Authentic Texts Used by EFL Vocational Teachers in Listening Classes: Are They Suitable with Learners' Needs?

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INFO ARTIKEL	ABSTRAK
	Abstract: This study aimed to reveal the suitability of the authentic listening texts which were used by English teachers to their EFL vocational learners in listening classes. Previous studies have found out that EFL learners will more readily go deeply into the listening activities if EFL teachers provide authentic materials (henceforth AMs) rather than using artificial materials. To gain an insight on the use of authentic listening materials, this study applied a descriptive qualitative design. The study took place at in a public vocational school (SMK Negeri) in Malang. Three out of those seven EFL teachers were purposively selected as participants who have degrees as magister of English language teaching. The data were collected through observation checklists and documents analysis. Based on the three classroom observations which were conducted and also from the documents analysis, authentic listening texts used in pre-activity were for introducing topic, learning objective, pre-teaching some vocabulary and activating schemata or learners' background knowledge. In whilst-activity, they tended to use AMs for engaging their learners to listen and also equip them some tasks to comprehend the texts, whereas in post-activity, it was a follow-up stage to utilize the knowledge gained from the whilst-activity through classroom discussions. However, several inconsistencies on the use of AMs in EFL listening classes were revealed in regarding to the learning objectives and cognitive demand, suitability of the content, exploitability, and variety. **Abstrak:** Penelitian ini bertujuan untuk mengungkapkan kesesuaian teks otentik menyimak yang digunakan guru kejuruan bahasa Inggris pada siswa SMK yang belajar bahasa Inggris sebagai bahasa asing (EFL) di kelas menyimak. Penelitian sebelumnya menemukan bahwa siswa akan lebih mudah terlibat aktif dalam kegiatan mendengarkan jika guru memberikan materi otentik (selanjutnya AMs) daripada menggunakan teks non-otentik. Untuk meneliti penggunaan teks otentik menyimak tersebut, desain penelitian yang digunakan adalah deskriptif kualitatif. Penelitian ini bertempat pada salah satu SMKN Negeri di Malang. Tiga dari tujuh guru EFL dipilih secara purpusif sebagai partisipan yang merupakan lulusan magister pengajaran bahasa Inggris. Data dikumpulkan melalui *checklist* observasi dan analisis dokumen. Berdasarkan tiga pengamatan kelas dan analisis dokumen, teks otentik menyimak yang digunakan dalam pra-aktivitas adalah untuk memperkenalkan topik, tujuan pembelajaran, pra-pengajaran beberapa kosakata dan mengaktifkan *schemata* atau pengetahuan latar belakang peserta. Dalam kegiatan menyimak, mereka menggunakan materi otentik untuk melibatkan siswa dalam kegiatan menyimak dan juga membekali mereka dengan beberapa tugas untuk memahami teks, sedangkan di pasca-kegiatan, tahapan ini merupakan tindak lanjut untuk memanfaatkan pengetahuan yang diperoleh dari kegiatan menyimak yaitu melalui diskusi kelas. Namun, beberapa ketidaksesuaian pada penggunaan materi otentik di kelas juga ditemukan terkait dengan tujuan pembelajaran, kebutuhan kognitif, kesesuaian isi, eksploitasi, dan variasi.

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Listening is one of pivotal skills in learning English as a Foriegn Language (EFL) besides speaking, reading, and writing. When learners listen, they acquire basic language to interact in spoken communication. In other words, listening provides aural input to enable learners to speak. Hence, without comprehend the inputs, learner cannot acquire anything. Alijani, Maghsoudi & Madani (2013) and Ghaderpanahi (2012) clarified that children listen and respond a language before they acquire to speak.

When the children want to read, they still also have to listen to gain information and knowledge of vocabulary. The implication in the language classroom is that learners have to listen attentively and carefully to English materials taught and class activities to improve their language components such as pronunciation and vocabulary.

For EFL teachers, preparing input in listening activities certainly has certain challenges. It makes some reserchers (e.g., Nunan, 1997; Spear-Swerling, 2016) naming listening as 'Cinderella skill' in English learning because it needs extra effort to learn. Gilakjani and Sabouri (2016) accentuated some challenges of the listening comprehension faced by learners are: (1) low quality of recorded materials; (2) lack of authenticity; (3) different cultural context to learners' comprehension; (4) unfamiliar accent between native and non-native will surely interrupt learners' understanding process; (5) unfamiliar or high vocabulary level that not used appropriately in learners' context will make them confuse; and (6) speed and length of the listening causing learners are not easy to focus on the listening text. These challenges strongly affect and even block listening skill if learners did not comprehend to. Learners will more readily go deeply into the listening activities if teachers provide authentic materials or natural texts (conversations, media broadcasts, stories, and speeches) rather than using artificial materials.

AMs have real communication due to the fact that they use native language. There are many types and examples of AMS. Ahmed (2017), Al Azri & Al-Rashdi (2014) and Al Darwish (2014), for example, identified four main categories: (a) *authentic audio or listening materials*: e.g. public information/advertisements, situational conversations, songs, professional audio recording, etc.; (b) *authentic visual or viewing materials*: e.g. photographs, films/movies, TV programs/commercials, videos, animations, etc.; (c) *authentic printed materials*: e.g. food wraps/boxes, money, calendars, business cards, flight/train/bus schedules, etc.; (d) *realia or real-life objects*: e.g. people, animals, dolls, kitchen utensils, computers, furniture, etc.

In Indonesian research context, some studies in lower secondary school until university level gave positive evidence on the use of AMs. In lower secondary school, Kirana (2016) carried out experimental research on the use of audio-visual to improve listening skill on graders VIII of SMP Negeri 15 Lamjame, Banda Aceh. The findings showed that the learners in the experimental group obtained significantly higher average scores (69) for listening comprehension than those from the control group (62). Thus, the learners who taught using the AVM obtained better results in listening comprehension than learners who were taught without AMs. In upper secondary school, Al-Farisy, Bindarti, and Suharjito (2014) conducted classroom action research (CAR). They concluded that AMs could improve the X- IPA 3 learners' listening comprehension achievement of SMAN 1 Pakusari. Due to the results of the listening comprehension test in cycle 1 only ≥75 or 71.42%, whereas in cycle 2, the test results became higher was 82.85%. In university level, Nurkholida (2016) investigated the use of YouTube materials in learning listening skills of university learners of first-year students in the second semester of academic year 2014/2015 of English Department of STAIN Kediri. The results of this study revealed that videos from YouTube can develop listening comprehension which was indicated on the post-test score which was significantly higher than the pre-test score.

Based on the previous studies, there was limited studies related to the use of AMs for vocational school (SMK). In Indonesian vocational school, English materials are closely related to the success of learners in achieving the goal of learning English in SMK. Blogger (2017) elaborated that English materials for vocational high school become one of the three factors that affect the achievement of English learning goals besides strategy of teaching (reduce of L1 usage) and the way of learners' study (learner-centered). The aim to learn in English in SMK is staed in syllabus of Kementerian Pendidikan dan Kebudayaan (2016) that the general competence in learning English for SMA/SMK is the ability to communicate into three types of these texts: (1) interpersonal, (2) transactional, and (3) functional, in spoken and written forms, on the level of informational literacy to carry out social functions, in the context of personal, social, cultural, academic and professional life using various forms of text with a coherently and cohesively accepting structure and linguistic elements appropriately. This syllabus shows that English learning for SMK/SMA focuses on improving learners' communication competence with a text-based approach as general English.

Some researchers as well as educational experts have criticized this similarly on the English materials for SMK/SMA from the syllabus. This issue according to Kusni, Syamwil & Refnaldi (2014) and Syamaun, Alhamda & Silviyanti (2016) due to English for special purposes (ESP) gets less attention by educational policy stakeholders for vocational schools. It raises a presumption that the English language is required by vocational learners is the same at upper secondary level as general English, whereas SMK learners are prepared to get ready to work and master English according to their competencies. Nurlela (2016) also stated that in choosing ESP materials for vocational high school learners, the main consideration is that those materials must be authentic. Because ESP materials are essentially for simulation of the real tasks of their vocational program.

Eventually, providing AMs can be done through three ways. Brown & Lee (2015) and Lynch (2017) mentioned that Ams can be brought in EFL classes through adopting and adapting. In adopting materials, the decision is taking the materials originally (nearly verbatim) without any modification. For material adaptation, it involves the step of finding and evaluating materials and four features including analysing, classifying, filling in the gaps, and reorganizing. However, other researchers were also concern to the challenges and availabity of the materials in EFL classes. Mevada and Popat (2016) reviewed that such materials are probably impossible for EFL teachers to provide and difficult for their learners to receive. This is because especially for lower learners that AMs are difficult to comprehend and may create problems for learners in the form of unknown vocabulary, grammar, speed of delivery and too culturally bias. Gilmore (2007) and Thomas (2014) also listed some challenges associated with the use of AMs, as follows: (1) the unfamiliar of cultural content; (2) the difficult of the language itself; (3) low

frequency level of the vocabulary; (4) the grammar are too complex; (5) take much time to provide. The availability of AMs definitely become another issue in EFL context. Kilickaya (2004), Tatsuki (2006) and Spirovska (2009) affirmed that in any case, there are limited sources for teaching materials especially for many who live in countries where English is as a foreign language. It is due to such materials only have been yielded for some social, informational, political and economic purposes in the native speakers' community. Therefore, they do not come from textbooks.

Certainly, it is necessary to take some considerations when selecting and using authentic listening materials in classes. Alijani, et.al (2013) and Lingzhu & Yuanyuan (2010) afiirmed that there are four main considerations should be done for selecting authentic listening materials. The first consideration is related to the *suitability of the content* to: (a) syllabus, (b) learners' level, (c) learners' interest, and (d) learners' culture. A syllabus is a document containing important information (e.g. topic, learning goals, learners' level, course materials, learning activities, learning sources, and assessment) as a guidance for teachers in preparing teaching materials and course of study (Howard & Major, 2004 and Mansbach, 2016). For leraners' level invocational school, there are novice, elementary and intermediate EFL learners'level. Certainly, they need AMs that suitable to their language proficiency level. Learners' interest is related to interesting AMs to evoke learners' motivation and positive respond in learning the listening text. Suitability of the learners' culture should be considered in order to avoid incompatible target language' culture with EFL learners.

The second consideration is *listenability*. Messerklinger (2006) claimed that listenability is the ease with which spoken English can be understood by learners of English as a foreign language. Alijani, et.al (2014) argued that listenability related to logistical considerations of the text, e.g. length, audibility (hearable), and quality of the listening text. Akrivopoulou & Garipidis (2014) added that listening texts are audio only, then the length should be considered shorter than reading texts due to lack of visualization. For novice level is between 0,5—3 minutes, elemntaray and or intermediate is between 3-5 minutes, advanced level 5—15 minutes, and profeciency is between 15—30 minutes.

The following consideration is *cognitive demands* of the text, it is related to the how complex are the tasks given based on the listening text level. Tcagley (2016) conceptualized three level comprehensive listening to understand the thoughts, ideas, and message in a text. They are (1) informational, listening activity to learn or be instructed to find gist (to get the main idea) and to find detail (to get specific information). (2) Critical, listening to evaluate or solve a problem. (3) Therapeutic or empathic, listening to understand feeling and emotion. From the listening levels, a listening demand level can be categorized into low, moderate, and high complexity. According to Hess (2006), those categories are: (1) low complexity relies heavily on the recall and recognition of previously learned concepts and principles; (2) moderate complexity involves more flexibility of explaining and demonstrating (thinking and generating among alternative than do those in the low complexity categories; (3) high complexity heavy demand on learners who must engage in more abstract reasoning, planning, analysis, judgment, and creative thought (see also Franklin Community Schools, 2006).

The last consideration on the listening material is *exploitability* of the text. It reflects that the materials should provide any learning tasks or skills in the classroom. It can be done through drawing the learners' attention to the way each word is pronounced such as in actual discourse, enhance the vocabulary knowledge (e.g. spelling, morphology, syntactic, semantic, and involving knowledge of antonym, synonymy, and or hyponym) and engage the learners to understand the text at the easiest level to the most complex level according to their level and the cognitive demand categories for English language (Lingzhu and Yuanyuan, 2010).

Concisely, many previous studies have focused on the issues of how crucial authentic listening materials are in lower secondary school until university level, however, there was limited investigation on the use of AMs in vocational school contexts. In addition, providing suitable input for their EFL learners through AMs certainly display different theoretical and practical significance. Hence, this study aims to reveal on how relevant are the listening texts used by EFL teachers with the learners' needs in a public vocational school in Malang?

METHOD

This objective of this study was to investigate the suitability of the authentic listening texts used by EFL teachers with the learners' need. A descriptive qualitative research design was applied to gain an investigation on the listening classes. This study took place in a public vocational school in Malang. One of the reason was the English class in this school has typical teaching and learning activities. The EFL teachers teach English in a group of instructors working purposefully, regularly, and cooperatively to set the goals for a course, prepare lesson plans, teach learners, and evaluate the learning process. Their co-teacher is Miss E 'pseudonym' from America. She becomes an English teacher accompanying EFL teachers of the vocational school in teaching English for 9 month as team teaching member. It has been the second cooperation between Indonesia and America through AMINEF (American Indonesian Exchange Foundation) for the vocational school in 2017 in getting a native teacher from America to teach English.

Concerning the reason, that was why it can be expected to find good English teaching practice including the use of authentic materials for thier learners. There are seven full-time English teachers here. However, the participants of this study were only three of EFL teachers. They are selected with the criteria as full time teachers, their qualifications are minimum graduate program in ELT, and more than five years' experience in teaching English. The participants' description of this study is displayed in Table 1. Their names would not be written in order to keep their privacies. "T" on the participant code referred to the "teacher" who would be investigated.

Table 1. Description of the Research Participants

No	Participants' Code	Gender	Employment Type	Qualification	As Professional Teacher	Teaching Experience
1.	T1	Male	Full time teacher	Master in ELT	Since 2013	09 years 09 months
2.	T2	Female	Full time teacher	Master in ELT	Since 2016	08 years 06 months
3.	T3	Female	Full time teacher	Master in ELT	Since 2016	07 years 09 months

Source: Vice principle of human resources of the vocational school on September 29, 2017.

Research instruments of this study were observation and document analysis. Observation was done using observation checklist to capture all activities related to the foci of this study to know the use of AMs for listening classes. This checklist was adapted based study from Lingzhu and Yuanyuan (2010). The checklist consist of eight aspects included: (1) the use of AMs in pre-activity, whilst-activity and post-activity, (2) suitability of the AMs with syllabus, (3) suitability of the AMs with learners' level, (4) suitability of the AMs with learners' interest, (5) suitability of the AMs with learners' culture, (6) suitability of the AMs with vocational programs, (7) exploitability of the materials, and (8) variety of the materials used whereas, the document needed were English syllabus and EFL teacher's lesson plans. This documents also investigated the eight aspects toward the use of AMs in receptive skills classes. In data analysis, a descriptive qualitative approach is applied to review of the major findings and how the research questions were answered and compared with previous studies or theories.

FINDINGS

Findings of this study have drawn based on the data collected through observations and documents analysis from the research field. *In the use of the materials in classes*, data findings were related to the EFL vocational teachers' use of the AMs in listening skill classes based on the classrooms observations and documents analysis. Those observations were conducted three times. First observation was done on T2 at grade XI of Multimedia (room 14). The following observation was on T3 at grade X of Multimedia (room 34). The last observation was carried out on T1 at grade X of Graphic Design (room 16). In the documents analysis, syllabus and lesson plans were analysis to assist data collection on observations. The summary is presented in this Table 2.

Table 2. Summary of the Classrooms Observations

No	Day and Date	Participant	Skill and Topic	AMs Used	Sources
1	Tuesday, Oct 17, 2017	T2	Listening (Personal Letters)	•**Pre-listening**: adopted personal letter **Whilst-listening**: adapted personal letter **Post-listening**: follow-up	• T2' letter from her native friend from Florida, USA • Adapted from http://www.esl-lounge.com/student/reading/ 1r9-the-postcard.php
2	Monday, Nov 6, 2017	T3	Listening (Announcements: School activities)	•**Pre-listening**: adapted school announcement **Whilst-listening**: adopted airport announcements **Post-listening**: follow-up	• Adopted from http://obtainedhamist.com/2017 /03/13/snow_day_nyc_schools_closed_march_1.php. • Adopted from https://learnenglishteens. britishcouncil.org/skills/listening-skills-practice/ travelling-abroad
3	Thursday, Nov 16, 2017	T1	Listening (Descriptive text: Describing people)	•**Pre-listening**: adopted listening text about describing best friend **Whilst-listening**: adopted text about describing mother **Post-listening**: follow-up	• http://youtube.com/watch?time_continue=19&v=x3qfmwUbHpY. • https://steemit.com/family/@rooneey/my-mom-is-the-best-20171116t225832821z.

Based on the classrooms observations and lesson plans used, majority of EFL teachers in the vocational school used authentic listening texts in pre-activity, whilst-activity and post-activity. In pre-listening activity, the materials used were: (1) a personal letter from native friend on Power Point. It was used to evoke learners' background knowledge about text structure of a

personal letter; (2) an adapted school announcement, "School Closed due to Snow Day" which was read by Mis Ellen, an American co-teacher. It was given to guide the learners to the learning topic which would be learnt; (3) an adopted MP3 text in describing best friend. This audio worked in introducing the learning topic, pre-teaching some vocabulary and activate learners' background knowledge in describing people. As pre-listening materials, all of the texts worked to stimulate learners before they are engaged in the listening activity. In spite of the use of AMs for the pre-listening activity, the use of the announcement of 'School Closed Due to Snow Day' should be considered again. It presented text about snow day in USA. Certainly, the EFL learners in the vocational school who have never been going to abroad have no background knowledge about such situation.

In whilst-activity, all EFL teachers in the vocational school utilized different AMs with the pre-activity. In listening activity, three out of the three EFL teachers used: (1) six adopted recording of the airport and flight announcements were used as intensive listening to achieve a complete understanding of the listening text. The task given (listening demand) was through gap-filling activity; and (2) and adopted descriptive text which was read by Miss E, a native speaker. It was used as informational listening level (to find gist and detail information). Questions words and true or false were the listening tasks (demand) of this listening activity. Houston (2016) agreed that while-listening stage is where learners listen and do a task. Some common listening tasks using AMs are: (1) listening for gist, listening to get the main idea (topic or theme of a text); (2) listening for detail, listening to get specific information; (3) making inferences, listening to get information not explicitly stated on the track.

In post-activity activity, there was no new AM which was introduced by EFL teachers in SMK A. It is beacuse this stage as follow-up activity to utilize the knowledge gained from the whilst-activity. Learaners' actvities on post-listening from the letter of "a vacation to Greek", the recording airport and flight announcements, and the text of "My Mother" were similar. Those activities were carried out through discussing to cross-check learners' comprehension such as by discussing the right answer for the tasks, having peer feedback, and providing guidance by offering suggestions (teacher's feedback).

In terms of *suitability of the learning objectives and cognitive demands*, the listening texts used were suitable as informational listening (listening level) based on the documents analysis from syllabus and the lesson plans,. Because the learners asked for finding the gist (general information) and or detail (specific information). Those listening levels also led the cognitive demands (tasks provided) of the texts. The cognitive demand of the listening tasks were in accordance with the learning objectives. The use of the personal letter aimed to understand the text through gap filling, multiple-choice, question words and true-false statements and the use of descriptive texts "My Mother" aimed to understand the text through questions words and true or false. Unfortunately, unsuitability of the AMs with the learning objectives also was found. That was announcements which were not suitable with the listening objectives and demand on syllabus. Actually, the learning topic is related to school activities announcements.

Concerning the suitability of the content, it is related to the appropriateness of the materials used with syllabus, learners' level, learners' interest and learners' culture. Based on the observation and document analysis, *suitability of the AMs' content with syllabus* showed by the use of personal letter text and descriptive text 'My Mother". However, That is the use of adopted recording of the airport and flight announcements for whilst-listening activity. Actually, the learning topic is announcements that are related to school activities not the announcement of airport or flight information. The *suitability of the content with the learners' level* are related the suitability on the lenght of the texts used for the learners' level. Based on the observations and lesson plans used, the length of the personal letter was 1.20 minutes for elementary level (grade XI). At grade X (novice level), five announcements' text had 2.37 minutes while the captain's text duration was for 00.50 minutes. The last is "My Mother" showed 1.25 minutes. The next was the *suitability of the content with the learners' interest* in this study came from the interesting topic of the learning, attractive content and they were also contextual for EFL vocational learners. The *suitability of the AMs' content with the learners' culture* is also called with cultural appropriateness. The listening AMs used showe cultural appropriateness as follows: (1) a personal letter had cultural appropriateness in sharing experience e.g., holiday in personal letter; (2) six airport and flight announcements gave appropriateness culture as general culture (information) when the learners will be going to airport or in a plane; and (3) a descriptive text in describing mother promotes social function in order to be respect and always love our family especially our mother. The last is *suitability of the AMs' content with the learners' vocational program*. Three classrooms observations on the listening classes found out that none of the AMs used that were suitable for the EFL leaners' vocational program due to such materials were still general for them. For example, an EFL teacher used personal letters for multimedia graders, it can promote the learners to send several personal letters using email. Unfortunately, the content of the text did not provide information about their vocational programs, the text only talk about a personal experience on a vacation.

Regarding the *exploitability of the listening texts*, the AMs used in the listening classes in the vocational schoolprovided integrated skill in developing the learners' English competence (exploitability). Those skills were listening for the listening activity, writing skill for answering the tasks in written form and speaking skill for pair-work or group work discussion. It is also shown in reading classes that the EFL learners were actively involved in reading and writing skill for doing the task as well as for speaking skill in discussing the right answer of the tasks given. The finding on the variety of the texts used indicated by the result of classroom observations, various texts used while teaching listening only showed by the use of six adopted airport and flight announcements (T2). It indicated that T1 and T2 only use one text to deliver listening materials and still lack of variation to engage the leaners in various listening and reading texts.

DISCUSSION

The discussion was drawn based on what have found in this study and compared with the findings on the previous studies or theories. They included the use of listening texts in pre-activity, whilst-activity and post-activity, suitability of learning objectives and cognitive demands, suitability of the AMs' content, exploitability, and variety.

Based on the classrooms observations and document analysis, the EFL vocational teachers used AMs in pre-listening, whilst-listening and post-listening activities. In *pre-listening*, the use of AMs in this stage supported the previous theories that is for preparing learners to get ready in listening activity. Houston (2016) clarified that English teachers should set up the listening activity in pre-activity using a simple preview of the listening text. Here, learners only give a tiny bit of information, such as the title, the topic, or a short sentence, and allow them to predict what they are going to hear. Mudra (2014) also involved the EFL learners to guess meaning and predict in order the learners know what is happening or what will happen on the audio or video materials. This pre-activity stage is also important for bottom-up and top-down listening. Bottom-up is used for pre-teaching some vocabulary or grammar that is central to the listening text whereas, top-down listening is used for activating schemata or learners' background knowledge. Ideally, teachers spend ten to fifteen minutes on a pre-listening task that is followed by one-minute listening text and one short task and don not let it drag on too long (see also Miller, 2003 and Liu, 2016). These activities was completely done by T3 using audio text of descriptive text introducing the learning topic, pre-teaching some vocabulary and activate learners' background knowledge in describing people. The use of the announcement of 'School Closed Due to Snow Day' showed inappropriate context with EFL laerners in SMK A. Because they have never been going to abroad and also have no background knowledge about such situation. Hence, this finding was not in line with Lai (2015) who mentioned that a listening text should bring cultural appropriateness to the target language in order to avoid incompatible learners' culture. Because learners not only learn the target language, but they will also be able to understand the concept of culture comparison of the text and their own. As the result, it is better for EFL vocational teachers in THE VOCATIONAL SCHOOLto give additional question about the cause of school being closed in Indonesia, ergo they can understand the concept of culture comparison.

In *whilst-listening activity*, all of those EFL teachers in the vocational school utilized different AMs with the pre-activity. They brought the texts for listening activity and giving tasks for listening comprhension. This finding was in line with the study of Houston (2016) who confirmed that while-listening stage is where learners listen and do a task. Nevertheless, this study also discovered that the use of authentic personal letter which was read by the EFL teacher for listening activity was still lack of authenticity. A similar study from Scarino and Liddicoat (2009) also claimed that the source of learners' input (exposure) was not authentic or in form of teachers' talk. Supposedly, listening activity in classroom is done by observing audio texts or natives' talk (Scarino and Liddicoat, 2009). According to Ahmed (2017) that authentic exposure to language occurs in listening classes when the language is used in a natural way by learners such as listening to small talk and listening to recordings, radio, native speaker, etc. or watching English films or television channels.

In *post-listening activity*, there was no new AM which was introduced by EFL teachers in THE VOCATIONAL SCHOOLin this stage because it was used as follow-up activity to utilize the knowledge gained from the whilst-activity. Referring to this finding, some researchers deliver several alternatives to conduct this stage for listening and reading skill. Houston (2016) accentuated that post-listening stage is the way for taking learners beyond the listening text and use it as a springboard for further language practice through mine the transcript (asking learners to look over the transcript and see what they might have had trouble understanding) and or detect problems (discussing what problems came up during the listening). Miller (2003) also accounted that post-listening task is activity to guide the learners to make a summary and response to the text used (e.g., focus on the learners' opinion about the text).

In tersm of *suitability of the learning objectives and cognitive demands*, the finding revealed that learners' activities acted as informational listening to find gist and specific information from the texts. Those listening levels also lead the cognitive demands (tasks provided) of the texts. The cognitive demand of listening classes in THE VOCATIONAL SCHOOLrequired learners to do: (1) gap filling, multiple-choice, question words and true-false statements by T2; (2) gap-filling task by T3; and (3) questions words and true or false by T1. This findings acording to Hess (2006) was categorized as low complexity demand because the tasks were only to recall and recognize. To achieve moderate complexity demand in a task are through explaining, demonstrating, and generating; for high complexity demand, if the task asked learners to analyze, evaluate, and think critically.

However, one out of the three learners tasks were not suitable with their learning objectives. That was a listening texts of airport and flight announcements. It was due to the fact that there was no tasks provided related to school activities' announcements. Hence, this finding was not in line with the study from Tomlinson (2011) who argued that relevance and utility of AMs can also be achieved by relating learning objectives with the AMs used and tasks given. It is important because they will help the EFL teachers to facilitate the achievement of the learning objectives according to syllabus and learners' need.

Concerning the *suitability of the content*, the first, listening text used was suitable with the learning topic and syllabus according to syllabus. This finding is supported by a study from Howard & Major (2004) who asserted that AMs should be appropriate and contextualized to topics that provide meaningful and purposeful uses for the target language. Wherever possible, this suitability should be considered on the basis of what has been determined in the syllabus. Therefore, the use of airport anouncement should be considered in order to be appropraite to the learning topic about school activities.

The second, based on the observations and lesson plans used, the length of the personal letter was 1.20 minutes for elementary level (grade XI). At grade X (novice level), five announcements' text had 2.37 minutes while the captain's text duration was for 00.50 minutes. The last is "My Mother" showed 1.25 minutes. All of those text were suitability with the learners' level. This finding was supported the previous study from Akrivopoulou & Garipidis (2014) who underlined that length of audio-visual listening texts for vocational learners are: (1) 0.5—3 minutes are for novice & elemantary level; (2) 3—5 minutes are for intermediate level; (3) 5—15 minutes are for advanced level; and (4) 15-30 minutes.

The third, all AMs used in listening activities brought interest to the EFL learners. It comes from the interesting topic of the learning, attractive content and some of them were contextual. It is in line with Arias (2007) who appended that interest is closely related to motivation. When the topic of a passage is not of interest to learners, their motivation to read is substantially lessened. Because of this, considering the learners' interests in reading text is as important as exploring the learners' needs.

The fourth, the listening texts used showed cultural appropriateness in sharing experience, general culture (information), and in order to be respect and always love our family. This finding supported the study from Lai (2015) who asserted that cultural appropriateness is a must in teaching AMs due to EFL learners not only learn the target language of the texts, but they will also be able to understand the concept of culture comparison on the texts with their own.

The last of the suitability of the content revealed that majority of texts used for listening were not appropraite withe learners' vocational programs. Based on the documen analysis, it was an impact of the syllabus and English materials in the 2013 Curriculum for vocational schools are mostly similar to the general senior high school. This reason is in line with the English syllabus for vocational school from Kementerian Pendidikan dan Kebudayaan (2016) stating that "the general competence in learning English for SMA/SMK is the ability to communicate in three types of texts, (1) interpersonal, (2) transactional, and (3) functional…" It proves that English materials in vocational schools are as general English. Because of this, some researchers as well as educational experts have also criticized this issue. Kusni, Syamwil, & Refnaldi (2014) & Syamaun, Alhamda, and Silviyanti (2016) contended that it is due to ESP has been overlooked from education policy stakeholders in Indonesia.

Concerning the *explotaibility of the listening texts used*, this study revealed that listening texts used provided supplied integrated skills that were listening for the listening activity, writing skill for answering the tasks in written form and speaking skill for pair-work or group work discussion. Certainly, the need of exploitability on AMs can be denied. It is in accordance with Lingzhu & Yuanyuan (2010) who clearly stated that English language teaching materials should offer opportunities for integrated language use. Howard & Major (2004) also claimed that if English material tend to focus one particular skill, it is truly unnatural manner due to at the very least people listen and speak together as well as read and write together.

Relating the *variety of texts used*, the result of the observations and documents analysis indicated that only six adopted airport and flight announcements had text variation for learners activity while the usef of personal letter and descriptive text were still lack of variation to engage the leaners in various listening activity. The finding of non-varied texts do not support previuos study from Tomlinson (2011) underlined that a variety can break up the monotony of a unit routine of English learning with an unexpected activity by using many different text-types taken from many different types of sources. Neikova (2005) also emphasized that the choice of AMs used in classes depends on the learning objective and also on the variety of texts and tasks given. Berardo (2006) asserted that variety and presentation also influence the use of authentic materials in classroom. This helps EFL learners not only understand the meaning of the target language better but also to arouse learners' interest to learn more English for their language input.

CONCLUSION

Based on the three classromms observations and documents analysis on sylabus and lesson plans included authentic listening texts were used in pre-activity, whilst-activity and post-activity. In pre-activity, listening texts were applied for introducing learning topic, learning objective, pre-teaching some vocabulary and activating schemata or learners' background knowledge. In whilst-activity, they tend to used adopted AMs for engaging their learners to listen and also equip them some tasks to comprehend the texts. The listening level on the learners' activities were as informational listening (to find gist and specific/detail information). The materials brought learners' interest from the interesting topic, attractive content and some of them were contextual and also exploitability of text through applying integrated skill in developing the learners' English competence, whereas in post-activity, there was no AMs introduce in this stage. Due to the fact that it was for follow-up activity to utilize the knowledge gained from the whilst-activity through classroom discussions. Here, EFL learners had peer feedback and teacher's feedback.

Nevertheless, several unsuitableness deal with the use of AMs in classes were revealed. In the *pre-activity*, it was discovered that the use of School Closed due to Snow Day" in Atlanta, USA was not appropriate due to the fact that these EFL vocational learners have no background knowledge about such situation. In the *whilst-activity*, the use of the AMs were also found some unsuitableness. Those are: (1) authentic personal letter which was read by the EFL teacher showed lack of authenticity as listening materials. Because of the source of learners' input was in form of teachers' talk. (2) airport and flight announcements was not suitable for announcements of school activities. (3) Only one out of the three listening classes were shown the texts' variety to engage the EFL leaners in various listening texts; and (4) none of the texts were suitable withe the learners' vocational program (ESP materials) because the English syllabus for SMK and SMA are similar for general English,

In the *post-listening activity*, majority of the follow up activities were only done through classroom discussion. It was for finding the correct answers or checking of the learners' comprehension. There was no activity to summarize, reflect, writing assignment, and language enhancement (e.g. grammatical points or vocabulary).

Some suggestions are proposed to follow up the findings, discussion and the conclusion. They are addressed to the EFL vocational teachers and future researchers as follows:

For the EFL teachers, it is better in selecting AMs to consider that the AMs chosen are authentic. Then, ensure that the AMs are appropriate to syllabus, learning topic, learners' level, learners' culture, cognitive demand, listenability, readability, exploitability, and texts' variation. If some unsuitableness are found, they must adapt the materials. These consideration are pivotal to minimize the teachers' challenges to provide appropriate AMs according to learners' need. It is also important for those EFL vocational teachers to up-grade their knowledge through designing English materials using ESP and AMs. Therefore, they should bring this issue to the English teacher's organization (MGMP) and or take part in a specific training about ESP/AMs.

For future researchers, this study can be used as their relevant references. Hence, it is advisable that this study is replicated by further researchers in investigate the suitability of AMs used in reading, speaking and or writing classes qualitatively to other different or similar setting and or participants. Regarding to the limitations of this study on collecting the data, other researchers may also conduct classrooms' observations more than three times. Certainly, it is crucial for trustworthiness of the data findings.

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