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"Issues and Challenges in English Language Teaching, Literature, and Translation"

Faculty of Languages & Arts

Semarang State University

2nd ELTLT CONFERENCE PROCEEDINGS
English Language Teaching
Faculty of Languages and Arts, Unnes

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Preface

A year ago, it named ELTL (English Language, Teaching, and Literature). At this moment, we think that a subject named Translation must be put in this seminar because translation is deeply interesting subject. Besides that, a few months ago, we had a Translation Conference named IATIS.

Last year, we discussed about relation of English language, Teaching, and Literature to Culture but at present, we discuss issues and challenges in English Language Teaching, Literature, and Translation. We expect that there are many lecturers, researchers, teachers, students and those interested who would like to contribute to the better relation among nations.

As the chair of 2nd English Language Teaching, Literature, and Translation International Conference 2013, I would like to extend our sincere gratitude to all presenters, especially Ms Helena Indiyah., RA, M.A., Ph.D, Ms. Kimberly Bunts-Anderson, Ph.D, Prof. Khairi Al Zubaidi, and Ms. Kari Dickson, M.A for accepting the invitation to speak as the keynote speakers.

We would like to do best for the smooth of the programs. The committee would also like to thank the rector of Semarang State University, Prof. Fathur Rokhman and the Dean of Languages and Arts Faculty, Prof. Agus Nuryatin for their full support. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 3rd ELTLT next year.

Bambang Purwanto, S.S., M.Hum

Chair of ELTLT Committee

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Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2013.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organising committee who have been working hard to prepare the conference, and to all keynote speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, September 2013

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
Semarang State University

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Welcome Note from the Head of English Department

We are privileged to organize this annual conference. This year ELTLT is actually the second conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last year. We have received quite a lot of abstracts and most were accepted for presentation. Surprisingly, the number was doubled as compared to last year. This means that more academics are interested in our conference and trust us as organizer of the conference.

Therefore, I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I do hope that this annual ELTLT conference could serve as a bridge that channels bond amongst academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Issy Yuliasri
Head of English Department
Faculty of Languages and Arts
Semarang State University (UNNES)

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HELPING ESL STUDENTS BECOME MOTIVATED LISTENER : USING FILMS TO DEVELOP LEARNERS' MOTIVATION IN LISTENING CLASSROOM

Rahmawati Sukmaningrum and Sukma Nur Ardini

IKIP PGRI Semarang

Abstract

This article is based on an experiments conducted within 5 classes of ESL Listening classrooms in IKIP PGRI Semarang. It takes a very broad look at some theories relating to language learning (especially in listening skill) and motivation. Listening is a receptive skill, and receptive skills give way to productive skills. If we have our students produce something, the teaching will be more communicative. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to listening comprehension and hence decrease students' motivation to learn. In order to teach listening skills, a teacher should firstly state the difficulties, find the solution to overcome the difficulties and then help the students to maintain their motivation in the classroom.

The article then illustrates the possible solutions with a practical example of how movies may be employed in the classroom in a manner which both facilitates language learning and further encourages students' motivation. In conducting the experiment, four steps were taken with each purposive reason. The activities given stimulated learners with a clear goal that is achievable; there are no right or wrong answers, as long as the script fits the scene. Learners are encouraged to use the linguistic tools they have to solve an immediate problem/question. The activities also practice both extensive and intensive listening skills of the learners and allow them to use the non-verbal clues which make video such a rich medium for language learning. In this case, the group has expressed an interest in watching movies in English. The teacher's task is to manipulate this enthusiasm in a way that develops a positive attitude towards language learning. The challenge is obvious; if learners can tackle tasks related to a full-length movie then their confidence and self-esteem will be raised.

Keywords: ESL Listening Classroom, Motivation, Films

INTRODUCTION

For many ESL students, listening is assumed as the most difficult skill to be acquired. The problem might come down to two main points. The first problem is from the fact that the pace, choice of words, phrases, and grammar, and the intonation is completely determined by

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the speaker --- especially native speakers. As we know, the listening process involves a sender or speaker (a person, radio, television), a message, and a receiver (the listener). If not provided by the context, the listeners only have one chance to catch the meaning of a word or phrase they heard. Listeners must also process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Comparisons can be made with reading, because the writer similarly determines the language. But in reading, students can easily re-read passages, consult a dictionary, and generally work at their own pace. That is why, reading process is assumed as easier one than listening.

The second problem students usually have is related with how teachers use listening exercises. Most listening-focused activities involve a scripted monologue or dialogue. The students begin with some prep-work. They listen once or twice to the tape, then answer comprehension questions. Because this approach feels very much like a test, with right and wrong answers, the students normally feel the negative sense like fear, anxiety and worry to be failed.

A good illustration of our problem can be found in the use of film in the classroom. Students will often express an interest in using movies as a medium for language learning, then proceed to sleep through any movie shown. The challenge for the teacher, therefore, becomes; how to harness the original good intentions with tasks that are possible, tasks that set a clear goal and leave learners with a sense of achievement upon their completion.

In general, the listening process is divided into 3 stages. They are; (1) Pre-listening (purpose must be given at this stage), (2) During (in-while) listening, and (3) Post -listening (speaking). Those three processes must be involved in one package of teaching learning process.

There is an association between expectation, purpose, and comprehension, therefore a purpose should be given to our learners. We should train students to understand what is being said in conversations to get them to disregard redundancy, hesitation, and ungrammaticality. The

major problem is the actual way listening material is presented to the students. We should give a clear lead in what they are going to hear; use some kind of visual back up for them to understand; give questions and tasks in order to clarify the things in their minds; and be sure that these tasks help in learning, not confusing. Students should learn how use the environmental clues; the speaker's facial expression, posture, eye direction, proximity, gesture, tone of voice, and that general surroundings contribute information (Saricoban, 2001).

ESL STUDENTS' MOTIVATION IN LISTENING CLASS

Howatt and Dakin cited in Saricoban (1999) stated that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which she calls ***enabling skills*.** They are as follow:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panic
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc.
- recognizing cohesive devices, e. g. , *such as* and *which*, including linking words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting
- understanding inferred information, e. g. , speakers' attitude or intentions.

Source: http://iteslj.org/Articles/Saricoban-Listening.html

According to Bulletin (1952), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. That is why, teaching listening has never been

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apart from language teaching. Unfortunately, most of the students --- especially ESL students, assumed that listening is the most difficult skill to learned. And this obstacle might decrease the students' motivation to learn. The teacher, therefore, need to manage suitable method or media in listening class.

As we have already said, skill in motivating students to learn is of paramount importance. Until recently, however, teachers were forced to rely on the best approaches in their attempt to manage their classroom and motivate their learners to learn. Good and Brophy (1994: 212) hold that these approaches have been influenced by two contradictory views:

- that learning should be fun and that any motivation problems that may appear should be ascribed to the teacher's attempt to convert an enjoyable activity to drudgery; and
- that school activities are inherently boring and unrewarding, so that we must rely on extrinsic rewards and punishment with a view to force students to engage in these unpleasant tasks.

Thanasoulas (2002) stated that motivational strategies cannot work in a vacuum. There are certain preconditions to be met before any attempts to generate motivation can be effective. Some of these conditions are the followings:

- appropriate teacher behaviour and good teacher-student rapport;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group characterised by appropriate group norms

In the of ESL learning, students may have little desire or indeed motivation to improve language proficiency. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and motivation by most students. Teachers need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Research in the

area suggests L2 achievement strongly affects learner motivation (Strong 1983, cited in Dornyei 2001).

A discussion of motivation and motivational strategies would not be complete without a consideration of group processes, inasmuch as there is usually a group of people that we as teachers are called on to motivate. Tuckman (1969, quoted in Argyle, 1969) established that a group went through four stages from its formation, which has important implications for the study of the classroom and the use of group activities during teaching.

- Stage 1 ***Forming*** : At first, there is some anxiety among the members of the group, as they are dependent on the leader (that is, the teacher) and they have to find out what behaviour is acceptable.
- Stage 2 ***Storming*** : There is conflict between sub-groups and rebellion against the leader. Members of the group resist their leader and the role relations attending the function of the group are questioned.
- Stage 3 ***Norming*** : The group begins to develop a sort of cohesion. Members of the group begin to support each other. At this stage, there is co-operation and open exchange of views and feelings about their roles and each other.
- Stage 4 ***Performing*** : Most problems are resolved and there is a great deal of interpersonal activity. Everyone is devoted to completing the tasks they have been assigned.

That is why, in this research, classes were devided into groups and the task was created to develop both language and team-work skill.

METHODS TO IMPROVE THE LISTENING SKILL

Listening is a complex, active process of interpretation in which listeners match what they hear with what they already known. So, in listening process, the listeners do not only intepret the sound, but also use their background knowledge to grasp the meaning of the heard messages. Given the importance of listening in language learning and teaching, it is very essential for language teachers to help their students become effective and motivated listeners in a class. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely

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to encounter when they use the language outside the classroom. As an active skill as speaking (the other receptive skill), and often assumed more difficult, it well requires attention, thought, interpretation, and imagination. To improve our learners' listening skills we should let them (Austin Shrope, 1970):

1. Adopt a positive attitude.
2. Be responsive.
3. Shut out distractions.
4. Listen for the speaker's purpose.
5. Look for the signals of what is to come.
6. Look for summaries of what has gone before.
7. Evaluate the supporting materials.
8. Look for non-verbal clues.

Listening for comprehension is devided into three stages. They are as follows:

1. Listening and making no response (following a written text, informal teacher talk)
2. Listening and making short responses (obeying instructions - physical movement, building models, picture dictation. etc.), true- false exercises, noting specific information, etc.
3. Listening and making longer response (repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing, etc)

The purposes that should be in a listening activity are giving or providing:

1. General information (understanding of the main points)
2. Specific information (understanding of the particular items)
3. Cultural interest (generally informing about the target language culture)
4. Information about people's attitudes and opinions
5. The organization of ideas
6. Sequence of events
7. Lexical items (words expressing noise / movement)
8. Structural items (their use and meaning)
9. Functional items (their form and use)

Source: http://iteslj.org/Articles/Saricoban-Listening.html

In order to teach listening skills, a teacher should firstly state the students' difficulties. For a student of a foreign language, accurate and intelligent listening is a necessity, and the teacher is responsible to help his / her learners to acquire this skill which provides the very foundation for learning and functioning in a language. That the teacher can observe and isolate the errors in speaking, but could not in listening is a difficulty. In listening, the learner can exercise no controls over the structural and lexical range of the speaker to whom he is listening. Nevertheless, any listener can learn to focus on significant content items, to explain in another way he can learn to listen selectively.

This article also give the solution, how the interactive class will control and make the class be fun and students will understand well what they hear, also how the listening classroom process using film as a media. In the other hand, sometimes not all the school has facilitation like electric or electronic media for listening process so the teacher must be can to more active to teach listening, how to make the class be active and run well and also still fun so the students can enjoy it. This article will be a beneficial contribution to the field of teaching process particularly in listening, like: to apply performance classes to the teacher in teaching listening class.

THE USE OF MOVIE TO INCREASE THE STUDENTS' MOTIVATION IN LISTENING CLASS

In this case the group has expressed an interest in watching movies in English. The teacher's task is to manipulate this enthusiasm in a way that develops a positive attitude towards language learning. The challenge is obvious; if learners can tackle tasks related to a full-length movie then their confidence and self-esteem will be boosted, on the other hand the teacher is aware that a full-length movie is way beyond this group of learners, and there is a danger that showing it may prove counter-productive. In such a case the key lies in the successful exploitation of raw materials, in the construction of challenging yet achievable learning tasks. The following steps are adapted from Ryan (1998).

- Step1

  A movie is chosen which both represents the wishes of the learners and conforms to institutional constraints such as content, timing and availability. The subject of this research was 5 classes of Listening 1 in IKIP PGRI Semarang.

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- Step2

  The whole movie is shown in its subtitled version. The reasoning behind this is that to show the whole movie without subtitles is likely to prove de-motivating; the language content being far too difficult for the group. Such a showing should also create the welcome by-product of a pleasant environment conducive to learning. The teacher is also storing 'good will' credit with the group. Such a showing obviously has few direct pedagogical merits, but it is hoped that the short term sacrifice will be amply rewarded in the long run.

- Step3

  The movie is shown without subtitles. Before this viewing the students are divided into small groups of three and given the task of noting any short scenes involving three protagonists.

- Step4

  The students were then divided into groups. Each group was asked to discuss the content of the movie and make a summary from it. Then, each group was asked to report the result of group discussion in front of the class. Speaking skill was required in this session. This is what like Brown stated that listening performance can include all five types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange (Brown, Douglas, H.-2001).

Questionnaires were given at the end of this program. The results of the questionnaire are presented and described in the following descriptions:

1. **Students' Overall Perception toward the Use of Movie**

Table 1. Students' Overall Perception toward the Use of Movie

No.	Aspects	Students' Responses Average				
		SA	A	N	D	SD
1.	I'm very excited watching movie in my listening class	30%	67,5%	2,5%	-	-
2.	I think watching movie is fun and helpful in my English learning	40%	57,5%	2,5%	-	-
3.	The interactive features found in the movie motivate me to learn more	20%	77,5%	2,5%	-	-

Note:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

From the questionnaire, it was found that the students perceived positively toward the use of movie in their listening class. From the table, we can see that 30 % of the students showed their strong excitement, 67, 5% reported that they were somewhat excited and only 2, 5% were still in doubt. Nobody pointed that they were not excited. Students also give positive responses toward the statement whether watching movie is fun and helpful in their English learning. There were 40% of the students pointed out that they were strongly agree that the internet is helpful in their English learning. The rest were; 57% expressed that they were somewhat agree and 2, 5% gave neutral response. This finding indicated that most of the students basically perceived the movie as a helpful means to support their English learning.

In addition, students also gave their positive response toward the features found in the movie. 20% of the students stated that they were strongly agreed if the interactive feature found in the internet motivate them to learn more. The rest; 77, 5% indicated that somewhat agree and 2,5% gave their neutral response. This finding indicated that students' motivation and interest toward the use of movie were partly influenced by the features of the materials found in the movie.

From the table, we can conclude that close to 98% of the students gave their positive appreciation toward the internet uses in their English learning.

2. Students' Perception toward the Activities in this Program

Table 2. Students' Overall Perception toward the Activities in this Program

No.	Aspects	Students' Responses Average				
		SA	A	N	D	SD
1.	I felt comfortable watching movie in listening class	47,5%	50%	2,5%	-	-
2.	I'm engaged in good efforts throughout the model of this learning	12,5%	75%	5%	7,5%	-
3.	I enjoy the challenging work and task of this program	20%	70%	7,5%	5%	-
4.	Working in group help me to learn easier and it increases my team-work skill	27,5%	72,5%	-	-	-

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Note:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

From the table, it can be seen that close to 83% of the students were engaged in good efforts throughout the whole activities in the class. Thus, the writers can conclude that the students' responses concerning the model of this teaching learning process were quite positive. This can be explained with 47,5% of the students indicated that they were strongly agree if the program is appropriate supplement to in-class instruction; 50% indicated that they were somewhat agree. The rest; 2,5% were still in doubt and nobody pointed disagree. This finding indicated that most of the students perceived positively toward the use of movie and task given in listening class.

A significant improvement occur in their responses concerning with the task arranged in this research. Most of the students perceived that the task/assignment was effective and challenging. This can be seen from the overall responses to the statement *"I'm engaged in good efforts throughout the model of this learning"*. 75% of the students expressed their agreement, 12,5% indicated their strong agreement, 5% gave their neutral response, and only 7,5% pointed that they were disagree. This result indicates that their motivation toward the task is quite high. Their positive responses were probably due to the fact that the model of the task provides the opportunity to explore their language skill and knowledge background to resume the content of the movie.

The statement is strengthened by the students' response toward the statement *"I'm engaged in good efforts throughout the model of this learning"*. 70% of the students expressed their agreement; 20% indicated their strong agreement; 7,5% gave their neutral response, and only 5% pointed that they were disagree. The students also gave positive response toward the group-task in the class. Responding the statement *"Working in group help me to learn easier and it increases my team-work skill"*; 27,5% of the students expressed their strong agreement, and 72,5% pointed agree.

3. Students' Perception Toward the Material

Table 3. Students' **Perception Toward the Material**

No.	Aspects	Students' Responses Average				
		SA	A	N	D	SD
1.	Most of the dialogues were easy to understand.	15%	80%	5%	-	-
2.	Most of the materials were boring.	-	-	10%	60%	30%
3.	**The chosen movie was very interesting**	20%	80%	-	-	-
4.	Most of the materials were relevant to my needs.	27,5%	65%	7,5%	-	-

Note:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Concerning the content of the material, the students in general perceived it positively. Responding the statement of whether dialogues of the movie were easy to understand, 15% of the students pointed out that they were strongly agree, 80% indicated that they were agree, and only 5% of them were still in doubt. This result remarked that the chosen movie was appropriate with their language proficiency level.

4. Difficulties and Problems Encountered

Table 4. Difficulties and Problems Encountered during the Program

No.	Aspects	Students' Responses Average
1.	Understanding the dialogues	80%
2.	Language problem	95%
3.	Duration of the movie (too long)	77,5%
4.	The feedback on the exercises was difficult to understand.	52,5%
5.	The task was too difficult	45%
6.	The audio problem	62,5%
7.	Screen problem	45%

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CONCLUSION

From the explanations above, it can be concluded that listening is mostly assumed as difficult skill to be acquired by the ESL students. The teachers, therefore, need to explore the use of interesting media and method in listening class. The aim is to avoid the students' boredom and maintain their interest or motivation in learning. Film is assumed as an effective media in listening class. The findings suggest that the use of the movie is able to increase the students' motivation listening class. It is also reported that students recalled some problems and difficulties dealing with the issue. Understanding the dialogue and language were perceived as their main problems concerning the issue. However, the data reveal that despite some difficulties encountered, students in general had positive attitude toward the use of the movie in listening class.

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