

**JURNAL**

**THE EFFECTIVENESS OF AUTHENTIC MATERIALS TO  
TENTH GRADE STUDENTS' LISTENING COMPREHENSION  
AT SMA NEGERI 7 KEDIRI IN THE ACADEMIC YEAR 2016/2017**



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# THE EFFECTIVENESS OF AUTHENTIC MATERIALS TO TENTH GRADE STUDENTS' LISTENING COMPREHENSION AT SMA NEGERI 7 KEDIRI IN THE ACADEMIC YEAR 2016/2017

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## ABSTRAK

Listening is one of skills that should be mastered before reading and writing. Many students got problem in listening and made them to be passive in class. Many teachers got less attention in teaching listening and seldom used various Medias. That is why many students get bored and unmotivated. It made students got low score in listening comprehension in some aspect such as finding topic, general and detail information. Many factors can improve students' motivation. The suitable media that will help the students interest in learning listening is video as Authentic Material. This research is aimed to find out the effectiveness of authentic material in listening comprehension and students' respond to tenth grade students' of SMA NEGERI 7 Kediri 2016/2017. The subject of this research was tenth grade students consisting of 35 students given pre-test, treatment, and post-test. The treatment was done in two meeting class using video as authentic material. The data got from pre-test and post-test score were analyzed using t-table. The result showed that t-score 9.409 was higher than t-table with level 5% was 2042 and 1% was 2.750. Pre-test score was 2560 with the mean 73.14 and the post-test score was 2850 with the mean 81.42. The research questionnaire total result also indicated that 78% of the respondents agreed authentic materials helped them to improve their listening comprehension not only interested but also motivated. It is very useful to improve several aspects of students listening comprehension and the teacher such as identifying topic, detail information and general information. Thus, the researcher suggests that the teacher's creativity in not only designing the class is much demanded, but also supporting devices are required.

**KEYWORDS:** Listening, Authentic Materials (video).

## I. INTRODUCTION

Learning English as a second or foreign language means mastering the four main skills: Listening, speaking, reading and writing. One of the most useful skills used by second language learners is listening because the evident

shows that we acquire language through the interactional conversations. Listening plays great role in daily communication.

Listening is to develop relationships, gather and interrupt information, and deliver messages. Listening is not only listening to the words said, but it shows

how the language should be. Ben Nadji Houda (2013:1) Listening in deep detail means paying attention not only to the words, but how the use of language and voice, pronunciation, rate of speech which means to understand what speaker means by his /her messages. Listening is more important in language classroom where learners can develop other skills and also help them to build vocabulary and develop language proficiency, is not just perception of sounds. It requires an act of attending to the speech sounds and trying to understand the message.

Listening is probably the least explicit of the four language skills, making it the most difficult one to learn. It is evident that children listen and respond to language before they learn to talk. Rezai and Hashim (2013: 2) assert that developing proficiency in listening comprehension is one key to achieve proficiency in speaking.

Listening comprehension described a process in which listener were concentrate on specific aspect of the input that may involve linguistic knowledge and meaning construction. "Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspect of aural input, form meaning passages, and associate what they hear with existing knowledge." (Gilakjani, 2011:9979).

Listening skill is very important for junior and senior high school or others because it is one of communication parts. In this case, the researcher wants to do research after doing practicing in teaching at SMA NEGERI 7 Kediri. This school is quite famous around Kediri. The curriculum still applied in this school is KTSP. Based on the Listening I syllabus of SMA NEGERI 7 Kediri, with standard competence "7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari", and basic competence

*"7.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks dalam kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan"*

The main material is "Listening—about Responding expressions of congratulating and complimenting. The purpose of Listening I is to train the students to be able to understand native spoken language with basic knowledge of pronunciation, stressing, and intonation in English. As students in Indonesia, English is a foreign language they have very few

opportunities to hear the real language immediately. These students, therefore, are not accustomed to hear the language as it is produced by native speakers for native speakers. Moreover, the students get low scores in the Listening Comprehension subject.

Furthermore, this problem is also faced by their teachers. The monotonous strategies and materials given in teaching have made the teaching-learning process become ineffective and boring. The teacher comes to the class and plays the audio tape that she has already designed for listening and then asks the students some questions related to the topic

One possible way to overcome this problem is by using authentic material such as native-like listening materials. There are many kinds of authentic material itself. But the most important, authentic materials refer to oral and written language materials used in daily situations by native speakers (Erbaggio, et al, 2012: 28). Some examples of authentic materials are newspapers, magazines, television and advertisements. In addition, it is necessary for students who are going to study in an English-speaking environment to learn how to listen to lectures and to take notes; to comprehend native speakers in various kinds of speech situations, as well as to understand radio and television broadcasts (Taher, 2011: 53).

Authentic materials bring reality into the class and have various advantages such as stimulating motivation, raising cultural awareness, giving real exposure, and enhancing creative teaching. In addition, the use of authentic materials has become increasingly popular in language instruction

Thus, this researcher also believes that using authentic materials in teaching listening can better develop the listening skills of students. Therefore, this study will use authentic materials in teaching listening at SMA NEGERI 7 Kediri. Regarding the importance of the issue above, the researcher wants to know by some research questions having been formulated as follows: whether or not authentic materials can improve students' listening comprehension and how the students' response when authentic material is applied in Listening.

## II. RESEARCH METHOD

There are different types of variables according to Khaur (2013) those are independent & dependent variables, active and attribute variables, continuous, discrete and categorical variable, extraneous variables and Demographic variables. Further he explains about variables reviewed from the relation between variables such as: 1) Independent Variable. The independent variable is the antecedent while the

dependent variable is the consequent. If the independent variable is an active variable then we manipulate the values of the variable to study its effect on another variable; While the second one is, 2) Dependent Variable. Dependent variable is the variable that is affected by the independent variable. Responsiveness to pain reduction medication is the dependent variable in the above example. The dependent variable is dependent on the independent variable.

Patel (2009: 2) says that variable is concepts, characteristics, or properties that can vary, or change, from one unit of analysis to another. Furthermore, variable can be defined as “any aspect of a theory that can vary or change as part of interaction within the theory”, (Heffner, 2015). Also, Khaur (2013) states that variables can be defined in terms of measurable factors through a process of operationalization. There are one dependent variable and one independent variable in this research. The dependent variable is Listening comprehension and the independent variable is x grade students of SMA NEGERI 7 Kediri. There are two kinds of variables reviewed from the relation between variables that are:

#### 1. Independent Variable

Independent variable usually called as stimulus, predictor variable and

antecedent variable. Independent variable is the variable that influences become cause of the change of dependent variable.

#### 2. Dependent Variable

Dependent variable usually called as output variable, criteria variable, and consequence variable. Dependent variable is the variable that influenced by independent variable.

In this research, the researcher uses the form of quantitative approach to analyze the data. According to Mc.Millan & Schumacher:

“Quantitative research designs were initially developed from research in agriculture and the hard sciences. These fields of study adopted a positivist philosophy of knowing that emphasized objectivity and quantification of phenomena. As a result, the research designs maximize objectivity by using numbers, statistics, structure, and control.” (2006: 23)

Burn & Grove (2005) state that Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. The use of this research method is to describe variables, to examine relationships among variables, and to determine cause-and-effect interactions between variables.

#### Technique of the Research

Research designs are the structure of research. It is the foundation of the study. Research design consists of observations,

measures, treatments, programs, groups, assignment to groups, and time. Heffner (2015) explains that pre-experimental designs follow basic experimental steps but fail to include a control group. In other words, a single group is often studied but no comparison in an equivalent non-treatment group is made.

In other word, the pre-experimental research attempts to investigate the influence of one or more variables to other variables. In line with that statement, Heffner (2015) said that the benefit of this design over the previously discussed design is the inclusion of a pretest to determine baseline scores. To use this design in our study of college performance, we could compare college grades prior to gaining the work experience to the grades after completing a semester of work experience.

Research in education has been influenced heavily by a tradition in which groups of subjects, rather than individuals, are studied. In many situations, however, it is impossible or inconvenient to study entire groups of subjects. Furthermore, the researcher may be interested in one or two subjects, not large groups of subjects.

“Single subject designs offer an alternative by specifying methods that can be used with a single individual or just a few subjects and still allow reasonable cause-and-effect conclusions. Similar to quasi-

experimental research, there is direct manipulation but no random assignment in single-subject research.” (McMillan & Schumacher, 2006: 24). This experimental research is aims at observing whether there is an effect of using analytic assessment to the students’ Listening Comprehension.

Deciding place and time of the research is very important to support the valid data. This research was conducted in SMA NEGERI 7 Kediri. This technical high school is located in Kediri city. The reason of choosing this school for doing the research is because the researcher had done a simple research in this school with the English teacher of this school previously or practicing teaching there before.

The arrangement of time schedules important to conduct the research since it will determine how long the research will be held. Time of the research will be started from 19 May 2017 to June 2017.

Based on the statement above, the writer knows that the population is an entire object of the research. So, in choosing the population the writer has decided to use the learners that have the different characteristic to be experimented. Finally the writer decided that 35 students of SMA NEGERI 7 Kediri as the population of the research.

The instrument of collecting data in this research is by using test. Test is used

to measure students' ability before and after treatment. Brown:

"A test, in simple terms, is a method of measuring a person ~ ability, know/edge, or performance in a given domain. Let's look at the components of this definition. A test is first a method. It is an instrument-a set of techniques, procedures, or items that requires performance on the part of the test-taker." (2004: 3)

So that, by giving a test, the researcher will automatically find the electiveness treatment which should be applied. In this research, the researcher will use the pre-test and post-test to know the students' ability in their writing. As explained by Patel:

"Paired t (also referred to as matched t) test compares means across the same variable and the same cases at two different times. Suppose you were interested in looking to see if neighborhood watch was effective. You had data on the number of calls to 911 in neighborhoods one week before the watch was implemented and one week after the watch started. The null hypothesis is that the neighborhood watch was ineffective (or that the number of 911 calls before the watch remained unchanged after the watch). Matched t test assumes that the interval variable is normally distributed at both times." (2009: 11)

It can be concluded that t-test used when the interval variable normally distributed at the same time of performance by the test-taker. The t-test will compare between the score before and after the treatment. There are processes for

collecting the data:

1. Pre – test

The pre-test function is to measure the students' ability before they get treatment. The pre-test consists of 20 questions of multiple choices. In each question, it has 4 choices such as A, B, C and D and all about vocabulary and comprehension material. This test is aimed to know the students' listening comprehension before being taught using authentic materials

2. Treatment

In this treatment, the teacher will do treatment and divide it into two meetings. a) meeting-1; the teacher introduces about authentic material and give stimulation listening section by using. b) meeting-2; the teacher asks the students to do the task that given in the student's worksheet.

3. Post – test

After getting treatment, the students will be given a post-test. The post-test consisted of 20 questions of multiple choices. It had different question from pre-test but had the same quality of difficulties. In each questions had 4 choices such as A, B, C and D and all about vocabulary and comprehension material. This test intended to know whether any improvement of the students' listening comprehension after being taught using

authentic materials or not.

#### 4. Questionnaire

According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response to questioner mark items that indicates their response. The questionnaires implemented in this research were open-ended items. It was aimed at gaining the students' response on Authentic Materials. The questions in the questionnaires used *bahasa Indonesia* to make the students feel comfortable in expressing their opinions. From the students' response, it can be known students behavior through authentic Materials.

### III. FINDING AND DISCUSSION

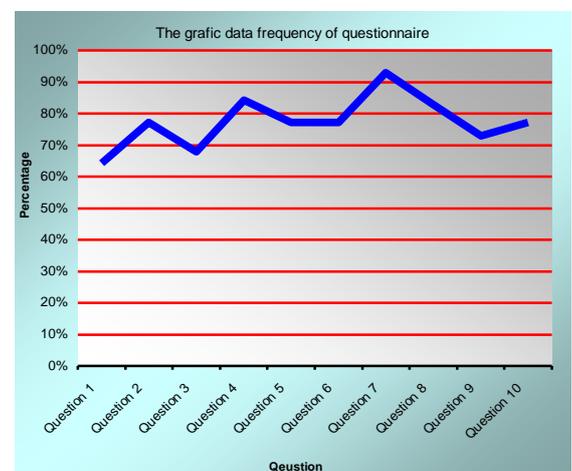
After the research was done, the writer analyzed the data gotten. There are two scores of the students. They are pre-test and post-test scores. The pre-test was done on 19<sup>th</sup> May 2017. The pre-test was done by tenth grade students at SMA NEGERI 7 Kediri. It consisted of 35 students.

#### The Result of t-table and t-score

d.b.	t-score	1%	5%	Alternative Hypothesis (Ha)
34	9,409	2, 750	2, 042	Accepted

The table above shows that the t-score is 9, 2 and the table of significance 1% is 2, 750 the significance 5% is 2, 042. After comparing the t-score and t—table, it is known that t-score is higher than t-table of significance 1% ( $9, 409 \geq 2, 750$ ). It means that t-score was very significant. As long the t-score was higher than the t-table, thus, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. In other words, it can be said that authentic material such as video was very effective in students' listening comprehension. So it could be concluded that the result of the research was very significant or there was significant effect of authentic material to tenth grade students' listening comprehension at SMA NEGERI 7 Kediri.

#### Result of the Questionnaire



From the graphic that showed final result of questionnaire above, it described the frequency of questionnaire whether students had positive behavior or not towards video as authentic material in listening skill. It started from the minimum to maximum percentage. First, the question 1 was agreed with 64, 28%. The question 2 was agreed with 77, 14%. The question 3 was agreed with 67, 85%. The question 4 was agreed with 84, 28%. The question 5 was agreed with 77, 14%. The question 6 was agreed with 77, 14%. The question 7 was agreed with 77, 14%. The question 8 was agreed with 82, 85%. The question 9 was agreed with 72, 85%. The last one, the question 10 was agreed with 77, 14%. From the description above, it showed that there was positive behavior towards questionnaire. The research questionnaire total result also indicated that 78% of the respondents agreed that authentic materials helped them improve their listening ability and the students were not only interested but also motivated in listening to authentic materials.

Based on the research result above, listening skill through videos was able to increase most students' listening comprehension significantly. It may be implied that the videos as a teaching

tool that was so good for helping students enhance listening skill. Using video, students could learn well to perceive information via both eyes and ears. It helped the teacher teach listening easier, in line with Alessi (2001:58), video is powerful tool for learning and instruction. The content through the movie was authentic material, real-life language and also provided some enjoyable listening not only verbal but also non-verbal features and culture. Culture means students could see how foreigner used their language in different condition, how they dressed, how and what they ate. It really happened in this research instrument class. The advantages supported the potential use of movie and gained listening abilities. Videos also changed their mood. By using sound, they looked lazy and no interest. When the teacher was showing movie as authentic material, they became so active and interest. They could predict what vocabulary that they actually didn't know before by seeing gesture and other visual clues such as condition that happened in video. The students got easier to imagine how the story ended based on their own imagination. These advantages were also supported and in line with Harmers (2001:284) there are many advantages in using

videos in the teaching and learning process:

- a) Seeing language in use. Students do not only hear language but also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- b) Cross-cultural awareness, which is allowing students to look at situations for beyond their classroom. Videos also give students a chance to see such thing as what kind of food people eat in other countries and what they wear.
- c) The power of creation, when the students use video cameras themselves, they are given the potential to create something memorable and enjoyable.
- d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative task.

It was clear enough, videos as authentic material could improve teaching learning process and also students comprehension. It could be a new strategy for other English teachers. Authentic material exactly video made students learn language not only by ears but also by eyes to see the condition happened, speaker' gesture and

expression. The students also used video as their own creation by recording class situation to create memorable moment that can they watch and listen anytime. It was also one of advantages of video.

Compared with the disadvantages of using video, it was quite far such as time allotted/allocation. It was happened when the researcher implied the treatment. Authentic can be wrong of the video played which naturally created by some people to teach. In line with (Underwood, 1989) so, any material which is modified for the aim of teaching language, though this is done by native speaker, is considered not authentic. Besides, when the writer was explaining authentic material, was lack of neutrality. The speed answer and spontaneity were less, in line with (Underwood, 1989) unlike authentic materials, which always refer to real speech or original written text, non-authentic materials lack of naturalness and spontaneity. So, it was so important to select the video. The video content should be appropriate, real or fake authentic, or it could be boring and make students bad mood to learn. So far this way, based on research result, video as Authentic Material was very significant and effective in learning listening.

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