THE USE OF MOBILE APPLICATION AS THE AUTHENTIC LISTENING MATERIALS FOR TENTH GRADERS

1Elsa Elfiona, 2Fairistya Embryany, 3Kessy Pamela
1,2,3 Fakultas Bahasa dan Seni, Universitas Negeri Padang, Indonesia
1elsaelfiona11@gmail.com, 2fair_emb@yahoo.com, 3kessypamela321@yahoo.com

ABSTRACT
The purpose of this paper is to describe the use of ALMA (Authentic Listening Materials Application) as an application to help the students in developing their listening skill. The existence of listening skill in English subject is almost neglected in teaching and learning process because of many reasons such as the limited media and less opportunity to practice listening. ALMA has several features; Content Mapping, Listening Materials, Listening Strategies, and Sources. The benefits of this application are; the exercises are based on main competence and basic competence of Kurikulum 2013, the audios are taken from authentic sources, it is applicable to any type of smartphones, it is flexible to use in anywhere at any time and it can be operated without internet connection. By using this application the students are expected to have an opportunity to develop their listening skill. Thus, they are accustomed to listen to spoken English.

Keywords: Listening Application, Listening Materials, Authentic Listening Materials.

INTRODUCTION
Listening is one of English skills that should be mastered by the students. It is known as the difficult one to teach and learn by both teacher and students. The existence of listening skill in English subject is almost neglected in teaching and learning process because of many reasons. Based on observation, teachers are difficult to facilitate the students with the media for teaching listening, most of teachers do not have enough time to create their own media to teach it. They just rely on the 2013 curriculum book that is provided by the government. However, the listening materials in this book are not as sufficient as in writing and reading materials. They only provide the URLs of youtube link related to the materials. Moreover, based on the analysis, the materials in those links are quite difficult to the ten graders who are learning listening skill for the first time (since listening is not tested yet for junior high school students). As a result, there are some problems which affect the students in mastering the listening skill. First, since the media to teach the listening is limited, the students have less opportunity to improve their ability. Usually the teachers use a tape recorder or laptop to play the audio, but it is only effective inside the classroom, not all of the students have the facilities to practice the listening skill at home. Second, for senior high school students, listening skill is usually taught when they are about to take the final examination. Meanwhile, it should be taught since the first year of the study in order to make them get used to listen to the English audio.

DISCUSSION
The developing of technology brings an innovation to help the teachers to be creative in developing the teaching media. Mobile learning is one of the hot issues in educational field nowadays. The presence of many kinds of mobile phone such as Android, Apple, tablet, iPads, have become the part of daily life. The teachers can make use such technology in their teaching process. One of the ways is developing mobile assisted language learning (MALL)\textsuperscript{[1]} Smartphones in particular are capable of opening many possibilities for language learners, and their rapid adoption makes it easier to
make these possibilities real\cite{2}. Most of the students in senior high school have been facilitated by smartphone which is multi-functional devices used for communication, entertainment, networking and learning. Exploiting the facility can be support students to be more active in learning. They can practice whenever and wherever they want outside of the classroom. It can be seen as a potentially useful for the students because of their portability and connectivity.

Utilizing MALL as learning media for the students is being trending in many countries. It can be useful for many functions. In Japan, Mindog Emily found that using apps helped the student with their four language skills (listening, reading, speaking, and writing), grammar, vocabulary and spelling. She did a case study research on the use of smartphone apps to learn English by four Japanese university students. This study provides some evidences that apps can support intermediate English language learners by giving them easy access to English content that caters to their interests\cite{3}. Khubyari & Narafshan also conducted a research about the impact of MALL on EFL reading comprehension. The result revealed that EFL learners favor reading comprehension via mobile phones due to the convenience facilitated by the portability and accessibility of the mobile phones\cite{4}. Other research also has been done by Gaber about utilizing Mobile Assisted Language Learning (MALL) to develop EFL listening skills and learner autonomy. The researcher designed the MALL to the learners and did several test to try out the practicality of the media. The result was using MALL to develop EFL listening skills and learner autonomy for the secondary stage students is more effective\cite{5}.

Mobile learning is one of innovation on using technology in educational field. It seems like computer based learning, but mobile learning is more effective and efficient because it is flexible to use. The mobile assisted language learning (MALL) is derived from the concept of computer assisted language learning (CALL) supported by a valuable learning tool\cite{6}. MALL can be more effective and efficient tools used by the learners because it is available on mobile phone in which consist of learning materials to make an opportunity to them to do more practices outside of the classroom. There are several benefits such as; 1). Using MALL as a learning material in education due to MALL features like mobility and accessibility\cite{5}. 2) Using MALL as a pedagogical technique will help the students get a comprehensive understanding of the content of materials in second language learning and provides novel opportunities for language learning. 3). MALL has excellent potential for providing students with rich, real time, collaborative and conversational experiences both in and outside the classroom\cite{6}.

One of the mobile learning applications that can be used to improve the students listening skill is ALMA (Authentic Listening Materials). Authentic materials (AM) are materials not specifically designed for L2 or foreign language teaching and learning, the intended audience is native users of the language, and the material is un-altered and in its original form. This application is designed based on the students’ needs that are adjusted to the Kurikulum 2013. This application is intended to be the supplementary media in teaching and learning listening which is not available in the books provided by the government.

Authentic materials (AM) are materials not specifically designed for L2 or foreign language teaching and learning, the intended audience is native users of the language, and the material is un-altered and in its original form\cite{7}. It means authentic materials are produced by native speakers. In this application, the audio for listening materials are adopted from the native spoken language. Thus, the students will learn the language, pronunciation, and dialect used by the native in listening materials.

ALMA has several features, such as Content Mapping, Listening Materials, Listening Strategies, and Sources. Content Mapping consists of the topics of English subject based on the main competence and the basic competence of Kurikulum 2013. This feature shows the goals and objectives of each topic to help the teacher and the students to know what they are going to learn. The topics are adopted from the kurikulum 2013 books, such as Talking about Self, Congratulating and Complimenting Others, Expressing Intention, Descriptive Text, Announcement, Recount Text, Narrative Text, and Songs.
Listening Material provides the exercises for each topic. Each topic consists of several audio pages. These pages contain the audio, the language features, the instruction, and the multiple choice items. In doing the exercises, the students are initially asked to read the language features to stimulate their background knowledge about the topic. Then, they read the instruction and the questions. After that, they can play the audio by tapping the icon (.listen). After listening to the audio, they can choose the correct answer. The key answer will be displayed directly after they tap the answer.

Gambar 2. Tampilan Menu Listening Materials
Gambar 3. Tampilan Menu Talking About Self Sebelum Dijawab

Gambar 4. Tampilan Menu Setelah Dijawab

Listening Strategies include the strategies that can be used by the students in developing their listening skill, such as top-down and bottom-up strategy. These strategy hopefully may help the students to get easy in listening practice.
Gambar 5. Tampilan Menu Listening Strategies

Gambar 6. Tampilan Menu Sources

Sources

- [http://www.manythings.org/podcast/](http://www.manythings.org/podcast/)
- [http://www.manythings.org/voa/places/](http://www.manythings.org/voa/places/)
- [https://www.examenglish.com/B2/b2_listening_tourism.htm](https://www.examenglish.com/B2/b2_listening_tourism.htm)
- [https://www.examenglish.com/CAE/cae_listening2.htm](https://www.examenglish.com/CAE/cae_listening2.htm)
ALMA has several benefits. The first one is that the exercises are based on main competence and basic competence of Kurikulum 2013. It is important because in the teaching and learning process the basic competence and main competence become the guidelines that must be followed. Therefore, it makes ALMA becomes an application that supports the teaching and learning process. The second one is that the audios are taken from authentic sources. Authentic materials is crucial in learning process since it prepares the students for communication and interaction in term of rate of speech, unfiltered vocabulary and accents and dialects, all elements that will help them listen in the “real world”. Third, it is applicable to any type of smartphones. It can be operated in any type of android (kitkat, jellybeen, lollypop, marshmallow and oreo) and RAM 1 GB. Fourth, it is flexible to use in anywhere at any time. Smartphones have become inseparable things in daily life, especially teenagers. The last one, it can be operated without the internet connection (offline). Therefore, the students can use it everywhere at any time.

CONCLUSION

By using ALMA, the students are expected to have the opportunity to develop their listening skill. ALMA consists of several features such as; Content Mapping, Listening Materials, Listening Strategies, and sources. These features help the students to develop their ability in listening. Since regular practice is the key to develop listening skill, ALMA is suitable as the supplementary media to help the learners. The teachers have the role as a facilitator to guide the students using ALMA in the classroom. Thus, they are accustomed to listen to spoken English.

REFERENCES


Mindog Emily. 2016. Apps and EFL: A case study on the use of smartphone apps to learn English by four Japanese university students. Nagoya Women’s University


Gaber. Mohamed Desouky. 2015. Utilizing Mobile Asssted Language Learning (MALL) to Develop EFL Listening Skills and Learner Autonomy. Mansoura University
