modeled on naturalistic samples. With regard to recorded materials: if the texts are carefully enough graded, prepared and administered, then the final transition from imitation of authentic speech to genuine authentic speech should take place smoothly.

Methodology

This research is undertaken as Classroom Action Research (CAR) in collaboration with two English lecturers in the second year class of the English Department in Teacher Training and Education Faculty in Indonesia. 30 students attend LC class once a week with the duration of 100 minutes each. The spiral model of action research developed by Kemmis and McTaggart (1998) in Wiraatmadja (2007:67) which consists of four essential moments namely: planning, action, observation, and reflection are applied.

The research is conducted in two cycles with each cycle consists of four steps (planning, acting, observing, and reflecting). The first cycle is designed based on the reflection of the previous condition. The data of the research are collected through some techniques including observation, interview, questionnaire, and test. The qualitative data are analyzed through the

steps consisting of data reduction, data display and conclusion drawing/ verification as proposed by Miles and Huberman (1994:10-12).

Meanwhile, the quantitative data are analyzed by checking the students' answer on the written test that is carried out the implementation of cycles whether they are right or wrong, computing the students' correct answers, calculating the students' score on written test is done as follows, calculating the percentage of the correct answers of each student by using percentage correction to measure the students' listening comprehension.

Findings

The problems identified are the students' LC which is low and the students' interest and motivation which are low as well. The researcher proposed a solution to the problems that was using AMs in teaching listening. The implementation of AM in listening class consisted of two cycles; the first cycle consisted of four meetings and the second cycle consisted of two meetings. In each meeting the students' LC gradually improved and their motivation to listen was higher. Two major aspects in students' improvement are: 1) the students' competence in LC, 2) the classroom situation when the AMs are used in listening class. The result of the research can be seen in table 1.

Table 1.

The Summary of Research Findings

A. Students listening comprehension	
Before the implementation of authentic material	After the implementation of authentic material
<ul style="list-style-type: none"> • Students could not identify the pragmatic units. 	<ul style="list-style-type: none"> • Students can identify the pragmatic units
<ul style="list-style-type: none"> • Students could not connect linguistics and other cues 	<ul style="list-style-type: none"> • Students can connect linguistics and other cues
<ul style="list-style-type: none"> • Students could not use background knowledge. 	<ul style="list-style-type: none"> • Students can use background knowledge
B. Classroom situation when authentic materials were implemented	
Before the implementation of authentic	After the implementation of authentic

material	material
• Students did not show interest in the materials	• Students were interested in the materials
• Students did not show high motivation	• Students show high motivation
• Students talked about unrelated topic	• Students talk about related topic
• Students could not answer questions.	• Students can answer most questions
• Students did not participate in listening activities	• Students participate in listening activities eagerly
• Students did the tasks reluctantly	• Students do the tasks on time
• The class was not alive	• The class becomes alive

The improvement of students' LC and class situation in table 4.8 is because the students pay more attention and interested in listening materials which have connection with their lives so they are familiar with the materials.

The mean of score in pre-test is 56.67, the mean of score in cycle 1 is 60.7, and the mean of score in cycle 2 is 69.07. Based on the result of t-test for independent scores, the improvement of scores from cycle to cycle is significant. The computation of the result of Cycle 1, Cycle 2, and Cycle 3 showed that the improvement of students' score in LC was in significant condition. The t of computation in Cycle 1 was 4,226 and in Cycle 2 were 7. 0235. The improvement of the listening scores was illustrated on Graph 1.

Graph 1.



The Result of Pre-test 1, Post-test, Post-test 2

Discussion

The classroom action research done in LC class has been to determine whether AMs can bring about any improvement in classroom pedagogy. This research result has led the author to state two major points as described below:

1. AMs can improve students' LC

a. AMs improve students' competence in identifying pragmatic units (answering inference questions)

Identifying pragmatic units is one of the listening skills that needs to be developed in order that language learners can easily process the messages they hear. This skill focuses on communication, purpose, and meaning in which the goals are linguistic in nature. They are not linguistic in the traditional sense of just focusing on grammar or phonology; but by maintaining the centrality of functions like greeting people, expressing opinions, requesting information, etc. These are the discourse that happens in everyday life, the functions which are and encountered by language learners. In fact the principle of language learning is to function successfully in real communication. This is why students must be exposed to real language.

Brown (2001:244) suggests that classroom practitioners organize the classroom around those practical tasks that language users engage in "out there" in the real world. He adds that the use of authentic text help students further develop their communicative skills. Because of the features of authentic materials which provide examples communicative functions or language use, it is the right choice to use authentic materials to promote students' communicative competence. It is important, therefore, to take the opportunity wherever possible to expose students to examples of real language usage to help them become more communicatively competence.

b. AMs improve students' competence in connecting linguistic cues (answering information questions)

There is a significant improvement for students in this listening skill. This can be shown by the students' state of being active in class participation. They can answer information questions well especially after being presented authentic materials which is still on the news for example, the report dealing with crime, financial/oil crisis or film. Using film is obvious that students get a lot of environmental clues such as speakers' gestures, facial expressions, place, time, etc. which help them understand the content of the story better.

Good listeners are often indicated by their ability in answering comprehension questions. One is considered to be competent listener if he/she can understand the content or the message contained in a spoken text. To achieve this goal, language learners need to be able to master this skill, connecting linguistic and paralinguistic to non-linguistic cues which is usually measured by

their ability to answer questions about the content or information of a text. Through this skill students must be able to activate their linguistic competence supported by other cues like situation, participants, setting etc. Linguistic competence has been proved to be significant in enhancing students' LC. Mahdavy (2008:10) has proved that linguistic intelligence plays a statistically significant role in listening performance.

Kilickaya (2006:1) comments, "AMs enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom." This statement shows the weakness of using AMs. This gives information that students are not exclusively taught language rules but this problem can still be easily overcome by language instructors for example by giving students some pedagogical support. She suggests, "To make my students comfortable with AMs, I do provide necessary pedagogical support for complicated sentences and unfamiliar phraseology." Despite the lack found in AMs, she suggests that learners are exposed to real language and they feel that they are learning the real language. "These are what make us excited and willing to use AMs in our classroom." Therefore Mahdavy (2008:10) also suggests, "Teachers should provide language learners with low levels of linguistic intelligence with further assistance and support and motivate them to perform more linguistic task so that they can better improve their listening skills."

c. AMs can improve students' competence in using background knowledge (guessing meaning from context)

AMs have proven to be effective in improving students' skill in guessing meaning from context as comprehension will occur when listener's background information match with new information. Using AMs in listening class has proven to support this idea. It is reasonable that students will be able to predict or guess meaning of words because students' concept about things spoken by speakers so the students have expectation to what they will hear about a topic. This will lead students to be easier to guess meanings of words.

AMs that are close to students' life will help them improve their skill of guessing meanings from context because students have the knowledge about the topic. Besides, they will find something useful as their knowledge about the topic expands by the new information that they probably have not known. Therefore the use of authentic listening materials is an important factor to take into consideration when designing LC materials.

Brown (2001:258) suggested using AMs because authentic language and real world tasks enable students to see the relevance of classroom activity to their long-term communication goal. He says, "With the use of authentic listening materials, students learn to comprehend double meaning, predict meanings, and make allowance for performance errors committed by other speakers. Thus, it is obvious that AMs improve students' competence in using background knowledge to predict meaning.

2. AMs can improve classroom situation

Authentic materials can improve students' interest and motivation in learning listening.

The research findings show that the use of AMs can improve the students' learning interest and motivation in the class. Before the application of AMs the students did not show high interest in learning listening although they realize that this subject is very important. They did not show high motivation to learn listening. In addition, the class was not alive and paid little attention to the lesson. They did not participate actively in class activities, but they often talked about unrelated topic with their friend, and even not willing to do listening tasks.

The situation changed after the research, just to be the opposite. The students show their interest and motivation in learning listening, During the teaching learning process of LC using AMs students' response toward the teaching learning process appear to be different from what it was before the action research. They look so enthusiastic in doing class activities. They mostly become more serious in paying attention to the lesson. They become serious in joining the class by participating in every class activities, answering questions, talking about the topic seriously. In short, the class becomes alive.

The reason that supports the change in class situation is the change in the kind of materials. Kilickaya (2006) states, "The use of AMs stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious." Furthermore, she adds that the materials like song as an example, is relevant to students' life and area of personal interest. It creates a non-threatening environment.

3. Other Findings:

Teacher Improved on Material Selection for Listening

Other finding in this research is dealing with teacher. When the researcher implemented the AMs for listening class, she improved in many ways. First, she was better at selecting AMs since not every authentic material is suitable for students. Second, she become more familiar with them since she discussed a lot of things during the implementation of AM such as: what kinds of topic they want, what they suggest her to do when they find difficulty in understanding the lesson, whether they also practice listening to English outside the classroom, etc. She noticed her students' interest and problems in listening so that she can find a suitable way to help them improve their LC.

Conclusion

The action research by using AMs to improve students' LC in Nusantara PGRI Kediri University has been conducted and it is found that there is a significant improvement in LC achievement and a change in classroom situation.

AMs are in fact what the students need. When they were carefully selected, they were really beneficial. The students looked relatively more engaged in all activities. The students were more active than before. They commented that the materials were interesting, entertaining, informative, and up to date. They gave model how language was used in real communication and also introduced the culture of the speaker of that language. Thus, they could motivate the students to learn LC and are still the best choice to apply.

Suggestions and Recommendations

Based on the previous experiences that the researcher got during the action research, the researcher could give suggestions particularly for English teachers to:

- a. Use AMs to teach LC to students especially the intermediate students
- b. Pay attention to six of LC skills; discriminating sound, recognizing words, identifying grammatical units, identifying pragmatic units, connecting linguistic cues. Using background knowledge to be improved simultaneously.
- c. Select and present material according to the students' level and need.
- d. Be ready to give necessary assistance whenever students find difficulty
- e. Encourage students to learn LC not only in the classroom but also outside the classroom to make them more familiar with spoken English.

With all of the strength of AMs teachers can take the benefits that AMs can overcome the problems arising in listening class. So, using AMs in listening class is strongly suggested but not to forget with some pedagogical support on linguistic knowledge for students. Students not only learn the contents of the text but also aware of what is going on around us.

References

- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Fang, X. 2008. Listening Comprehension in EFL Teaching. *US-China Foreign Language*. Vol 6 (1). pp.21-29
- Kilickaya, F. 2006. *Authentic Materials and Cultural Content in EFL Classroom*. Available at <http://www.metu.edu.tr/~kilickay>. (downloaded: 22 April 2008)
- Miller, L. 2003. *Developing Listening Skill with Authentic Materials: Article*. March/April 2003 issue of ESL Magazine.
- Mahdavy, B. 2008. The Role of Multiple Intelligences (MI) in Listening Proficiency: A Comparison of TOEFL and IELTS Listening Tests from an MI Perspective. *The Asian EFL Journal*. Vol 10 (3). pp.109-26.

- Martinez, G. A. 2002. *Authentic Materials: An Overview*. Available at [http:// www. Linguistic issues/authentic materials.html](http://www.Linguisticissues/authenticmaterials.html). (downloaded: 2 April 2008).
- Miles, M.B, and Huberman, A.M. (1994). *Qualitative Data Analysis*, 2nd Ed. Newbury Park, CA: Sage.
- Taylor, R. and Debbie C. 2006. *Using Authentic Materials in the Language Classroom: A Webquest for Teachers*.
- Underwood, M. (1989). *Teaching Listening*. London: Longman.
- Ur, P. 1984. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner (3rd ed.)*. In Wiraatmadja, R. (2005). *Metode Penelitian Tindakan Kelas*. Bandung: PT Remaja Rosdakarya.
- Ying-hui, H. 2006. *An Investigation into the Task Features Affecting EFL Listening Comprehension Test Performance*. Asian EFL Journal: English Language Teaching and Research Articles. Vol 8 (2).
- .