THE EFFECT OF USING AUTHENTIC MATERIALS ON ADOLESCENTS' MOTIVATION IN LISTENING ACTIVITIES: A CASE STUDY AT SMA NEGERI 5 PADANG

THESIS

**Submitted as a Partial Fulfilment of the Requirements
to Obtain Strata One (S1) Degree**

**By:
Rika Amelia
72712/2006**

**Advisors:
Dra. Aryuliva Adnan, M.Pd.
Leni Marlina, S.S.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011**

HALAMAN PERSETUJUAN SKRIPSI

THE EFFECT OF USING AUTHENTIC MATERIALS
ON ADOLESCENTS' MOTIVATIONIN LISTENING ACTIVITIES :
A CASE STUDY AT SMA NEGERI 5 PADANG

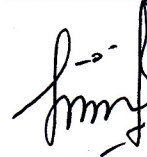|	
Nama	: **Rika Amelia**
Nim / BP	: **72712 / 2006**
Program Studi	: **Pendidikan Bahasa dan Sastra Inggris**
Jurusan	: **Bahasa dan Sastra Inggris**
Fakultas	: **Bahasa dan Seni**

Padang, Februari 2011
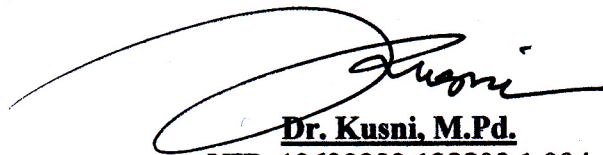
Disetujui oleh:

Pembimbing 1,

Dra. Aryuliva Adnan, M.Pd.
NIP. 19630701 198803 2 001

Pembimbing 2,

Leni Marlina, S.S.
NIP. 19820718 200604 2 004

Diketahui
Ketua Jurusan,

Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

The Effect of Using Authentic Materials on Adolescents' Motivation
in Listening Activities :
A Case Study at SMA Negeri 5 Padang

Nama	: Rika Amelia
Nim / BP	: 72712 / 2006
Program Studi	: Pend. Bahasa dan Sastra Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, Februari 2011
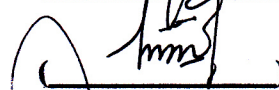
Tim Penguji,

Nama		**Tanda Tangan**
1. Dra. Aryuliva Adnan, M.Pd.	Ketua	( )
2. Leni Marlina, S.S.	Sekretaris	( )
3. Dra. Hj. Yenni Rozimela, M.Ed., Ph.D.	Anggota	( )
4. Havid Ardi, S.Pd., M.Hum.	Anggota	( )
5. Mhd. Al Hafizh, S.S., M.A.	Anggota	( )
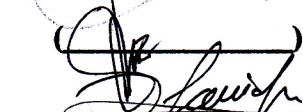
ABSTRAK

Amelia, Rika. 2011. *The Effect of Using Authentic Materials on Adolescent's Motivation in Listening Activities: A Case Study at SMA Negeri 5 Padang*. **Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universits Negeri Padang**

Untuk mengetahui pengaruh penggunaan bahan ajar otentik (*authentic materials*) terhadap motivasi siswa usia remaja (*adolescent*) di kegiatan menyimak (*listening*) dalam Bahasa Inggris, perlu dilakukan sebuah penelitian. Penelitian ini dimaksudkan untuk dua hal. Pertama, untuk melihat apakah remaja yang diajar dengan bahan ajar otentik (BAO) memiliki motivasi yang lebih baik di kegiatan menyimak daripada yang tidak diajar dengan BAO. Kedua, untuk melihat efektivitas dari penggunaan BAO dari perspektif guru. Penelitian ini dilakukan dengan metode eksperimen dimana motivasi remaja sebagai variabel terkontrolnya dan BAO sebagai variabel pengontrolnya. Selain itu, terdapat dua jenis kelas sebagai sampel dari penelitian yang dilaksanakan di SMA Negeri 5 Padang. Kelas pertama, kelas kontrol, adalah kelas yang diberikan perlakuan normal, yakni mengikuti kegiatan menyimak dengan bahan ajar non-otentik. Sementara, kelas kedua, kelas eksperimen, diberikan perlakuan berbeda, dimana kelas ini mengikuti kegiatan menyimak dengan BAO. Perbedaan tingkat motivasi dari kedua kelas ini diukur dengan *affective test* yang diberikan kepada siswa pada awal dan akhir penelitian. Berdasarkan perhitungan statistik, kedua kelas ini memiliki perbedaan motivasi yang signifikan (t_{hitung} = 6,522). Selain itu, perbedaan antara dua kelas ini juga dapat dilihat dari hasil observasi di kedua kelas, dimana terdapat peningkatan dalam tiga hal yakni; (1) partisipasi siswa, (2) sikap terhadap guru, materi dan tugas, (3) sikap mental lainnya yang berkaitan dengan motivasi. Berdasarkan hasil wawancara, guru menilai bahwa BAO sangat efektif dalam meningkatkan motivasi belajar siswa usia remaja dalam kegiatan menyimak. Oleh karena itu, dapat disimpulkan bahwa BAO mampu meningkatkan motivasi belajar siswa usia remaja dalam kegiatan menyimak.

Kata kunci: Bahan ajar otentik; Remaja; Kegiatan menyimak; Motivasi

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing and great guidance, I eventually able to complete this thesis as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this thesis, I have worked with a great number of people contributed who are deserved special mention. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgment.

In the first place I would like to record my gratitude to Dra. Aryuliva Adnan, M.Pd., as my first supervisor who has given her charm ideas, suggestion, guidance and supervision from the earliest stage of this thesis accomplishment. I also gratefully acknowledge Leni Marlina, S.S., as my second supervisor who has given her fruitful ideas, correction, beneficial opinion and encouragement in the process of accomplishing this thesis. She also gives her warm support and advises me to be more patient in finishing this thesis.

It is a pleasure to pay tribute also to my reviewers in my thesis proposal seminar as well as my examiners in my thesis comprehension test, Dra. Hj. Yenni Rozimela, M.Ed., Ph.D., Havid Ardi, S.Pd., M.Hum., Muhd. Al Hafizh, S.S., M.A.,. I'd like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. My sincere thanks and appreciation also goes to Rusdi Noor Rosa, S.S., M.Hum., as my academic advisor whose guidance has been beneficial for me during my study in English Department. I would also like to express my deepest gratitude for Refnaldi, S.Pd., M.Hum. who reviewed the instrument used in this research. Moreover, my next sincere acknowledgement goes to Dr. Kusni, M.Pd. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of English Department. Furthermore, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught me during my study in English Department and had shared their inspirational experience to me. I was extraordinarily fortunate in having them as my lecturers.

Where would I be without my family? My parents and sibling deserve special mention for their inseparable support and pray. I would like to express my appreciation and faithful gratitude to my beloved mother, Mrs. Sisnawati, who sincerely raised me up with her caring and boundless love. My struggling father, Mr. Arsil Boechary, S.Sos., is the one who put the fundamental of my learning

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

LIST OF FIGURES

CHAPTER 1
INTRODUCTION

1.1. Background of the Problem

In the context of language development and language learning, listening is seen as a basic as well as fundamental skill that have to be acquired before mastering other related skill. This is relevant with the statement of Nation and Newton (2009:37) who state that listening is the natural precursor to speaking; the early stage of language development in person's first language as well as other languages depend on listening. Moreover, they add that listening gives the learner information to build up the knowledge which is necessary for using the language, and as this knowledge is built up, the learner can begin to speak. In other words, it can be implied that students should acquire listening skill in order to maximize the process of speaking skill acquisition and other related skills acquisition. Therefore, it can be clearly understood that listening is a basic skill that have to be acquired by the learners in order to acquire next related skills.

In teaching English in Indonesia, listening is also seen as an important skill that has to be taught by the teacher as well as to be learnt by the students, especially in Senior High School (*SMA)*. This is caused by several reasons. First, based on the recent curriculum, School Based Curriculum, it is stated that listening is needed in order to enable the students to be involved in a meaningful communication. In line with this, students are expected to communicate well in real life context in which listening take a big role to avoid missunderstanding that possibly happen. Second,

listening is involved as one of the skills being tested in the final examination (*Ujian Nasional)* in English subject. In fact, from totally 60 questions being tested in Final examination, 20 questions of them are to test listening comprehension. Third, students in SMA are also prepared to face another kind of test such as TOEFL (Test of English as a Foreign Language) as one of the requirements to enter particular university in which listening still becomes the hardest session to be accomplished by the test taker. This is relevant with the statements of those who have taken either Prediction, Institutional, or International TOEFL. Moreover, based on the data gotten by the researcher, it can be implied that most of TOEFL test taker tend to have lower score in listening compared to other skill being tested. Therefore, teachers in Senior High School have to prepare their students to face real life usage of listening in communication, UN and TOEFL. Those are the reasons why listening is regarded important to be learnt as a first skill in English.

Listening to a foreign language, including English, is not the similar case with listening to mother tounge or native language. People commonly will not face any problem in interpreting the message being spoken when they attempt to listen to either their mother-tounge or native language. However, people will have a number of problems when they listen to English as one of a foreign language in the country where English is not spoken either as the first or second language. The problems are generally on the ability to differentiate the sounds of two similar words, the difficulties in comprehending the information, as well as the difficulties in interpreting the meaning of the information the listeners listen.

Teaching listening in Indonesia also deals with the problems previously mentioned. These problems are caused by a number of related problems in the process of teaching listening in Senior High School. Generally, the problems can be classified into two broad classifications. They are problems dealing with the listening materials used by teachers and problems encountered by students. The researcher herself found several problems in teaching listening in all previously stated aspects in SMA 5 Padang, the school where this research will be conducted in.

From the perspective of the teacher, there are some problems dealing with listening materials. Firstly, some English teachers in SMA 5 Padang claimed that they cannot use the materials for listening effectively. This is due to the fact that they have problem dealing with facility. Based on the informal interview conducted by the researcher with a number of teachers in SMA 5 Padang, some teachers admitted that they rarely use either cassette or video in the classroom. Secondly, some of English teachers in that school also admitted that they do not know well how to browse the materials in the internet, yet some of them admit that they are able to do that. As the result, in teaching listening they just simply used the materials they get from textbook, materials they get in MGMP meeting, or even they just simply dictate a text in the textbook (scripted materials) to the students. Authentic materials were rarely used by the teacher.

Thirdly, the materials used which are mainly taken from textbook tend to be unvaried and less interesting for the students. Moreover, as this kind of material can be categorized as scripted material which is specially created for pedagogical

purpose, it has lack of real-life context. Real life context as well as other cultural aspect contained in a text is very useful to gain students' attention as well as motivation, especially for adolescents. In fact, Senior High School students, who generally can be categorized as adolescent, are very curious on any new information they get, especially if the information is related to their life style and interest which are considered interesting for them. Thus, the less interesting and not real-life based text as used in today's listening class leads students to the boredom in a very short span of time.This condition, in fact, causes the decreasing of students' motivation, especially for adolescent.

From the perspective of the students, there are several problems faced by students in listening such as problems dealing with information comprehension, problems dealing with concentration, problems dealing with words recognition, problems dealing with other psychological aspects, and many others. Among those problems, students' problem dealing with motivation, as one of crucial psychlogical aspects, should be noticed more. This is due to the fact that motivation problems can affect other related aspects in learning process. Those problems were found when the researcher took her teaching training program in SMA 5 Padang. First, Students in Senior High School, which can be categorized as adolescents, tended to have lack of motivation in doing the task in listening. The researcher noticed that most of the students did not do their listening task enthusiastically. In fact, they just gave up to listen either to the teacher or audio cassette, as listening sources, when they skipped particular information or even particular words at the beginning and had no attempt as

well as motivation at all to accomplish the task being assigned.

Second, most of low-achieved students even tended to have no motivation in listening. During the classroom activity, it could be noticed that this kind of students just simply copies their friend's assignment without having any attempt or desire to listen to the materials being played in the classroom. Third, based on the informal interview conducted by the researcher, students of SMA 5 Padang claimed that some of the materials brought by the teacher in listening are not interesting for them and typically make them boring and have no desire to follow the lesson. In other words, less interesting materials greatly influence the motivation of adolescents students in listening.

In line with this, motivation is one of the classic as well as dilemmatic problems faced by adolescents in learning a language. It also can affect the comprehension a student gets in listening. Adolescents' condition, mood as well as motivation then can be changed easily in a very short time. This can be caused by several factors. One of the factors which determine the motivation in learning a language, especially in listening skill, is the materials used.

The materials chosen affect the motivation gained by the students in listening, especially for adolescents. Ideally, the materials used for adolescents should be an interesting materials which not only suitable with the objectives of the course but also suitable with the background knowledge an adolescent has. One type of materials which is believed to increase students' motivation in learning is authentic materials. Authentic materials which are normally created not for educational purpose but can

be used as a material in the classroom are expected to gain students motivation, especially in listening.

Based on the explanation of problems stated above, this research was conducted with the aim to figure out how is the effect of using authentic material in listening activity in increasing students' motivation, especially on adolescent.

1.2. Identification of the Problems

Based on the background stated previously, the researcher identifies several problems dealing with teachers, listening materials as well the students in teaching listening as a part of important skill in English. First, the lack of facility in the school make the English teacher having less chance to use either recorded or authentic material in the classroom. Second, the teachers have lack of knowledge about authentic materials, either about what authentic material itself or about the way to get and use it. Therefore, they rarely use this kind of materials. Third, the materials which are used in today's listening class tend to be taken from recorded material available in the market and the material which is recorded manually by the teacher by using simple recording tool. Moreover, this kind of material is seen as the monotone material by the students which can decrease students' motivation. Fourth, students, especially adolescent students, have low motivation in listening. Fifth, the low-achieved students even have no motivation at all in listening. Sixth, the less interesting materials being used in the classroom is seen as boring materials by the students that can result the decreasing of their motivation

1.3. Limitation of the Problem

There are a number of problems dealing with listening as previously mentioned. However, in this research the researcher focused on two main problems, problems faced by students dealing with motivation in listening activities and the lack of authentic materials used in SMA 5 Padang. Therefore, this research was limited to the study of the effect of using authentic materials to adolescents' motivation in listening activities.

1.4. Formulation of the Problem

Problems explained in the background of the problem was formulated in question form as follow:

What are the effects of using authentic materials on students' motivation in listening activities and how is teacher's perception toward authentic materials in improving adolescent motivation in listening activities?

1.5. Research Questions

Regarding to the formulation of the problem being formed previously, the research questions were stated as follow:

a. Do adolescents who are taught by using authentic materials in listening activities have higher motivation than adolescents who are not taught by using authentic materials in listening activities?

b. How effective is the use of authentic listening materials in improving adolescent's motivation in the classroom (from teacher point of view)?

1.6. Hypotheses

To answer the first research questions, the two hypotheses, null hypothesis (H_O) and alternative hypothesis (H_1), were proposed as follow:

H_O: Adolescents who are taught by using authentic materials will not have higher motivation in listening activities than adolescents who are not taught by using authentic materials.

H_1: Adolescents who are taught by using authentic materials will have higher motivation in listening activities than adolescents who are not taught by using authentic materials.

1.7. The Purposes of the Research

Based on the research questions stated previously, this research had two main purposes as follow:

a. to figure out the effects of using authentic listening material on adolescent's motivation in listening activities.

b. to justify the effectiveness of authentic listening material to be used in the classroom by the teacher (based on teacher's point of view).

1.8.   The Significance of the Research

It was greatly expected that the finding of this research would give contribution to the foreign language teaching development both practically and theoretically. In the term of practicality, after considering the findings of this research, it was hoped that the teacher of English as a Foreign Language will have a desire to use authentic materials in teaching listening to increase adolescent's motivation in listening activity. Theoretically, it was expected that this research findings would greatly influence as well as enrich the theory of authentic materials in listening skill. Finally, it was also hoped that the research finding would be beneficial as a useful information for the following researchers or writers who wish to conduct further research or to write paper concerning with authentic materials.

1.9.   The Definition of Key Terms

a. **Authentic material** : A type of materials which is originally made not for the purpose of language teaching but can be used as a material in classroom activity.

b. **Motivation in listening activity** : Eagerness or willingness a learner has to do listening activity without needing to be told or to be forced to do it

c. **Adolescents** : The stage in a person's life between childhood and adulthood between 13 and 19 years old.

CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1   The Concept of Listening

There are various definitions of listening proposed by many experts in both linguistic and language teaching field. In the simplest way, Yang (1999:16) defines listening as an active process which requires the listeners to participate in that process. More specifically, Helgesen (in Nunan, 2003:24) defines listening as an active process of not only what people hear but also how people connect it to other information they have already known before. Meanwhile, in communication theory, Rost (2002:2-3) views listening as a part of a transactional process in which all participants are simultaneously 'sending' and 'receiving' messages. Further, he offers some definitions of listening based on four orientation or perspectives. First, from the *perspective of receptive* listening is viewed as receiving what the speakers actually say. Second, from the *perspective of constructive*, listening can be defined as constructing and representing meaning. Third, viewed from *collaborative perspective*, listening is negotiating meaning with speakers and responding it. Fourth, from the view of *transformative perspective*, listening means creating meaning through involvement, imagination, and empathy.

Listening, a complex process of receiving messages, is a different concept with hearing. Listening is a skill in sense that is related but distinct process than

hearing which involves merely perceiving sound in a passive way while listening

occupies an active and immediate of steams of sounds (Saha and Talukdar, 2008:1).

Rost (2002:7) states that hearing is the primary psychological system that allows for

reception and conversion of sound waves that surround the listener. Process of

hearing involves converting electrical pulses and transmitting it through the inner ear

toward the auditory cortex of the brain (Rost, 2002:7-8). Compared to hearing

process, the process of listening is much more complicated, which can be described

as follow:

> Auditory messages are first received by the sensory memory from the
> environment around us. The sensory memory activated, and the message is held
> for a period of not more than one second. In this period, the message is held in
> its exact form. Then, depending on a number of factors, such as the quality of
> messages, the urgency of the messages, and the source of the messages, it is
> either passed on your short term memory or lost.
> (Flowerdew and Miller, 2005:23-24)

From the definition of listening and process of listening explained by previous

experts, there are some points that can be implied. Firstly, listening is a process of

transmitting information from the speaker to the listeners which involve th e

interpretation of meaning. Secondly, listening process which is basically different

from hearing is a process of receiving specific information that involves

comprehension and interpretation of meaning within its process. Therefore, listening

process can be said as an active process, while hearing is merely a passive process of

perceiving a message.

Since listening is seen as an active process, there are some important elements

involved within its process. Those elements are the ability and the knowledge needed in listening comprehension process. In fact, Howatt and Dakin in Saricoban (1999:1) state that listening involves understanding a speaker accent or pronunciation, his grammar and his vocabulary, as well as grasping his meaning. Moreover, listening also comprises some other component skills that are discriminating between sounds, recognizing words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to nonlinguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning and recalling important words as well as ideas (Rost, 2002)

Listening is not only need several kinds of ability in processing the message received, but also involves both linguistic and non-linguistic knowledge which can help the listener to form the meaning of the message received. According to Bejar et al in Eggert (2007:1) there are three types of knowledge involved in listening comprehension. They are linguistic knowledge, situational knowledge, and background knowledge. Linguistic knowledge includes everything from identifying phonemes and grammatical structures to semantic. Situational knowledge has to do with the context of the listening experience, in other words the conditions under which the participants are involved and the setting in which the listening takes place. Background knowledge is the non-linguistic knowledge which the listeners keep in their memory load; general knowledge of the world and how things work, knowledge of the topic at hand and so on.

In more detailed explanation but rather in similar way, Flowerdew and Miller

(2005:30-45) elaborates four types of knowledge involving in order to comprehend a spoken message. The first knowledge is phonological knowledge which relates to our knowledge on the sound system. The second knowledge involved is syntactic knowledge which deals with how words are put together. The third type of knowledge is semantic knowledge which refers to knowledge of the meaning of words and the meaning of the relations between the words in a sentence. In normal sentence processing, indeed, semantic considerations tend to dominate understanding, while syntax plays minor role in confirming any problematic semantic relations where necessary. The fourth types of knowledge involved in listening comprehension is pragmatic knowledge which mainly concerns with the meaning of utterances in particular situations. Besides the four types of knowledge involved in comprehending a spoken message, Richards also explains another additional knowledge which is considered important, i.e. kinesics knowledge. Kinesics knowledge is the knowledge about the meaning of nonverbal means of communication, such as facial expression, eye contact, and body movement and positioning. Kinesics meaning may enrich our interpretation of the meaning to what we hear.

Thus, it can be summarized that the ability involved in listening process range from the ability to recognize the simplest form of language, phoneme or sounds up to the ability to recognize and distinguish the information given. The ability to predicting and synthesizing scattered information are also the important ability that need to be involved in listening. Moreover, the process of listening also deals with various types of knowledge involved as the process occurs. Dealing with this fact, it

is proved that listening is truly not a simple process occur in our mind.

Listening can be divided into several categories. Based on the types of situation where listening take place, Sasha and Talukdar (2008:1) divide listening into two types of listening, reciprocal and nonreciprocal listening. Reciprocal listening is a type of listening where the listener is required to take part in the interaction and alternately listens and speaks. While non reciprocal or non-interactive listening is a type of listening where the listener is engaged listening passively to a monologue or speech or even conversation.

Similarly, Nunan (1999:204) divides listening into two types but detailed classifications, monologues and dialogues listening. Monologues listening which mainly concerns with listening to lecturers, speech, and news broadcast can be later grouped into two subcategories, that are planned and unplanned monologue listening. However, listening to dialogues then is divided into two types, listening to social/interpersonal dialogues which also can be classified according to the degere of familiarity between the individuals. Meanwhile, the second types of listening to dialogues is listening to transactional dialogues.

From the categories of listening explained by the experts above it can be said that listening can be divided into several categories, they are reciprocal - non reciprocal listening and intensive-selective-interactive listening. In relation to this, teacher should consider several situations in choosing a type of listening to be brought to the classroom.

2.2. Teaching Listening

Teaching listening in today's second or foreign language class has been increasingly noticed compared with teaching listening a few decades ago when practitioners tend to focus more on grammar and the other productive skills. Today, teaching listening is viewed as the challenge for English teacher since it is not an easy skill to be taught in the context of both second and foreign language teaching. Therefore, to teach listening teacher should carefully arrange the lesson in order to make the students getting better comprehension in listening. Because of that, there are several considerations that need to be considered by teacher in teaching listening. When teaching listening, teachers has to highlight several key factors such as the process of listening, the stages of listening activity, the activity held in listening, as well as the materials being used.

Teachers of second and foreign language have to pay much attention to two different basic processes of listening in order to raise students' achievement in listening. Those two processes in listening comprehension are bottom-up processing and top-down processing. In the simplest way, Wilson (2008:15) distinguishes top down and bottom up process. He states that bottom-up process is the process of decoding smallest unit (phonemes and syllables) to lead toward meaning. On the other hand, he defines top-down process as the process of interpreting the meaning of a message by using background knowledge (world knowledge, knowledge of the speaker or context, or analogy).

Flowerdew and Miller (2005:24-25) give more specific explanation about bottom-up and top-down process. They state that bottom-up model is the process of understanding a message by starting with the smallest units of the acoustic message: individual sounds, or phonemes which are then combined to form words, phrases, clauses, and sentences. Meanwhile, according to them, top-down process is the process of understanding a message by using the previous knowledge in processing a text rather than merely rely on the individual sounds and words. In more vivid explanation, Lingzhu (2003:1) illustrates the application of both; that in top-down processing, learners use their prior knowledge to make predictions about the text. While in bottom-up processing, learners rely on their linguistic knowledge to recognize linguistic elements such as vowels, consonants, words, sentences to do the construction of meaning.

All in all, the experts stated previously are agree that bottom-up process is the process of listening and comprehending the message which starts from the text itself , while top down process deals with the process of comprehending the message on a text based on the background knowledge a listener has which is connected with the schemata on their mind. Moreover, it can be stated that both listening process, bottom-up and top-down are different but interrelated process that has to be combined in order to produce better comprehension in listening. It can be implied that in holding a listening activity in the classroom, teacher should not merely focus on one of those process.

Besides noticing the process of listening in students' mind, a teacher also

needs to consider the listening activities as well as the technique being used in the classroom. Listening activities and techniques in the classroom can be varied. It is the duty of the teacher to make it suitable with students' level of proficiency. The researcher will briefly review some activities and teaching technique that can be applied in listening class. Brown (2007:309-310) lists several types of classroom listening performance:

a. *Reactive*; this listening performance requires little meaningful processing

b. *Intensive*; intensive listening performance which purposes to focus on components of discourse may be considered to be intensive – as opposed to extensive— in their requirement that students single out certain elements of spoken language.

c. *Responsive*; the student's task in such this listening performance is to process the teacher talk immediately and to fashion an appropriate reply.

d. *Selective*; in longer stretches of discourse such as monologue of a couple of minutes or considerably longer, the task of student is not to process everything that was said, but rather to scan the material selectively for certain information.

e. *Extensive*; this listening performance aims to develop a top-down, global understanding of spoken languages. Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose.

f. *Interactive*; this is the listening performance that can include all five of the above types as learners actively participate in discussions, debaters, conversations, role plays, and other pair and group work.

The more varied listening activities have been proposed by Lund (1990). Lund lists numerous activities to choose in developing listening skills in relative different term from Brown:

a. Doing: the listener responds physically such as in Total Physical Response (TPR);

17

b. Choosing: the listener selects from alternatives such as pictures, objects, texts, or actions;

c. Transferring: the listener transforms the message such as drawing a route on map, or filling in a chart;

d. Answering: the listener answers questions about the text;

e. Condensing: the listener takes notes or makes an outline;

f. Extending: the listener goes beyond the text by continuing the story or solving a problem;

g. Duplicating: the listener simply repeats or translates the message;

h. Modeling: the listener performs a similar task, e.g. gives instructions to a coworker after listening to a model or;

i. Conversing: the listener is an active participant in a face to face conversation.

It can be clearly seen that listening has various basic activities in the classroom to be developed continuously through years. Since listening activities are varied, teacher of second and foreign language should not teach listening in a single activity only. Thus, it is the duty of the teacher to make the variation of activity being held in the classroom. Besides that, teacher also has to choose the appropriate activity for a specific level of proficiency.

The activity in listening is not the only thing to be considered in the classroom. After choosing the appropriate listening activity and listening material, teacher has to reconsider the stages of teaching to hold the activity and use the material appropriately. There are three stages of listening activities, they are pre-listening stage, whilst-listening stage and post-listening stage.

Pre-listening stage is the earliest stage in listening activity where teacher attempts to activate student's background of knowledge. In fact, Underwood

(1989:30) states that pre-listening is a kind of preparatory work done before listening in which student should be 'tuned in', so that they know what to expect, both in general and for particular tasks. Moreover, Wilson (2008:60) explains that in pre-listening stage teacher has the responsibility to activate the schemata on students' mind in order to predict the listening passage. Moreover, they states that in pre-listening stage teacher also set up a reason to listen by asking several questions based on things they would hope to hear.

After conducting pre-listening stage, teacher has to conduct the next listening stage, that is while-listening stage. In this stage students hear the input once. However, teacher may give multiple opportunities to hear the input in order to give students a safety net which helps to reduce their anxiety (Wilson, 2008:60-61). In whilst-listening stage, teacher may do several listening activity. Wilson (2008:82-94) states that teacher may hold listening for gist, inferring, participating actively, note-taking, dictation, and listen and do activity.

The last stage in listening is post-listening stage. Post-listening may be as simple as checking the answers to comprehension questions, either by teacher telling the learners what the correct answers are by eliciting answers from the students themselves, or by having students compare their answer in pairs or small groups (Wilson, 2008:96-109).

In short, it can be implied that there are three listening stages that have to be followed by teacher in teaching listening. Those three stages are pre-listening stage, while-listening stage, and post listening stage. Based on the previous explanation, pre

–listening stage is very important because it give students the opportunity to activate their background knowledge by answering questions given by teacher, learning the related vocabulary, predicting and etc. Meanwhile, in while-listening stage, students listen to the text itself by using several techniques such as listening for gist, listening for specific information, etc. Lastly, in the post-listening stage the students do such activity that can measure their comprehension toward the text being listened in the previous stage by answering to the question, summarizing the idea of the text and so on.

2.3. Authentic Materials

2.3.1 The Definition of Authentic Materials

The use of authentic materials in today's second and foreign language classroom has become the new trend and has become more popular through the time. The purpose of English teacher to use authentic materials is to bring the real-life context as expected by communicative language teaching approach. However, before using it in the classroom, it is strongly recommended for English Teacher to understand the concept of authentic materials itself. Authentic materials are the materials that have been produced to fulfill some social purpose in the language community (Peacock in Martinez, 2002:1). In addition, Martinez (2002:1) defines authentic materials as the materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for.

More detailed definition of authentic materials is given by Richards (2001:252) who states that authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes. Furthermore, Nunan in Yingmai (2005:70) defines authentic materials as spoken or written language data that has been produced in the source of communication, and not specifically written for purposes of language teaching. Meanwhile, Wilson (2008:30) well defines the authentic materials by stating that one way to define authenticity maybe say that if the text exists for a communicative purpose other than teaching language, then it is authentic. From the previous definitions stated by experts, it can be summarized that authentic materials is the materials which are naturally created for native speakers for communicative purpose but can be used as a material in the classroom, either spoken or written.

Authentic materials are the distinct concept with scripted materials. As Rost (2002:123) states that authentic input is quite similar with the term genuineness which refers to features of colloquial style of 'real time' planning (many people say 'lack of planning) that characterize everyday spoken discourse. Rost states that an authentic material should:

a) Have natural speed

b) Have natural phonological phenomenon, natural pauses and

intonation, use of reduction, assimilation, elision.

c) Has high-frequency vocabulary

d) Have colloquialism, such as short formulated utterances, current slang, etc.

e) Have hesitation, false start, self corrections

f) Have orientation of speech toward a 'live' listener, including natural pauses for the listeners to provide back channeling (e.g. nosing, um-hmm) or responses (e.g. 'yes, I think so')

Nunan (1999:212) states that non-authentic listening texts differ in certain ways from authentic texts. They (non-authentic materials) contain linguistic features which are more usually found in written rather than spoken language. There are few overlaps, hesitations, and false starts found in non-authentic texts, and there is very little negotiation of meaning. The more detailed list of common differences between authentic and scripted speech are presented on the following table which are combined from the theory of Underwood (1989:99-100) and Wilson, (2008:30).

Table1
The Differences between Authentic and Scripted Materials

Authentic	Scripted
Natural rhythm	Unnatural rhythm
Natural intonation	Unnatural intonation
Natural pronunciation (i.e. not specifically carefully enunciated)	Over-clear enunciation
Overlaps and interruptions between speakers	Little overlap between speakers
Normal rate of speech delivery	Slower (maybe monotonous)

Relatively unstructured language	Structures language, more like written English
Incomplete sentences, with false starts, hesitation, etc	Complete sentences
Background noise and voice	No background noise
Natural stops and starts that reflect the speaker's train of thought and the listener's ongoing response	Artificial stops and starts that reflect an idealized version of communication (in which misunderstanding, false starts, etc never occur)
Loosely packed information, padded out with fillers	Densely packed information

2.3.2. The Advantages of Using Authentic Materials in the Classroom

The use of authentic materials in the classroom is viewed as a beneficial attempt to bring real life context into the classroom. Some experts in materials design has proposed a number of advantages that is brought by authentic materials. Brinton in Yingmai (2005:70) states that authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Furthermore, McCCoy (2009:18) also states that learner-authentic materials are mainly learner-centered, and that they can serve effectively to promote learner's interest in language learning. Moreover, Berardo (2005:67) states several advantages of using authentic listening material in more detailed explanation as follow:

> One of the main reason for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom, but the real world and language how it is really used. Other aspects which proved positive when using authentic materials were that they are highly motivating, giving a sense of achievement when understood

and encourage further reading. They are also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. (Berardo, 2005:67)

Moreover, Kilickaya (2004:2) also outlines some advantages of using authentic materials. Kilickaya states that authentic materials have positive efect on student's motivation. Authentic materials also provide authentic cultural information as well as exposure to real language. In addition, authentic materials relate more closely to student's need and support a more creative approach to teaching. Kilickaya then says that authentic materials enable students to interact with real language and content rather than the form.

In more detailed explanation, Martinez (2002:1-2) states that using authentic materials in the classroom – even not in an authentic situation – is significant for many reasons. This is because:

a. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist

b. Authentic materials keep students informed about what is happening in the world, so they jave an intrinsic educational value

c. Textbook tend to not include incidental or improper english.

d. They can produce a sense of achievemeent, e.g., a brochure on England given to students to plan a 4-day visit

e. The same piece of material can be used under different circumstances

if the task is diferent

f. Language change is reflected in the materials so that students and teachers can keep abreast of such changes

The advantages listed by previous experts can be reformulated into the simpler and more understandable advantages of authentic materials as follow:

a. Students can link the language used in the classroom and outside the classroom

b. Authentic materials can increase student's interest in language learning

c. Students can see the real usage of language

d. Authentic materials are highly motivated

e. Authentic materials can be used more than once (in repeated times) in different task activity

f. Authentic materials provide authentic cultural information

g. Authentic materials relate more closely to students' need

h. Authentic materials is the form of real discourse

i. Authentic materials give a sense of achievement

j. Language change is reflected in the materials

From the advantages of authentic materials previously mentioned, it can be seen that authentic materials as a material which is originally not purposed for pedagogical purpose can bring beneficial value if it is applied properly in the classroom, especially in second and foreign language

classroom. Moreover, based on the explanation previously mentioned it can be seen that authentic materials has a strong relationship to student's motivation in language learning.

2.3.3. Consideration in Selecting Authentic Materials

It has been stated that authentic materials do bring advantages both for students and teacher if it is selected and used properly. However, if it is selected and used improperly, it will not bring any expected advantages. Therefore, teacher has to consider the way to select authentic materials in the classroom, especially foreign language classroom. In other words, teacher should select the suitable and interesting authentic material to be brought into the classroom since not all of the authentic materials are suitable for students and interesting for them.

In choosing good authentic listening materials, there are several considerations. Wilson (2008:26-28) states that the considerations are ranged from the criteria of its content to its delivery. In the level of materials content, there are several factors that need to be considered by the teacher. The factors are interest factors, entertainment factors, cultural accessibility, speech acts, discourse structure, density and language level. Interest factor is the most vital factor since students occasionally will listen attentively if the text is interesting. Moreover, the text has to be funny, enjoyable since enjoyable text contains their own built-in interest factor. In summary, in choosing an interesting authentic

material, teacher has to consider the content and the delivery factors of the text itself such as interest factors, cultural accessibility, speech acts, discourse structure, density, and language level.

Level of authenticity is the other thing which is needed to be considered by the English teacher in choosing appropriate authentic materials. Brown and Menasche in Helgesen and Brown (2005:102) mention five types of text authenticity:

1. Genuine text authenticity. The text is created for some real-life purpose not for the classroom, but it s used in English teaching. Moreover, there is not any change made in the text.

2. Altered text authenticity. The text has not been changed in meaning, but is no longer as it was because there are some changes made for the classroom

3. Adapted text authenticity. The text was originally created for "real-life" but has been adapted by the classroom teacher. The words and grammatical structures of the text are changed, in order to simplify the text. This kind of text is sometimes called elaborated text, where the information is authentic, but the form is not.

4. Stimulated text authenticity. The text is created for the classroom and is written by the author or teacher as if the material were real and as if for real audience.

5. Inauthentic text. The text is created for classroom with no attempt to

make the materials resemble genuine authentic material.

McCoy (2009) states in his paper that there are three aspects to consider in order to facilitate the interaction between learners and materials. In pedagogical terms these aspects might be defined as text factor (individual differences), task factor (task design), and learner setting factor (learning environment). He further adds one more aspect that is teacher factor (the teacher's attitude and teaching approach).

In rather similar way, Metamoros and Navarro (2008:41-42) mention that teachers have to follow some items to apply their authentic materials correctly. First, teacher has to consider that the materials should be suitable for the target learners. Second, in choosing appropriate authentic materials, teacher has to identify the objective of the lesson as well as the student's ability in order to make the materials comprehendible. Third, teacher has to determine the concept as well as the context of the materials for instance whether the materials' concept is relatively new to many learners. Fourth, teachers have to ensure that the authentic materials they are going to use are comprehendible.

In considerably similar way, McCoy(2009:325) sited Lee's (1995) points that teacher should consider when using authentic materials. First, it is suggested for teacher to combine two or more skills in using a single authentic material in order to enable students achieving different communicative purposes. Second, the materials chosen should provide context to make

learners practicing the skills in a natural, meaningful and relevant way. Third, the authentic materials should be related to the task content. Thus, students can use them as springboard for the task. Fourth, the task in which the authentic materials are used should be suitable with the objective of the learning, the skills to be practiced as well as learner's proficiency.

Based on the explanation given by the experts above, it can be concluded that in order to get the maximal use of authentic materials, teacher has to consider several things when choosing and using the authentic materials. Generally, teacher has to consider the task being held, the objectives of the course, the learners' preferences, the appropriateness of the material with learning objectives, as well as the level of comprehensibility the material has.

2.3.4. The Examples of Authentic Materials for Listening

The authentic materials that can be used in listening class are varied. It also can be found anywhere. This is relevant with Ozis and Bahar (2008:331) statement that authentic materials are available everywhere. Moreover, they add that teacher can easily browse a vast amount of materials on net, and teacher also can find music CDs, movies, documentaries in the book and music stores. In rather similar way, Berardo (2006:60) states that internet is one of the rich resources of authentic materials with a large amount of varied materials being easily accessible. In addition, Martinez (2002:2) states that

internet have disposal large amounts of texts, visual stimuli, newspaper, magazines, live radio and TV, video clips and radio stations. He further adds that there are endless lists of useful materials for the language classroom.

To sum up, there are several types of authentic materials which have high level of authenticity level as well as interesting. English teacher can use the authentic materials such as, film clips, film trailers, TV program, Radio broadcast, television advertisement, video, internet, podcast, song, etc. These authentic materials can be found easily on the internet, music stores, and other sources. Some examples of authentic materials were briefly reviewed in the following explanation.

2.3.4.1. Song

Music is useful for listening at the highest level, appreciation (Helgesen and Brown, 2007:135). Most students love music, especially adolescent. This is suitable with the statement of Wilson (2008:49) who states that teenagers, in particular, who may feel shy when pronouncing words in a foreign language in front of their peers, often feel less intimidated when the words are those of a famous singer. This in one of the reason why song, as an authentic material, is very interesting and motivating for students, especially adolescent students. Besides that, songs tend to contain some usefully predictable elements: the use of rhyme, for example, often helps the listener to predict vocabulary.

Teacher may find song at any sources. Teacher can get it from CD and

cassette available on market, or simply get it from internet. As stated by Helgesen and Brown (2007:135) that teacher can find song easily on site (such as: www.mtv.com and music.yahoo.com). Some of the downloadable songs are included with its lyrics. However, if the lyrics are not available, teacher can browse it on lyric search engine site such as www.lyric.com

In using songs in the classroom, teacher can has various activities to be held in order to get the maximal use of the song itself. Helgesen and Brown (2007:135) give some valuable activities, which can be used by teacher in the classroom when they use song , as follow:

a. Listen to the song (with or without seeing the words). Students are asked to draw a picture based on students' image on song. Then, teacher may ask students to explain their picture to their friends.

b. Dictate about 10-15 key words from the song. Then, teacher has the students write each on a small piece of paper. Then, the teacher asks the students to listen and put the word in order.

c. Teacher also can make copies of the lyrics and cut them into strips (each with one or two lines). Students read the strips and try to put them in order. Then, they listen and check or change the order.

d. Teacher can play a song which tells a story. In pairs, students are asked to decide what happen next or what happened before. Students are asked to tell their stories to another group

e. Teacher writes five or more events from a song that tells a story on the

board. Students listen to the songs, and then put the evens in order.

f. Students are asked to listen to a song with lyrics. Then, they have to talk about the meaning. Finally, they sing the song.

2.3.4.2. Materials Taken from Podcast

Podcast is the recent trends of listening materials in both EFL and EFL context. The term podcast itself is the combination of two words, iPod and broadcast. A podcast is a tool for publishing files on the internet which are then sent directly to the personal audio players (usually iPods) of individuals (Wilson, 2008:52). Rather in similar but detailed way, Helgesen and Brown (2007:134) state that podcasting is making audio files available on-line, usually in MP3 format in which can be used by ESL/EFL learners and run by individual teacher as well as range in topic from general language learning discussion/lessons and newscasts to those focused on specific issues like idioms or songs. Podcast allow anyone to create their own audio files and to share it with any subscribers worldwide. There are clear possibilities for people – maybe language learners – to create their own shows which can then be heard by students in other countries as and when they wish (Wilson, 2008:52).

To simplify, it can be stated that podcast is a type of on-line published audio files which can be created, uploaded, as well as downloaded by either teacher or ESL/EFL learners. This kind of audio types can be used in

ESL/EFL classroom since it has wide variety of topic. Besides, podcast also enable teacher to get the material from another part of the world much easier and faster.

2.3.4.3. *Video*

The other example of common authentic material is video. Video is a dynamic in that it presents moving images – a major bonus for students with short attention spans – and for students who can't read or write well, it provides a ready-made context (Wilson, 2008:48). Video is a general term for specifically produced language teaching packages, for recorded television and movies (fiction and documentary), as well as teacher produced and learner produced material (Helgesen and Brown, 2007:128). It can be implied that the general types of video that can be used in the classroom are language teaching packages, recorded television program, movies, documentaries, teacher produced and learner produced materials.

However, not all of the video can be classified into the authentic one. Those which can be classified into the authentic video are movie, and documentary. Besides that, there are some other genres of video that can be classified as authentic video. They are described in the following table (adopted from: Wilson, 2008:51).

Table 2
Genres of Video and The Benefits

Genre	General benefits	Linguistic Features and the benefit of these
Television news and weather reports	Topical, interesting, sometimes stories run over a period of time and in different modes (e.g. newspaper), evenly-paced delivery, clear cut-off points for pausing, headlines given first – good for prediction	Vocabulary rich-, lexical sets base on topic, formal discourse – good for higher level
Film clips	Entertaining, dynamic dramatic, cultural content, story line → inbuilt task(guess what happens next), easy to extend (show another clip)	Various, depending on the film genre and the clip
Film trailers	Entertaining, dynamic, dramatic, cultural content, story line → inbuilt task (guess what happens), preview is 'taster' for students to watch the whole film.	Short turns – good for low level
Television advertisements	Entertaining, cultural, content, springboard for critical thinking (loaded languages, bias, etc) – good for high levels, variety good for comparisons between ads – some have humor, ambiguity and short story lines	Use few words – good for low levels, use persuasive language → springboard for critical thinking – good for high levels
Television documentaries	In depth look to real issues, interesting, impact (stunning visuals?), cultural content, lend themselves to personalization (give your opinion)	Lexical sets based on topic, mix of planned and unplanned (narrative and 'live') discourse – good for awareness-raising

34

		of formal versus informal features
Episodes in a comedy series	Entertaining (humor), known characters (?), cultural content – recognizable settings usually (hotel, office, home)	Different tones of voice – irony, sarcasm, remorse – good for teaching intonation patterns, puns/wordplay – good for high level
Animation	Entertaining (especially for children), imaginative, story line good for prediction, unambiguous characters and relationships.	Usually contain long dialogues-free pauses (*the Simpsons* excepted) – good for low levels/children, often simple language.
Television or radio talk shows/interviews	Entertaining (celebrities), few (or no) visual distractions, model for student task (peer interview)	Structured turns (question → extended answer), dynamic and unscripted, good source of discourse markers, e.g. turn taking, topic-shifting.
Television or radio game shows/ quiz shows	Entertaining, built-in interactive participation (answering questions), clear cut-off points for pausing, cultural content, model for student task (quiz)	Short turns (question→ answer structure)

Video as an authentic material is very useful in gaining students' motivation. This is relevant with the statement of Helgesen and Brown (2007:129) that states video as motivating materials since video can bring

several elements such as situation, gestures, facial expressions, body languages, physical proximity of speakers and the like into the classroom in a way audio recordings can't.

Teacher has to consider the level of complexity of the language a video has. Therefore, it is seem impossible to bring video such as blockbuster or Hollywood movie into the classroom. If the teacher wants to play a movie in the classroom, it is advisable for the teacher to choose the animation films from studios such as Pixar (*Finding Nemo, Toy Story),* Dreamworks (*Shrek, Madagascar*), Disney (*The Incredible, Beauty and The Beast, Lion King*) and Studio Ghibli (*Sprited Away, my Neighbor Toroto,* and *Howl's moving castle*). These kinds of films are often ideal because they are written at a level that is simple enough for children as well as language learners to understand (Helgesen and Brown, 2007:141).

There are several activities that can be done by teacher when they use video in the classroom. Helgesen and Brown (2007:130) explain several possible activities as follow:

a. Strip stories

In this activity, teacher prepares a handout with the vents of the scenes in scrambled order. Students then listen with the picture off but the sound on. After that, students are asked to sequence the events. Finally, teacher then shows the scenes again with the picture on.

b. Dialogue differences

Firstly, teacher has to prepare a worksheet with three short possible dialogues for each scene and give them to the students. Then, teacher turns the sound off and plays the scenes. Students the guess what is going on. After that, teacher plays the scenes again with the sound on. Finally, students check their answer.

c. Silent viewing

Teacher turns the sound off. Students' task is guessing what the characters are saying or feeling based on the body language they perform. Then, teacher turns the sound on and students listen to see how the body language goes with what is said

d. Predict the action

Teacher shows a video segment. Then, teacher stops the video at a critical point. Students are asked to discuss what they think will happen next. Then, they look at the segment to see if they were right.

e. What do you want to know

Teachers play a very short section from a film the students have not seen and heard much about. Unusual scenes are advisable here. Students watch the scenes. Then, students, either in alone or in pairs, write questions they would like to answer about the scenes. Teacher may have the student predict the answer to their own or another pairs' questions.

f. Five Ws and H question

In this activity, teacher writes Who, What, Where, When, Why, and How

on the board. Teacher tells the students that they will see a video scene twice. They need to come up with six questions, one for each question word. Teacher has the students just to watch the scenes. At the second time the students watch the video, students are allowed to take a notes. Then, students, in alone or in pairs, write their questions. Then, they work with another students or another pair. They ask their questions and the new partner (s) try to answer it.

In fairly similar but detailed way, Wilson (2008:120) lists several activities a teacher can do when using video or TV recordings in the classroom as follow:

a. Vision on, sound off

The students watch a short section without sound. They guess the gist of scene or the words being spoken. They can be asked to write the dialogue in groups. After that, they watch the scene with sound and compare what they wrote.

b. Vision off, sound on

The screen of the monitor is covered, or the students turn their backs, and they listen to the sound. They might then be asked to say what is happening and who the speakers are, or to write down ten objects they expect to see on the screen, or even to draw the scene as they think it appears. It can be implied that students have to listen to the dialogue

carefully, and then imagine the full scene of the film being played.

c. Pause and predict

At certain points in the film or program, the teacher pauses the action and asks the students to say what is happening and to guess what is about to happen. For this activity, the teacher needs to know the exact moment at which to pause. To conclude, this activity involved one type of listening activity that is predicting.

d. Watch and describe

The students sit in pairs, back to back. One of the pairs is watching the action, without sound. He or she describes everything that is taking place on the screen and other student writes rapid notes. After a few minutes, the activity stops and the non-viewing partner relate everything he or she understood about the scene. In their pairs they make deduction about the people and action involved. Then the whole class watches to check. In short, students have to imitate and describe an action they have just watch on screen to their friend.

e. Act and watch

The students are given a transcript of a scene without being told anything about the characters. In groups, the act is out the scene. After this, they viewed the filmed version of the scene to compare.

f. Watch and act

Students view the scene and then use the transcript to act it out. The

focus of this activity is students listen for natural intonation and pronunciation before trying to reproduce them.

g. Say who said it

The students are given a number of quotations from a video clip. First, they say who said it, before putting the quotation in the order in which they occur.

h. Complete the story

The students watch until they know to set-up and the situation that needs to be resolved. The teacher stops the video. The students now guess the ending. They might do this in group, either in writing or orally.

2.4. The Concept of Motivation

Motivation can be defined in various way related to the point of view of the experts who state the definition. In the most precise way, Harmer (2007:35) defines motivation as some kind of internal drive which pushes an individual to do things in order to achieve something. Moreover, Williams and Burden (1997:24) suggest that motivation is a state of 'cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and or physical effort' so that person can achieve come 'previously set goal'. In other point of view, Lier (1996) states that motivation involves not only integrative and instrumental factors, but a also temporary expectancies, interest of moment, curiosities, ego enhancement factors,

personal satisfaction, and much, much more.

Another definition of motivation is explained specifically by Brown (2007:85-88) who defines motivation based on three perspectives. First, from behaviorist perspectives, motivation is seen in very matter of fact terms. Second, in cognitive terms, motivation places much more emphasis on the individual's decision. Later, from a constructivist view motivation is seen to place even further emphasis on social context as well as individual personal choices and each person is motivated differently and will therefore act on his or her environment in ways that are unique.

From detailed explanation about motivation previously stated by the experts, a conclusion can be drawn. It can be concluded that motivation is the eagerness or willingness as the reason that pushes someone to do things in order to achieve the goal which can be affected by both external and internal factors.

The indicators of motivated students can be derived from Stipek (1998:10-13) by referring to reinforcement theory, cognitive theory, expectancy x value theory, self-worth theory, and goal theory. According to reinforcement theory, individuals exhibit a particular behavior in achievement or other settings because they have been reinforced (rewarded) for that behavior in the past. In relation to this, a motivated individual will occasionally do best in a particular work if they know that they will get praise, symbolic rewards, good grades, material rewards (prizes), public recognition, privileges, or responsibilities as the reinforcement. Based on this theory, a motivated students will normally continue to work hard and persist in the future if they are rewarded (with good grades) for working hard on school task. In addition,

teacher praise may also influence this kind of students' behavior because they previously were associated with the reduction of basis drives.

The second motivation theory is cognitive theory. Cognitive theorist states that cognition (beliefs), such as expectations, "meditates" the effect of reward. According to this theory, students work hard because their past experiences lead them to expect hard work to be rewarded in the future, not because they have been rewarded for working hard in the past. Moreover, motivation is also influenced by individuals' perception of one's ability, perception of one's control over achievement outcomes, and perception of causes of achievement outcomes.

The third motivation theory is expectancy x value. Expectancy x value theory states that exerting effort and persisting with a task requires more than expecting to be able to complete it; the task must also have some value attached to it.

The fourth motivation theory is intrinsic motivation theory. Intrinsic motivation theorists claim that humans are born with a disposition to develop skills and engage in learning-related activities. There are several characteristics of students who are motivated intrinsically. Firstly, students initiate learning activities on their own. Secondly, students prefer challenging aspects of tasks. Thirdly, students spontaneously make connections between school learning and activities or interest outside school. Fourthly, students ask questions that go beyond the present task – to expand their knowledge beyond the immediate lesson. Fifthly, students go beyond the requirements. Sixthly, students are reluctant to stop working on tasks they have not completed. Seventhly, students work on tasks whether or not extrinsic reasons (e.g.,

grades, close teacher supervision) are salient. Sixthly, students smile and appear enjoy working on tasks. Students express pride in their achievement.

The fifth motivation theory is Goal theory. Goal theorist have pointed out that individuals may engage in the same behavior for different reasons, and that the reason for engaging in a task is just as important as the level of effort expanded, the degree of persistence, or any observable behavior. There are several sub indicators of motivation based on this theory. They are avoidance of punishment, introjections (Self and Other Approval, Avoidance of Disapproval), Identification (self valued goal and personal importance), intrinsic (enjoyment and fun), task orientation, ego orientation, work avoidance, mastery-orientation, and performance-orientation.

Teacher can determine a motivated student by noticing several behavioral characteristics of the student. According to Masgoret and Gardner (2003:173), several characteristics of motivated students can be seen from several factors. Firstly, a motivated student usually expends effort. Secondly, a motivated student commonly is persistent and attentive to task at hand. Thirdly, a motivated student usually has goals, desire, and aspirations, and enjoys the activity they do. Fourthly, a motivated student normally experience reinforcement from success and disappointment from failure. Fifthly, a motivated student commonly makes attribution concerning success and/or failure. Lastly, a motivated student always makes use of strategies to aid in achieving their goals. Moreover, Kolenc et al (2008:119) list ten indicators of a motivated student. They are Social Motivation, Compliance, Self-Efficacy, Curiosity, Aesthetic Enjoyment, Recognition, Grades, Challenge, Competitiveness, and work avoidance.

Social motivation refers to the complex of motives that are directly linked individuals' social environment which considerably associate with welfare goals and social solidarity goals, and social approval goals. Compliance means the willingness of doing a task and completing the task given. Self efficacy refers to someone's judgment of her or his own capability to carry out a certain tasks which normally will affect the choice of activities attempted. Curiosity is the desire of getting the new information or trying the new experience. Aesthetic enjoyment is the interest or aesthetic appreciation of the subject or skills in question, as well as enjoyment coming from activity performance. Grades are the interest factors that determine the satisfaction which may become a significant factor of reinforcing achievement behavior. Challenge means the desire to take a risk and to be brave to face mistakes. Normally, motivated people like to try something new as a challenge for them. Competitiveness involves a condition that aggregates the role of ability in students, perception of their self worth. Work avoidance is the negative attitude toward a specific task which is regarded unimportant or not suitable with someone's ability. (Dornyei; 2001 and Maehr and Yamguchi in Salili, et al ; 2001)

Sometimes they are also able to make a phonetic approximation of the words they didn't understand:' I didn't understand this word, but it sound like xxx.' Ninthly, good listeners also become aware of irony and other tone of voice. They listen between the words rather than taking every utterance at face value, and recognize shifts in intonation. It can be conclude that good listeners, who are commonly highly motivated, have their own strategies in doing listening task in the classroom and

44

cannot easily give up on the task being assigned to them.

In motivating the students, there are several strategies teacher could do. Meanwhile, Stipek (1998:162-165) classifies strategies to motivate students in four main categories. First, regarding with *task,* there are several ways to motivate students. Firstly, teacher should explain the purposes of tasks and the real world significance of the skills they are designed to teach. Secondly, teacher should challenge the task. Thirdly, teacher should create tasks that allow students to engage in substantive and intellectual work. Fourthly, teacher should give multidimensional task. Fifthly, teacher should provide tasks that require active students' participation. Sixthly, teacher should give students opportunities to collaborate. Seventhly, teacher should vary the tasks and format form day to day.

Second, regarding with *evaluation and rewards*, teacher has to do several things. Firstly, teacher should de-emphasize external evaluation. Secondly, teacher should give grades based on effort or improvement students make. Thirdly, teacher should emphasize the information contained in grades, make grading criteria fairly and clearly. Fourthly, teacher should provide substantive and informative feedback rather than grades or scores on assignment. Fifthly, teacher should use tangible extrinsic rewards as little as possible (since this may focus students' attention on extrinsic reasons for engaging in a learning activity , undermine intrinsic interest, and discourage students from seeking challenging work).

Third, related to *Control*, the teacher has to do several things. Firstly, teacher should give students as much discretion as they can handle productively. Secondly,

teacher should focus monitoring activities on learning and understanding rather than on student behavior. Thirdly, teacher should give help in a way that facilitate students' own accomplishments. Fourthly, teacher should hold students accountable.

Fourth, in the term of *classroom climate*, teacher should motivate students in a number of ways. Firstly, teacher should respect and value students as humans. Secondly, teacher should create risk-free environment. Thirdly, teacher should create a community of learners that includes teachers as well as students. Fourthly, teacher may assist students in developing constructive relationships with each other.

In detailed way, Dörnyei (2005:119-157) and Labrador (2007) explain approximately similar motivational strategies to be done by the teacher. The first framework is creating the basic motivational conditions by placing particular conditions such as appropriate teacher behaviors, pleasant and supportive classroom atmosphere, as well as cohesive learner groups if it is preferable. Teacher's behavior in the term of personal characteristics, verbal and non verbal behavior, motivational socializing behavior, and classroom management practice play important role in shaping student's motivation. For example, enthusiastic teacher may convey a great sense of commitment to and excitement about the subject matter content, not only in words but also body languages. Teacher also needs to create pleasant atmosphere in the classroom by encouraging students to express their opinions protected from ridicule and embarrassment. Moreover, when group work is preferable, teacher has to group the students cohesively in order to result cooperative group.

Second, teacher has to generate student's initial motivation which may affect

the eagerness of the students to learn by enhancing learner's language related values and attitudes, increasing learner's goal orientedness', making the curriculum relevant for the learners, and creating realistic learner's belief. To enhance learner's language related values and attitudes, teacher has consider learner's individual internal preferences. Meanwhile, to increase learners 'goal orientedness', teacher can construct activities that can accommodate simultaneous pursuit and attainment of many different kinds of goals. Besides, teacher also has to make the curriculum relevant to the learners by finding out student's goal and the topics they want to learn, and build these into the classroom as much as possible. In other way, teacher should create realistic leaner beliefs by developing an informed understanding of the nature of second language acquisition and reasonable criteria for progress as well as realizing the students that mastering second language can be done in various ways, strategies and methods.

Third, teacher has to maintain and protect the motivation students have. There are several ways to maintain and protect students' motivation such as setting 'proximal subgoals', improving the quality of the learning experience, increasing the learners' self confidence, creating learning autonomy, promoting self-motivating learner strategies. In setting students' proximal sub goals, teachers can design a learning agreement, or a contract, with each student that specifies a series of subgoals that lead to larger goals. In improving the quality of learning experience, teacher can increase the intrinsic enjoyment of participating in learning tasks and enhance the learner's social image. Meanwhile, to increase students' self-confidence, teacher can

ensure the students that their competences are changeable and controllable, provide experiences of success, give students important part to play in the classroom, give word of encouragement, and make the context less stressful

Fourth, teacher can encourage positive self-evaluation by promoting attributions to effort rather than to ability, providing motivational feedback, and increasing learner satisfaction and the question of reward and grade. However, grade focus students' attention on performance outcomes, such as high test score, rather than on the process of learning itself which may cause grade driven students (grade grubbing students).

Listening should be taught with motivation, interest and variation so students can keep their interest in it (Jun,2000:1). The situation created in the classroom is affected by the motivation of the students. Thus, the present of motivation is very crucial in determining the success of learning. Moreover, Jun (2000:1) states that without interest, motivation and variation in teaching and learning, students felt bored in listening classes. As a result, the passive attitude kept students from making much progress in listening comprehension. Broughter (1978:47) explains more detailed relationship between listening and motivation; motivation is a basic principle of all kinds of teaching and the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in the foreign language.

Wilson (2008:40-41) states that to be a good L2 listener, a student has to be

highly motivated in listening. In other words, L2 listeners become better when they are motivated. He also purposed another characteristics of good L2 listeners who are highly motivated toward L2 listening. Firstly, a good L2 listener tends to think ahead, predicting and grappling with the meaning of the whole text rather than fretting about unknown words. Secondly, they fill gap in narrative. Thirdly, they are engaged and see themselves as participants in an interaction rather than just answering comprehension questions or completing another task. Fourthly, they also have ability to focus on valuable information that will allow them to achieve those goals. Fifthly, a good L2 listener will also listen to different things in different ways, adapting their strategies to the text. Sixthly, good listeners are prepared to make a calculated guess, hold it in their memory and suspend judgment. Seventhly, good listeners become experts at self-monitoring. In other words they are alert to inconsistencies in their interpretation of events, and they try to resolve the issue by collaborating with their interlocutor or revising their interpretations. Eighthly, a good L2 listener is able to identify specific problem areas. Rather than 'switching off' and saying 'I don't understand'; good listeners tend to say 'I didn't understand the bit where she said …'.

Thus, all the experts agree that motivation cannot be separated from teaching listening context since it is the fundamental elements in resulting student's successfulness in the classroom. Moreover, a number of motivation indicators have been briefly reviewed previously. Therefore, to counstruct the instruments to measure students' motivation those related theories are combined. In fact, the main indicators are constructed based on Kolenc et al (2008:119) theory while the elaborations of the

sub-indicators are constructed by using the combination of theories given by the rest of the experts.

2.5. Adolescents

The theory of adolescence has been developed since the early era. As stated by Arnett (2009:5), Plato and Aristotle viewed adolescence as the third distinct stage of life, after infancy (birth to age 7) and childhood (ages 7 to 14). Moreover, in their framework, adolescence extended from age 14 to 21. However Arnett himself states that adolescent period ranged from 10-18 years old. He further adds that the range of age in which someone can be categorized as adolescent is different in many countries. This can be caused by different culture, historical background, etc. Plato and Aristotle in Arnett (2009:5) viewed adolescence as the stage of life in which the capacity for reason first developed. Moreover, Arnet (2009:4) gives his own definition about adolescence. He states that adolescence is a period of life curse between the time puberty begins and the time adult status is approached, when young people are repairing to take the roles and responsibilities of adulthood in their culture. Moreover, Ortiz (2004:1) states that Adolescence is a transitional period during which a child is becoming, but is not yet, an adult. He adds that an adolescent is at a crossroads of changes where emotions, hormones, judgment, identity and the physical body are so in flux that parents and even experts cannot understand them fully in an easy way . In other words, it can be said that adolescent is the gray period between

children and adult in which people commonly experience unstable and complicated emotional and cognitive development which cannot easily understood by either parents or teacher, even experts.

Adolescents also experience the change in their cognitive aspects which will greatly affect the learning process. Rosado (2000:7) states five cognitive changes on adolescents as follow:

1. Adolescents develop the ability to generate alternative possibilities and explanations in a systematic manner, to compare what they actually observe whit what they believe is possible, and to think hypothetically.

2. Adolescents become better able to think about abstract concepts

3. Adolescents begin thinking more about the process of thinking; they become more reflective

4. Adolescents develop the ability to think about things in multiple ways at the same time

5. Adolescent develop the ability to see things in relative terms, as opposed to absolute, black-or-white terms.

Another changeable aspect of adolescents is motivation. Wigfield et.al in Damon and Lerner (2008:407-421) explain some developments of adolescents achievement motivation. There are several development explained by these experts. First, in the term of competence –related beliefs, adolescents tend to be more stabile on the belief of competence they have. In fact, adolescents are able to differentiate clearly the ability and effort as well as understand the notion of ability as capability.

However, adolescents with stable view of ability normally will more likely to give up following failure, because they less likely to believe that additional effort will improve their performance.

Second, in the term of self-efficacy, they further explain that self efficacy beliefs will normally increase through the age. This may be affected by school environment surrounded. Third, in the term of control beliefs, adolescents' engagement declined during middle school, as they think that teachers provide structure and were involved with them. Fourth, in the term of Subjective task value, as the children get older (and become a teenager), their perceived utility and personal importance of different tasks likely become more salient, particularly as they develop more stable self-schema and long-range goals and plan.

Fifth, in the term of interest and intrinsic motivation, the experts explain that adolescents normally have specific interest on their age compared with children who has universal interest at first. Moreover, they add that intrinsic motivation is stabilized after eight grades. Sixth, in the term of goal orientation, adolescents endorse performance goals more than mastery goals. It means, adolescents would prefer performing what they know as the competence rather than fully mastering the competence they have.

Related to the change on adolescent's cognitive aspects, teaching a foreign language to an adolescent is not the similar case with teaching it to other learners. This is also caused by some social and emotional issues that affect learning process. Motivation is one of the relevant issues that affect language learning process.

According to Willson (2008:128), teenagers, unlike most small children, tend to be less eager to please their teacher, and are often more critical, especially if they are unable to see relevance of the activities they do in class. Since they are more critical, they will easily feel boring when they face short of materials which are not interesting for them. As stated by Wilson (2008:128), teenage listeners, when faces with incomprehensible 'noise' that does not seem relevant to their lives, are likely to react with hostility and boredom. However, he adds that teenagers can also be extremely attentive, creative and dynamic when given a topic they are interested in. Thus, it can be clearly implied that the interest factors of the materials being used in listening class is important to keep adolescents motivated.

2.6.   Previous Related Studies

A number of researches related to authentic materials had been done previously. A recent study on authentic materials is conducted by Marisol Milanes Motamoros and Randall Alvarado Navarro in 2008. They studied the use of authentic materials in four language skill to the students at Miguel Araya Venegas high school. They founded that the use of authentic materials in the classroom has been discussed, with the student benefitting from the exposure to real language being used in a real context. Other aspects which proved positive when using authentic materials was that they are highly motivating, giving a sense of achievement when understood and encourage further listening, speaking, reading and writing. Moreover, they also concluded that when a teacher uses different authentic materials, students will be

motivated because they are not accustomed to these kind of activities.

Darian (1997:8) experienced in "adapting authentic materials for language teaching". He found out that teacher may adapt authentic materials for different classroom uses, depending on their students' age and english language profoiciency. No matter what the source of the material or its purpose in class, however successful adaptation requires carefull attentiom to the semantic, lexical, and syntactic and discourse elements of the original text.

Peacock (1997) conducted a classroom research project to investigate whether authentic materials increase the classroom motivation of learners. The result of the study indicated that observed motivation increased significantly when authentic materials were used.

Thus, from the study of previous research on authentic material, it can be clearly seen that without any interest on topic and drawing upon the prior knowledge of students, it seems impossible for students to comprehend the information in the finest way. Moreover, previous finding on the research of authentic materials have shown that authentic materials can improve student's motivation in learning. Moreover, the topic that has to be chosen in presenting the material and the area of interest the material has should be considered as the most important thing in choosing and adapting a good listening material. However, most of the previous researches on authentic materials rarely focus on listening activity. Most of the research is conducted on the use of authentic materials in speaking and reading. Therefore, the

researcher wants to figure out more about the effect of using authentic materials in listening comprehension activity on adolescent's motivation.

2.7. Theoretical Framework

In teaching listening, there are several elements that need to be considered by English teacher in order to help students gaining their achievement in listening. The first one is the process of listening itself which can be categorized into two, bottom-up and top-down process. The second is the stages in teaching listening. There are three stages in teaching listening, they are pre-listening stage, whilst-listening stage and post-listening stage which has different activity done in every stage. The third one is the activity being held in teaching listening. There are various activities that can be done by teacher in teaching listening in the classroom. Teacher should make it appropriate with the level proficiency a learner has. The last as well as the most crucial elements to be considered is the use of listening materials in the classroom. There are two broad categories of materials in teaching listening, they are scripted and authentic materials. Scripted materials is the materials which is specifically arranged for pedagogical purpose. While authentic materials is the materials which is originally created by native speakers and for native speakers but can be used as a material in the classroom. Material is the important element that has to be noticed by teacher if they deal with adolescent students. In fact, the materials chosen will affect adolescents' motivation. This is because adolescent is a period of time when someone will have unstable motivation which can be affected by both internal and external

factors. Therefore, this research attempted to figure out the effect of using scripted

materials and authentic materials on adolescents' motivation in listening activities.

The theoretical framework of this research is described in the following figure.
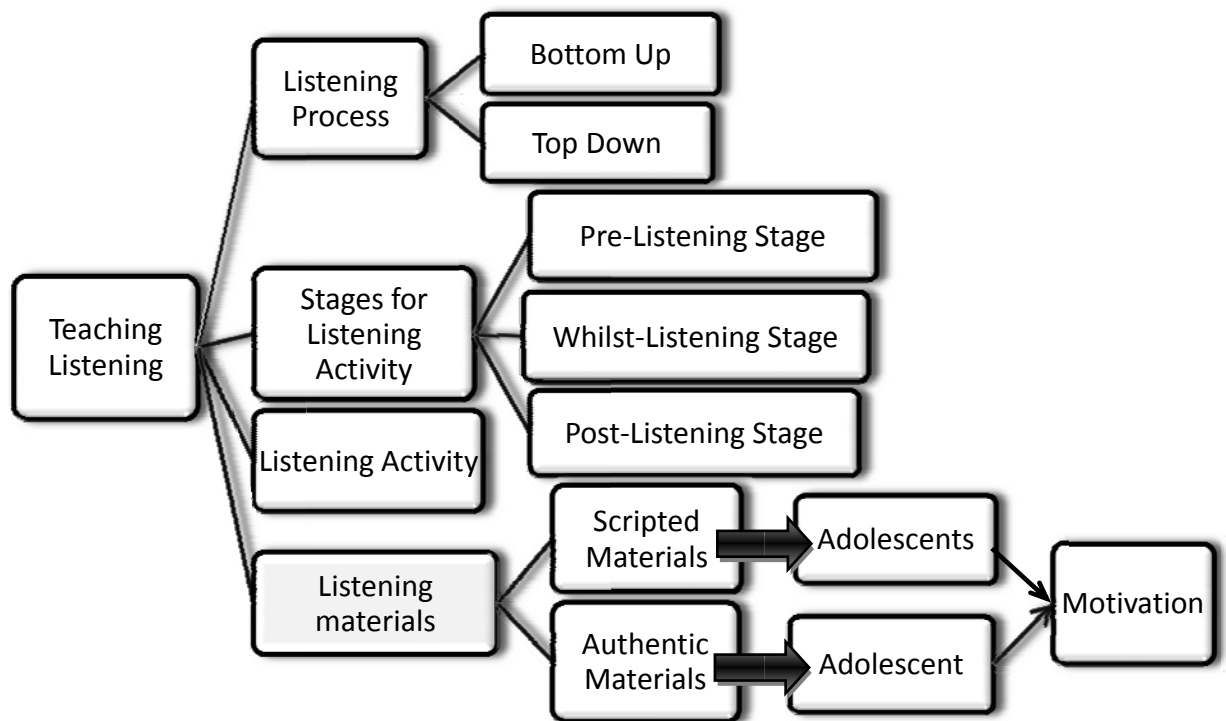

Figure 1. Theoretical Framework

CHAPTER 5
CONSLUSSION AND SUGGESTIONS

5.1. Conclusion

Authentic materials are those materials taken from real-life purposed materials which are not specially created for pedagogical purpose. Authentic materials are beneficial to increase students' motivation in learning is authentic materials. As the matter of fact, the findings of this research implied the same. There are two main findings of this research.

First, it was proven that authentic materials give significant contribution on adolescents in improving their motivation in listening activity. This is based on the numerical data collected in both experimental class and control class; it is proved that there is a significant difference between adolescents' motivation in control and experimental group. Adolescents who were taught using authentic materials in listening activity had higher motivation compared with those who were not taught by using authentic materials in listening activity. In fact, it was found that adolescents tended to be more actively involved in listening activity. Moreover, it was also noticed that there were some improvement on students' attitude related to their motivation. To illustrate, the numbers of students who actively participated in listening activity was increased, the students appeared to be more eager in listening activity and they seemed to be more proud when they have accomplished the task

given by the teacher. In addition, there were several aspects of adolescents' motivation increased as authentic materials were used in listening activities. The most affected aspects are competitiveness, compliance, and aesthetic enjoyment.

Second, it was also found that the teacher in senior High School thought that authentic materials are really beneficial for both student and teacher. They stated that it was easier to teach students with authentic materials compared with teach them using materials taken from text book. They admitted that students were more actively involved in learning process. Moreover, teacher also has a willingness to use authentic materials in listening activity as a means to increase adolescent's motivation.

5.2. Suggestions

In accordance with the research findings, there are several suggestions suggested for teacher, school and the next researcher. There are some suggestions addressed for teacher in SMA Negeri 5 Padang. First, it is strongly suggested for the teacher to use authentic of materials in listening activity. Second, teacher should choose appropriate theme which is approximately interesting for the students, the theme in which they have enough background knowledge about it.   Third, teachers are also suggested to make the authentic materials suitable with the level of proficiency the students, especially adolescent. Fourth, it is suggested for teacher to find the authentic materials in by recording TV program as the easiest way to get authentic materials.

In line with the previous statements, school also needs to improve several aspects in order to enable authentic materials to be applied effectively. First, school is suggested to fulfill enough facility for both teacher and students such as laptop or notebook, compatible speakers for laptop or notebook, LCD projector, and cassette player. Second, as the increasing of those kinds of facilities will not make any sense if the teacher have lack of knowledge in how to operate the devices, it is suggested to schools to hold either seminar or training program for teacher in operating technology-based equipment. As the result, teacher, especially English teacher, will able to use the authentic materials the devices effectively.

Other suggestions are also addressed for the next researcher who wish to conduct more deeper research on this study. First, since this research is limited on the effect of using authentic materials on adolescents' motivation in listening activity, it is suggested for the next researcher who wish to conduct a research on similar topic, authentic materials to figure out deeper about the relationship of using authentic materials on other aspects of students, such as the proficiency, critical thinking development, and so on. Second, it is also suggested for the next researcher to find out the effect of using authentic materials upon other skill in English such as speaking, reading or writing. Third, it is expected that the next researcher will conduct a deeper descriptive research on both teachers' perception toward authentic materials. This is due to the fact that in this research teacher's perceptions of using authentic materials were just slightly discussed. Therefore, it needs deeper discussion.

BIBLIOGRAPHY

Arikunto, Suharsimi. 2008. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Arnet, Jeffrey Jensen. 2009. *Adolescence and Emerging Adulthood* (3rd edition). New Jersey: Pearson Education

Beare, Kenneth. 2009. *The Challenge of Teaching Listening Skills.* (Online). Retrieved from http://www.about.com/on June 4th 2009 at 12:09:PM

Berardo, Sacha Anthony. 2006. *The Use of Authentic Materials in the Teaching of Reading*. The Reading Matrix. Vol 6, No.2. (Online). Retrieved from http://www.readingmatrix.com/articles/berardo/pdf on July 3rd 2009 at 13:38 P.M.

Broughter, G. 1978. *Teaching English as a Foreign Language*. Rutledge: Routledge and KeganPaul Ltd.

Brown, Douglas, H. 2007. *Teaching by Principles:An Interactive Approach to Language pedagogy (3rd edition).* California: Longman.

Brown, James Dean. 2005. *Testing in Language Program*. New York: McGraw Hill.

Buck, G et al . 1997. "The Sub-Skillsof Listening Rule Space Analysis of Multiple Choice Test of Second Language Listening Comprehension". in A. Huhta, V. Kohomen, L. Kurki Sonio and S. Luoma (eds). *Current Developments and Alternatives in Language Assessment.* Proceeding of LTRC, 96:599-624.

Creswell, John W. 2008. *Educational Research (3rd edition)*. New Jersey: Pearson Edu, Ltd.

Darian, Steven. 1997. *Adapting Authentic Materials for Language Teaching.* (Online). Retrieved from http://exchanges.state.gov//forum/vols/vol39/no.2/p2.htm on February 9th 2010 at 14:34 P.M.

Dörnyei, Zoltán. 2001. *Teaching and Researching Motivation*. London: Longman.

Eggert, Björn. 2007. *Global English and Listening Materials. A Textbook Analysis.* Unpublished article. Karlstad.

Flowerdew, John and Lindsay Miller. 2005. *Second Language Listening - Theory and Practice.* New York: Cambridge University Press.

Gay, L.R. 2009. *Educational Research.* New Jersey: Pearson Education Inc.

Harmer, Jeremy. 2007. *The Practice of English Language Teaching (4th edition).* Essex: Pearson Education Limited.

Helgesen, Mark and Steve Brown. 2007. *Practical English Language Teaching: Listening*. New York: McGraw-Hill.

Helgesen, Mark. 2003. "Listening". In D Nunan (ed). *Practical English Language Teaching.* New York: Mc Graw Hill.

Jun, Zhang Yi. 2000. *Warm-up Exercises in Listening Classes*. (Online). Retrieved from http://iteslj.org/on May 11th, 2009 at 10:35:22 AM.

Kelly, Charles, et al. 2002. *Effective Ways to Use Authentic Materials with ESL/EFL Students*. The Internet TESL Journal, Vol. VII, No.11, November 2002. Retrieved from http://iteslj.org on December 23rd 2009 at 14:13 P.M.

Kolenc, J, et al. 2009. *Motivation to Learn in Slovenian Upper Secondary Schools.* (Online). Retrieved from http://www.pdfdatabase.com on February 5th 2010 at 11:37 A.M.

Lingzhu, Ji. 2003. *Listening Activities for Effective Top-down Processing.* TESL Journal, vol. IX, No. 11. (Online). Retrieved from http://iteslj.org on May 11th, 2003.

Lund, R.J. 1990. *A Taxonomy for Teaching Second Language Listening*. Foreign Language Annals, 23, 105-115.

Martinez, Alejandro G. 2002. *Authentic Materials: An Overview*. (Online). Retrieved from http://www.3telus.net/linguisticissues/authentic-mate-rials.html on February 9th 2010 at 11:41 A.M.

Masgoret and Gardner. 2003. "Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies". In Zoltan Dornyei (ed). *Attitudes, Orientation, and Motivation in Language Learning: Advances Theory, research and Applications.*Volume 5, Supplement 1. Malen: Blackwell Publishing

McCoy, Patrick. 2009. *Using Authentic Materials: Keeping it Real*. (Online). Retrieved from http://www.tht-japan.org/proceeding/2009/16-28-p-mccoy.pdf on February 9th 2010 at 11:40 A.M.

Metamoros, M. M and Navarro, R. A. 2008. *The Use of Authentic Materials in the*

Process of English Learning in the Four Skills with Ninth Level Teachers and Students at Miguel Araya Venegas High School. Research Paper. Universidad Nacional Costa Rica.

Mingguang, Yang. 1999. *Warm-Up Activities*. (Online). Retrieved from http://www.myingilizce.com/ on October 2nd, 2008 at 12:43 PM.

Nation, L. S. P and J. Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

Nunan, David. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Nunan, David. 1999. Second *Language Teaching and Learning*. Boston: Heinle&Heinle Publishers.

Oguz, Aytunga and H. Ozge Bahar. 2008. *The Importance of Using Authentic Materials in Perspective Foreign Language Teacher Training*. Pakistan Journal of Social Science vol.5, no.4. (Online). Retrieved from www.medwelljournals.com/abstract/?doi=pjssci.2008.328.336 on February 9th 2010 at 13:20 P.M.

Ortiz, Adam. 2004. *Adolescence, Brain Development and Legal Culpability*. (Online). Retrieved from http://www.abanet.org/crimjust/juvjus on February 9th 2010 at 13:14 P.M.

Peacock, Matthew. 1997. *The Effect of Authentic Materials on Motivation of EFL Learners*. ELT Journal 1997 vol.51, no.2. Oxford: Oxford University Press.

Rosado, Lourdes. M. 2000. *Kids are Different: How Knowledge of Adolescent Development Theory Can Aid Decision Making in Court*. Learning Module. American Bar Association Juvenile Justice Center

Rost, Michael .2002. *Teaching and Researching Listening*. Edinburgh: Longman

Saricoban, Arif. 1999. *The Teaching of Listening*. TESL Journal, vol. V, no. 12. (Online). Retrieved from http://iteslj.org/ on May 11th, 2008 at 11:32 A.M.

Saha, Mili and Md. Ali Rezwan Talukdar . 2008. *Teaching Listening as an English Language Skills.* (Online). Retrieved from http://www.articles-base.com/ on May 11th, 2009 at 10:35 AM .

Stipek, Deborah. 1998. *Motivation to Learn (3rd edition).* Massauchusetts: Allyn and Bacon.

Underwood, Mary. 1989. *Teaching Listening*. Hongkong: Longman Group (FE) Ltd.

Wigfield, Allan, et.al. 2008. "Development of Achievement Motivation". In Damon and Lerner (eds). *Child and Adolescent Development an Advanced Course.* New Jersey: John Wiley &Sons Inc.

Williams, M and Burden, R.1997. *Psychology for Language Teachers.* Cambridge University Press.

Wilson, J.J. 2008. *How to Teach Listening*. Essex: Pearson Education Limited.

Yang, Jian Ying. 1999. *Active Involving Students in Listening*. English Teaching Forum Vol.XX-XV April-June. p.16.

Yingmai, Ma. 2005. *Authentic Materials in the Course of Interpretation.* US-China Foreign Language vol. 3, no.11 (serial No.26). (Online). Retrieved from http://iteslj.org/ on February 9th 2010 at 11:33 A.M.