



THE ASSOCIATION OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE
IN INDONESIA

The nd 62 TEFLIN

International
Conference
2015

Denpasar, 14th - 16th September 2015

PROCEEDINGS

*Teaching and Assessing L2 Learners
in the 21st Century*



ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM, UDAYANA UNIVERSITY

BOOK 3



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FOREWORD

These proceedings are a collection of papers presented at the 62nd TEFLIN International Conference held in conjunction with the celebration of the 53rd *Dies Natalis* of Udayana University held in Sanur Paradise Hotel from 14th through 16th September 2015. The theme of this year's conference is *Teaching and Assessing L2 Learners in the 21st Century*. The papers were selected out of 503 papers presented covering issues of English-language teaching from the perspectives of (1) Language Policy and Planning in Assessment, (2) Quality Assurance in ELT, (3) 21st Century Language and Communication skills, (4) Assessment in Character Education, (5) Roles of ICT in Teaching and Assessing L2 Learners, (6) English for Young Learners, (7) Innovations in Teaching and Assessing, (8) Best Practices in L2 Teaching and Research, (9) School-based Assessments, (10) English for Specific Purposes, (11) Standardized Tests of English Proficiency (e.g. KLTS, TOEFL), (12) English for General Purposes, (13) The National Examinations and their Impact on L2 Learning, (14) Translation in Language Teaching, (15) Teacher's Professional Development, and (16) Literature-Based in Language Teaching.

We would like to express our sincere thankfulness to those who presented their papers at the conference. We also wish to thank the students at the English Department, Faculty of Letters and Culture, Udayana University who have assisted us with the typesetting for the format of the proceedings. More importantly, we express our gratitude to the board of reviewers who have worked hard in reviewing the submitted papers selected for the proceedings.

Denpasar, September 2015

The Committee

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Audio Visual Exposure (AVE) as opposed to Audio Exposure Alone (AEA) for EFL Listening Comprehension

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Abstract: Listening Comprehension is a crucial skill to understand spoken English. It requires appropriate ways to develop this particular skill and one of them is through the use of audio visual exposure. This is a research-based article elaborating different result on English listening comprehension using AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone). The subjects of the study are freshmen in Kanjuruhan University of Malang taking different field of study such as economics, counselling, physics, and civics. Thirty three (33) participants are treated to be experimental group and thirty (30) participants are treated to be control group. AVE for Experimental group uses video lessons from *real-english.com*'s collection while AEA for Control group uses audio lessons from *podcastsinenglish.com*'s collection, in which both of them discuss real English for real communication and after eight meetings of treatment the participants do listening comprehension test and the result of the test is analysed using *independent sample t-test* since two intact groups are used in this study. The experimental and control group are ascertained to be homogenous in terms of English performance from the pre-test analysis. The post-test are carried out for both groups after the treatment is done and the results of the test are computed statistically and compared in order to prove if the null hypothesis is rejected indicating that there is significant difference performance between the two groups. The result of the study is expected to be beneficial not only for English teachers and EFL learners, but for further researchers as well.

Keywords: *Audio Visual Exposure (AVE), Audio Exposure Alone (AEA), Listening Comprehension Skill*

INTRODUCTION

Four basic skills in English including listening, speaking, reading, and writing should be mastered by EFL learners in order to be able to communicate with English-speaking people. These skills are categorized into receptive and productive skills which influence our communication both in written and spoken. Listening, as one of the receptive skills, plays important role in oral communication since the goal of listening comprehension for EFL learners is to understand spoken English of a native speaker. Yet, problems are inevitable when EFL learners listen to native speakers' sound either through the tape recorder or through watching videos. These types of problems may be caused by pronunciation, speakers' speech speed, limited vocabulary, unfamiliar with context and background knowledge, and informal colloquial phrases. The presence of Audio Visual Exposure (AVE) can be the alternative to solve the listening comprehension problems since the native speakers' sound can be understood by the help of picture motion which is suitable with the context and the help of subtitles.

Several studies on listening comprehension using videos have been conducted and various findings were obtained from different authors. Wagner (2007) investigated test-taker behavior on an L2 video listening test and found that the test-takers seemed willing and eager to watch the video texts. In addition, the data provided limited evidence that test-takers tended to orient to the video at a higher rate during the dialogue texts than the lecture texts, possibly

because they found the dialogue texts more interesting to watch, and possibly because they found the nonverbal information in these texts more useful in comprehending the aural text and in answering the comprehension items.

A study on extensive listening in ELT conducted by Renandya (2011) elaborated that a text spoken at normal speed, or even at a slow speed, is usually perceived as being very or even too fast by beginning language learners. For example, any increase in speech rate tends to result in a decrease in comprehension, and when speech rate reaches a critical level, comprehension becomes all but impossible. He defines extensive listening as all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input. These activities can be teacher-directed dictations or readalouds or self-directed listening for pleasure that can be done outside the classroom. The key consideration here is that learners get to do a lot of meaningful listening practice. We believe that just like reading, listening is best learnt through listening. We believe that extensive listening might just be the kind of approach that may help EFL students deal with their listening problems.

The effects of subtitles in the video were found by these authors. Cross (2011) explores the role of the visual content in L2 listeners' comprehension of news videotexts and concluded that dual coding theory provided a useful perspective for explaining possible reasons for why there is notable variability among learners in the degree to which they report exploiting the visual content in news videotexts, and it is hoped the implications for L2 listening pedagogy presented offer a way forward for practitioners using news videotexts (or other types of videotexts) in their listening lessons.

Grgurović & Hegelheimer (2007) investigated the students' use of subtitles and the transcript claim that participants interacted with the subtitles more frequently and for longer periods of time than with the transcript. Winke & Gas & Sydorenko (2010) investigated the effects of captioning during video-based listening activities and stated that captioning was more effective than no captioning and captioning during the first showing of the videos was more effective for performance on aural vocabulary tests.

In terms of listening strategy, Soboti and Amiri (2014) investigated the impact of listening strategy instruction on the improvement of Iranian intermediate EFL learners' comprehension of news videotexts and concluded that direct strategy instruction was effective enough to improve listening comprehension ability of the participants and the findings of the study could be employed in teaching listening to the EFL learners.

In general, the freshman of EFL learners from non-English Education Department in the University of Kanjuruhan Malang still have problems to understand native speakers' utterance when they have oral communication. The use of AVE (Audio Visual Exposure) in learning English as a Foreign Language (EFL) and AEA (Audio Exposure Alone) to attain listening comprehension is offered to answer the following research problems.

1. Does EFL learners' listening comprehension improve better by using AVE (Audio Visual Exposure) than those using AEA (Audio Exposure Alone)?
2. What are the students' responses about listening to native speakers using AVE (Audio Visual Exposure)?

This research-based paper aims, in general, at investigating the different achievement between the use of AVE (Audio Visual Exposure) in learning English as a Foreign Language (EFL) and AEA (Audio Exposure Alone) to attain listening comprehension. More specifically, the objective of the present paper is to:

1. investigate the different achievement of EFL learners' listening comprehension using AVE (Audio Visual Exposure) and using AEA (Audio Exposure Alone).
2. find out the students' responses about Listening to native speakers using AVE (Audio Visual Exposure).

It is assumed that there is significant difference performance between the use of AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone), therefore, the theoretical hypothesis of this study is stated that the use of AVE (Audio Visual Exposure) in teaching and learning English as a Foreign Language outperforms the AEA (Audio Exposure Alone).

AVE (Audio Visual Exposure)

Real English is an online video library of spontaneous dialogues of people interviewed on the streets of English-speaking countries, organized according to grammatical, lexical, and functional criteria used in the interactive exercises. In other words, Real English is based on a very simple idea, the organization and pedagogical exploitation of spontaneous speech. This notion of spontaneity in language learning goes way beyond today's tired catchword of "authentic" video, which most often is limited to Hollywood films or news broadcasts. There are no actors in Real English. Students identify with ordinary people, i.e., the famous interviewees, especially when we put them on the spot with our questions. Listening comprehension comes naturally to learners, given the magnetic quality of the people chosen to appear and speak in our clips.

The interactive lessons cover very short, easily digestible extracts of the main videos for the step-by-step exercises. There is so much natural repetition that even the difficult passages are appropriated by learners in a natural way, as they enjoy real people being themselves. Ideal for all teaching and self-study situations, & perfect for blended learning! The topics discussed for AVE group are: (1) Introducing people, (2) Astrological signs, (3) How old are you?, (4) What time is it?, (5) The Jones' family, (6) Dream job, (7) Music and movies, (8) How long does it take?

AEA (Audio Exposure Alone)

Podcasts in English are not just listening activities for EFL and ESL students to improve their conversation. The worksheets and transcripts provide valuable English language lessons and improved learning opportunities for those who learn English and teach English at all levels. All podcasts are free for language learners and teachers, but only members receive the learning English worksheets, vocabulary tasks, webquests and transcripts. The episodes are generally very short (3-4 minutes), which is perfect for those who do not have much time or desire to listen to an hour episode. They are also perfect for short trips in the car! The podcasts are in British English and are spoken very clearly in practice, whatever your level these podcasts might help you with your listening.

These podcasts can be used in your classroom or computer lab to supplement course book listenings. The conversations are more authentic and so the language is more natural. They therefore provide a refreshing alternative to scripted listenings. The topics discussed for AEA group are: (1) Richard's family, (2) The Isle of Man, (3) A town called Hamilton, (4) Sunny spell, (5) Jobs, (6) Ballarat-where is that?, (7) Goodbye Thailand, (8) Refugees.

METHOD

This study was conducted to the freshmen at the University of Kanjuruhan Malang which aimed at investigating the different achievement between the use of AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone) in learning English as a Foreign Language (EFL) in order to develop learners' listening comprehension achievement. An experiment was carried and *quasi-experimental study* was used since the two existing groups were employed. The data obtained from listening achievement test were analyzed using *independent sample t-test* since the result of the test were taken from two different group—the experimental and the control group. Questionnaire was given to the freshmen in order to get a clear picture of the learners' feeling and opinion after using AVE (Audio Visual Exposure).

The participants were taken from the freshmen at University of Kanjuruhan Malang taking English subject for non-English Education Department. There were sixty-three (63) EFL learners in the second semester majoring different field of study. The rationale behind choosing these particular learners to be the subjects of this study is that they still have difficulties to understand native speakers using English. Thirty three (33) EFL learners become experimental group and thirty (30) become control group. Pre-test was assigned to both groups, experimental group and control group, and it was done in order to get a clear picture of the homogeneity of the group (See Table 1). Based on the *Levene's Test for Equality of Variances*, it can be shown that both experimental and control group were equal in terms of listening comprehension achievement before the treatment was done. Therefore, the treatment was carried out after ascertaining that the two groups are homogeneous.

Table 1. *Mean Difference in Listening Comprehension Test before the Treatment*

No.	Group	N	Mean	Std. Deviation	F	Sig.	t	Sig.*
1.	Experimental (AVE)	33	38.0455	8.65878	.865	.356	.080	.937
2.	Control (AEA)	30	37.8667	9.18013				

* *Significance was set at .05 level.*

Data obtained from listening comprehension test was to answer the first research question and from questionnaire was to answer the second research question. *Listening comprehension test* was done by the participants after having experience in AVE (Audio Visual Exposure) teaching learning process for experimental group and having experience of teaching learning process using AVE (Audio Visual Exposure) for control group. Both experimental and control group have eight meetings of English instruction before the test was conducted. The participants did the post test and the scores of the post test were analyzed in order to see the different achievement between the two groups after testing the null hypothesis.

Data from questionnaire were required to obtain learners' perspective about the use of AVE (Audio Visual Exposure) in the classroom instruction. There were six questions from this questionnaire addressed to learners in order to obtain listening comprehension opinion based on their experience during the experiment. Data of test being collected were analyzed by means of statistical program (SPSS) and *independent sample t-test* was used to find out the different achievement between experimental and control groups. This sort of t-test performs all the measures of listening comprehension based on the listening test from watching English video and from listening to native speakers on the tape.

FINDINGS

The finding of this study was divided into two parts. Part one is the experimental result to answer the first research question, and part two is the learners' perspective on using AVE (Audio Visual Exposure) to answer the second research question. The first part is related to the finding of the study before and after the treatment of AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone) toward two different group—the experimental and control group. The experimental group is a group using AVE (Audio Visual Exposure) and the control group is a group using AEA (Audio Exposure Alone). The result of the test after the treatment was measured using *independent sample t-test* in SPSS software program and it was found that the listening comprehension of the two group was not significantly different at .05

level since the probability due to sampling error was .469 which was higher than the significance level set by the researcher (.469>.05) as it was seen in Table 2.

Table 2. Mean Difference in Listening Comprehension test after the Treatment

No.	Group	N	Mean	Std. Deviation	F	Sig.	t	Sig.*
1.	Experimental (AVE)	33	54.5152	10.15542	.233	.631	-.729	.469
2.	Control (AEA)	30	56.3333	9.58567				

* Significance was set at .05 level.

From Tabel 2, we can say that the null hypothesis which was stated that “there is no different achievement between the use of AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone) in teaching and learning English as a Foreign Language” cannot be rejected since the probability due to sampling error is .469 which is higher than the significance level which is set at .05 ($p = .469 > .05$). It means that there is no significant different listening achievement between the use of AVE (Audio Visual Exposure) and AEA (Audio Exposure Alone). On the other hands, the researcher’s hypothesis which was stated that “the use of AVE (Audio Visual Exposure) in teaching and learning English as a Foreign Language outperforms the AEA (Audio Exposure Alone)” in this study cannot be claimed to perform better since the null hypothesis cannot be rejected.

The second part of the finding was related to the perspectives of learners which contain six questions on the listening comprehension of English native speakers using AVE (Audio Visual Exposure). It was found that most participants (82%) respond that listening to a native speaker of English is difficult and only a few of them (9%) state that it is not difficult and they (9%) do not know about it. In response to the second question, many participants (55%) respond that watching while listening to English video is more difficult than listening to a native speaker of English using a tape recorder and almost half of them (45%) respond that listening to a native speaker of English using a tape recorder is more difficult than watching while listening to video. The help of subtitles in the videos help learners to understand the conversation is the third question and most participants (91%) agree that the subtitles help them understand the conversation on the videos. The fourth question is related to the emphasis when listening while watching video with subtitles is mostly to the text (39%), the picture (33%) and the sound (27%). The fifth question is related to reasoning why listening while watching to native speaker is difficult is that because the conversation is too fast (91%), the sound is not recognized (9%). The last question is related to factors influencing the learners’ understanding most on the conversation while listening to a native speaker of English is that factor of sound (48%), vocabulary (36%), and grammar (15%). The result of questionnaire for learners was summarized in Table 3 as follows:

Table 3: Learners’ Response from Questionnaire

No.	Pertanyaan	Respon		
		A	B	C
1.	Do you think listening to a native speaker of English is difficult? (Apakah mendengarkan penutur asli dalam bahasa Inggris menurut anda sulit?)	Ya 27 (82%)	Tidak 3 (9%)	Tidak Tahu 3 (9%)

2.	Which one do you think is more difficult—listening to a native speaker of English using a tape recorder or watching while listening to video? <i>(Lebih sulit mana antara mendengarkan penutur asli dengan tape recorder atau dengan mendengarkan sambil melihat video?)</i>	Tape 15 (45%)	Video 18 (55%)	Tidak tahu 0 (0%)
3.	Do you think listening to a native speaker while watching video with subtitles make you easier to understand the topic of conversation? <i>(Apakah mendengarkan penutur asli sambil melihat video disertai dengan teks (subtitles) bisa mempermudah memahami topik percakapan?)</i>	Ya 30 (91%)	Tidak 3 (9%)	Tidak Tahu 0 (0%)
4.	Which one do you think to get more emphasis when listening while watching video with subtitles? <i>(Pada saat mendengarkan sambil melihat video disertai teks (subtitles), bagian mana yang lebih anda fokuskan untuk memahami percakapan?)</i>	Gambar 11 (33%)	Bunyi 9 (27%)	Teks 13 (39%)
5.	Why do you think listening to a native speaker of English is difficult? <i>(Mengapa mendengarkan penutur asli dalam bahasa Inggris menurut anda sulit?)</i>	Terlalu cepat 30 (91%)	Tak kenal Bunyinya 3 (9%)	Tidak tahu 0 (0%)
6.	What factors influences you to understand conversation while listening to a native speaker of English? <i>(Faktor apa yang paling mempengaruhi dalam memahami percakapan penutur asli pada saat Listening?)</i>	Bunyi 16 (48%)	Kosa kata 12 (36%)	Tata Bahasa 5 (15%)

DISCUSSION

Answering the first research question is based on the result of the listening comprehension test. By looking at Table 2 from the finding discussed earlier from this paper, it can be claimed that the measures of listening comprehension of the two groups was not significantly different at .05 level since the probability due to sampling error was .469 which was higher than the significance level (.469>.05) set by the researcher. Therefore, the null hypothesis which was stated that “there is no different achievement between the use of AVE

(Audio Visual Exposure) and AEA (Audio Exposure Alone) in teaching and learning English as a Foreign Language” cannot be rejected since the probability due to sampling error is .469 which is higher than the significance level which is set at .05 ($\rho = .469 > .05$). In this case, there is not enough evidence to reject the null hypothesis by looking at the mean difference between AVE and AEA (54.51 and 56.33) even though AEA is 1.82 higher than AVE.

Since the difference performance on listening comprehension between the two groups is not significance from the result of *t test for Equality of Means*; that is, by looking at the probability that is due to sampling error ($\rho = .469$), the researcher can not discuss further about the mean difference between the two groups. He might have an idea to elaborate why the null hypothesis cannot be rejected. Factors which commonly influences this matter are the samples, the design, and the truth. If the samples are too small then the researcher enlarges the sample so that we can see the effect of the sample size; if the design is not appropriate then the researcher changes the design; and if the samples are large enough and the design is appropriate with the condition of the experiment then it can be claimed that it is the truth that there is no significance difference achievement between the experimental and control group.

Answering the second research question is based on the result of the learners’ perspective on listening comprehension experience. There are six questions related to the answer of the second research question. *The first question* is that “Do you think listening to a native speaker of English is difficult?” and 82% of the participats state that the answer is difficult. It indicates that most EFL learners in this study face difficulties in understanding the native speaker’s conversation. *The second question* is that “Which one do you think is more difficult–listening to a native speaker of English using a tape recorder or watching while listening to video?” and 55% state that watching while listening to video is more difficult and the rest 45% participants state that listening to tape recorder is more difficult. It indicates that listening while watching video and its subtitles at the same time make them concentrate more. *The third question* is that “Do you think listening to a native speaker while watching video with subtitles make you easier to understand the topic of conversation?” and 91% of the participants agree by choosing “Yes” that watching video with subtitles make them easier to understand the topic of conversation. It is in line with Wagner (2007) stated that non verbal information in these texts were more useful in comprehending the aural texts. It means that the sounds accompanied by the picture motion and text are a great help to understand the conversation of an English native speaker.

The fourth question is that “Which one do you think to get more emphasis when listening while watching video with subtitles?” and 39% of the participants emphasize to the text, 33% to the picture, and 27% to the sounds. It is also in line with Wagner (2007) stated that the test taker seemed willing and eager to watch the video text. Since the focus of participants are not only at one thing but more including text, sound, and picture, it indicates that all text, sound, and picture are great help of making them understand more about the conversation. *The fifth question* is that “Why do you think listening to a native speaker of English is difficult?” and 91% of the participants state that because the conversation is too fast and 9% state that they do not recognize the sound. It is in line with Renandya (2011) stated that any increase in speed rate tends to result in a decrease in comprehension. It means that the speech speed and sound recognition influence the comprehension. *The sixth and the last question* is that “What factors influences you to understand conversation while listening to a native speaker of English?” and 48% of the participants state that sounds (48%) influence the comprehension, vocabulary (36%) influence the comprehension, and grammar (15%) influence the comprehension. It indicates that recognizing sounds is the biggest factor for EFL learners in undstanding the conversation of native speakers.

CONCLUSION

The present study was to examine the improving of EFL learners language listening performance using AVE applied to two different groups of participants—experimental and control groups—on listening comprehension using audio visual exposure. There is no significant different achievement between the experimental and the control group after the treatment. The findings show that learners on experimental group using AVE do not achieve better than using AEA in their listening comprehension. This study could be beneficial for language learners, language users, and teachers in the field of listening skill used for EFL learners.

Language users should be aware that listening to native speaker of English can be highly motivated after watching picture motion with English sound and English subtitles to develop their listening comprehension skill. Therefore, language users are recommended to watch English videos with English sound and English subtitles to develop their listening comprehension skill. For practical implication, teachers are recommended to emphasize the learners' goal in listening skill and the use of AVE and AEA are clearly guided and hopefully it is useful to encourage learners to motivate their learning English successfully.

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