

Improving The Ability of Students in Listening Comprehension by Using Authentic Materials

Gusnadi^{a*}, Entis Sutisna^a, Ahmad Supriyanto^a

^a Faculty of Teacher Training and Education, Universitas Pakuan, Bogor, Indonesia
ggusnadi57@gmail.com *; tisna69@unpak.ac.id

*Corresponding author

Article Info

Article history:

Received Sep 2, 2022
Revised May 22, 2023
Accepted May 26, 2023

Keywords:

Listening Improvement
Comprehension
Authentic Material

ABSTRACT

Listening is one of the receptive skills in English. Therefore, the problem is concerned with the lack of students' listening skills. Thus, this research is aimed to prove that creative methods can help students to build their ability in listening. This research is conducted to the sophomore in English language education study program. The quasi-experimental research design is applied in this research by using total sample technique. The design of the research was pre-test and post-test that were given to the experimental and control group. The result of the data analysis showed a significant difference in t-test calculations to prove the hypothesis. In conclusion, the use of authentic materials is affected to improve the students' listening comprehension.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

One of the language skills that take the most important role in communication is listening. Listening is one of receptive skills in English. Students only need to understand and give any respond based on what they have heard. According to Kuswoyo and Wahyudin (2017) listening is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound. Therefore, listening considers as an active process because it involves speaker's accent, pronunciation, grammar and vocabulary. Listening also is the first of the language arts skills developed. It means that before people get abilities to speak, read, and write they must listen first before talking or doing other physical activities and when it is the time for them to read and talk, they still have to listen to gain the knowledge and information (Yurko and Styfanyshyn, 2020).

Based on need analysis through the learning and lesson plan, it is expected to understand daily transactional and interpersonal dialogue and understand simple monolog text. Nevertheless, the implementations in English learning still in conventional rather than using some approaches or novel methods, especially to improve students' listening skills. Researcher provide creative methods that can help students to build their ability before they start to listen. Emiliasari (2019) suggests that teachers must prepare the pre-activity well in order to build students' positive expectations of what they are going to listen to. One of the creative materials that can be used in teaching listening skill is authentic materials. Authentic materials are materials made by native speakers that can be used in teaching and learning

process but not purely designed for teaching. Joraboyev (2021) defines authentic materials as real-life text, not written for pedagogical purposes and can be used as source materials for lesson planning, for instance authentic audio materials including tv commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio, songs, documentaries and sales pitches. authentic visual materials including slides, photographs, paintings, children's artwork, stick figure drawings, wordless, street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and x-rays. Authentic printed materials including newspaper articles, movie advertisement, astrology columns, lyrics to songs, restaurant menus, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV Guides, comic books, greeting cards, grocery coupons, pins with messages and bus schedules (Tajimbetova, 2023; Aisyah and Azmi, 2023).

Bringing authentic materials into the classroom in teaching listening skill can make authentic text more accessible in the early stages of learning a new language. There are several advantages using authentic materials in the classroom, such as: have a positive effect on learners' motivation; keep students informed about what is happening in the world, so they have an intrinsic educational value and can reinforce for students the direct relationship between the language classroom and outside world; contextualize language learning. So, students focus more on content and meaning than the language itself; provide readily available and inexpensive resources for teachers that add variety to the instructional program (Kholisah, 2023). Based on the abundance advantages of authentic learning media, it has already used in English learning as media or approaches. Previous research elaborates authentic learning media in several area, for instance in writing context (Setyowati and Sukmawan, 2019); Speech fluency (Yenkimaleki and Heuven, 2023); and extensive reading (Guo, 2012).

So that, this research has aim to investigate the improvement the ability of students in listening comprehension by using authentic materials, especially songs and video. In several studies said that, since students listen to all kinds of music outside the classroom, so they are very enthusiastic when the lecture choose appropriate songs in the classroom. Songs have a great tendency to attract students' attention. Songs deal with the human problems and emotions from love, hate, and sadness (Kocaman, 2016; Israel, 2013). Videos as digital media also take a part of human's life. It can be used as useful tool in language teaching. When the students watch and listen to the videos, they are taken to where the language is used. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. In addition, videos can stimulate and motivate student interest. For example, the videos probably take place in cafe. Automatically, the students will try to imagine the situation of the café even though they are in the classroom The use of visuals overall can help learners to predict information, to infer ideas, and to analyze the world that is brought into the classroom via the use of videos instruction emphasize to listening ability (Perez and Rodgers, 2019; Lei, et.al., 2021).

Method

In this research, the researcher used quasi-experimental research design. There were two groups in this design. The first is the experimental group that was given pre-test, treatment and post-test and the second is the control group that was given pre and post-test without treatment. These two groups given the same pre and post-test (Farhady, 2013).

The subject in this research is 46 sophomores of English Education Study Program, Faculty of Teacher Training and Educations. They divided into two parallel classes. Each class consists of 22 and 24 students. One of class become an experiment and another one become control classes by using random sampling technique. Both of them are received the similar pre-test and post-test and different implementation of learning. In experimental class, it was using authentic learning media, while in control class, it was using conventional learning. The instrument pre-test (before implementation) and post-test (after implementation) are developed in the same of level difficulty between experimental class and control class. There are 10 multiple choices set of questions.

After collecting the data, it will be processed using a t-test. But before that, the data will be processed with prerequisite tests, namely normality test and homogeneity test. The difference test uses the independent sample T-Test test. The T-Test test was conducted to answer the hypothesis related to this study, namely There is a difference between the experimental class and the control class after the application of learning using authentic media. Those data will be calculated by statistic application SPSS IBM.

Results and Discussion

The results of prerequisite calculation of statistic, namely normality test and homogeneity test as shown in Table 1 elaborates that the data results are normal in two groups and homogenic in both of groups based on the significance above 0,05. So, it could be continued by the independent sample t-test calculation of statistic to prove the hypothesis accepted. Those results are shown in table 2, that described pre-test and post-test, there are the differences between experimental and control class by the data significance above 0,05.

Tabel 1. Test of Homogeneity of Variance

		Table 1. Test of Homogeneity of Variance			
		Levene	df1	df2	Sig.
		Statistic			
Pre Test	Based on Mean	,196	1	36	,661
	Based on Median	,107	1	36	,746
	Based on Median and with adjusted df	,107	1	34,806	,746
	Based on trimmed mean	,204	1	36	,654
Post Test	Based on Mean	1,340	1	36	,255
	Based on Median	2,547	1	36	,119
	Based on Median and with adjusted df	2,547	1	27,966	,122
	Based on trimmed mean	3,407	1	36	,073

Table 2. Independent Sample T-test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Test	Equal variances assumed	,196	,661	-,899	36	,375	-4,500	5,005	-14,652	5,652
	Equal variances not assumed			-,90335	35,989	,372	-4,500	4,981	-14,602	5,602
Post Test	Equal variances assumed	1,340	,255	-1,952	36	,059	-12,778	6,545	-26,052	,497

In other words, the use of authentic materials can improve the listening comprehension of the English education study program sophomore. Based on these finding, the researcher recommended that teacher should try to use authentic materials in teaching on their classroom besides that, the teacher must give warming-up activity in teaching English especially in listening in order to give the students chance to build their ability before they start to listen. Almekhlafy and Alqahtani (2020) suggest that teacher must well prepare the pre-activity in order to build students' positive expectations of what they are going to listen to' It is also important that material s selected for the classroom can motivate students in learning English because it is very intrinsically. The researcher based on the data collected can prove it. This research reported the use of authentic materials significantly could improve students score in listening skill because students have a chance to have direct contact with the native speakers.

The researcher gave pre-test for the students in order to test their entry level in listening and their vocabulary. After giving pre- test, the researcher gave treatment to the students, the experimental class was treated by using English songs (pop songs) and videos. The researcher provided different authentic materials to be discussed in every meeting. The researcher explaining briefly about the materials first to explore students' knowledge related to the topic before explain the materials briefly. After giving authentic materials, the researcher asked the students about the materials in order to test their comprehension. The treatment was treated to the experimental about 8 times. In order to know students' improvement after getting treatment, the researcher gave post-test to the students. Both pre-test and post-test had the same kind and level of difficulty. The result showed that applying authentic materials in classroom is affected to improve students' ability in listening.

From the result above, it showed that teacher should try to use authentic materials in classroom because it can significantly improve students' score. Songs especially pop and acoustics song have a great influence over the young generation. They are often willing to learn to sing a song in a foreign language even if they do not fully understand the meaning of the words. This allows them to have a chance to relax from the pressure of the study. Videos also can greatly assist the students' language comprehension when they watch videos because they also see the language not solitary hear. Other researches also proved that the use of authentic materials can improve students' ability in learning English. The first research was conducted by Mousavi (2012) showed that the score of the students were increased when implementing authentic materials in classroom. Afriyuninda and Oktaviani (2021) also discussed about how to improve students' listening skill using songs by applying classroom action research. The result of his study showed that in pre-test in cycle 1, the

students got low score. In cycle 2, they got moderate. In post-test, they got good score. Similar to the recent researcher, by applying quasi experimental design and giving warming-up activity, the test results of experimental higher than control group. Both researches showed that authentic materials were affecting to improve students' listening comprehension due to students focus more on content and meaning rather than the language itself. Chen and Wright (2017) see authentic materials as a way to contextualize language learning and it keeps students informed about what is happening in the world, so it can reinforce the students the direct relationship between the language classroom and outside world. By comparing to the previous research to the testing hypothesis current result, it had been proved that listening using authentic materials effectively improve the students' listening comprehension. So, it is good for the teacher to apply authentic materials to build the students' ability.

Conclusion

Based on results and discussion, it can be concluded that authentic material can improve students listening ability, especially using pop songs and digital video. Besides that, well prepared pre-activity also as a factor to rise the students' motivations and prepare their listening activity. Authentic material also should use contextualized material in order to make the students relate in the real world.

References

- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students'listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80-85.
- Aisyah, N., & Azmi, A. (2023). The Effect of Using Authentic Materials on Reading Comprehension Across Secondary Student'cognitive Learning Style. *Intensive Journal*, 6(2), 17-29.
- Almekhlafy, S. S. A., & Alqahtani, A. A. J. (2020). The visual memory development technique: A remedial and pre-reading activity to enhance EFL learners' motivation. *Heliyon*, 6(3).
- Chen, Q., & Wright, C. (2017). Contextualization and authenticity in TBLT: Voices from Chinese classrooms. *Language Teaching Research*, 21(4), 517-538.
- Emiliasari, R. N. (2019). Lesson planning in EFL classroom: A case study in lesson plan preparation and implementation. *Wiralodra English Journal*, 3(2), 367-375.
- Farhady, H. (2013). Quantitative methods. *The encyclopedia of applied linguistics*. Oxford: Blackwell. DOI: <https://doi.org/10.1002/9781405198431.wbeal0989>.
- Guo, S. C. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching*, 5(8), 196-206.
- Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy information and computer education journal (LICEJ)*, 2(1), 1360-1365.

- Joraboyev, B. B. O. (2021). Using authentic materials on english lessons. *Academic research in educational sciences*, 2(2), 1018-1025.
- Kholisah, K. (2023). *The Use of Magazine as an Authentic Material in Writing Narrative Text at Eight Grade Students of MTs Nurul Ali Jember in Academic of Year 2022/2023* (Doctoral dissertation, UIN Kiai Haji Achmad Siddiq Jember).
- Kocaman, O. (2016). *The Effects of Songs on Foreign Language Vocabulary Acquisition*. First Printing, 29, 116.
- Kuswoyo, H., & Wahyudin, A. Y. (2017, October). Improving Student's Listening Skill Using Task-Based Approach in EFL Classroom Setting. In *4th Asia Pacific Education Conference (AECON 2017)* (pp. 118-123). Atlantis Press.
- Lei, J., Li, L., Zhou, L., Gan, Z., Berg, T. L., Bansal, M., & Liu, J. (2021). Less is more: Clipbert for video-and-language learning via sparse sampling. In *Proceedings of the IEEE/CVF conference on computer vision and pattern recognition* (pp. 7331-7341).
- Mousavi, A.S. (2012). The Effect of Authentic Materials VS Non-Authentic Materials on EFL Learners' Listening Comprehension. *English Language and Literature Studies*, 2 (1), 56-57.
- Perez, M. M., & Rodgers, M. P. (2019). Video and language learning. *The Language Learning Journal*, 47(4), 403-406.
- Setyowati, L., & Sukmawan, S. (2019). Authentic Materials for Teaching Writing: A Critical Look. *International Journal of Language Education*, 3(2), 68-77.
- Tajimbetova, G. (2023). Mechanisms Of Modernization of The System Development of Professional Competence of Future English Teachers Based on The Approach of Cultural Studies in Oral Speech. *Science and innovation*, 2(Special Issue 9), 194-195.
- Yenkimaleki, M., & van Heuven, V. J. (2023). Effect of pedagogic intervention in enhancing speech fluency by EFL students: A longitudinal study. *Language Teaching Research*, 13621688231205017.
- Yurko, N., & Styfanyshyn, I. (2020). Listening skills in learning a language: the importance, benefits and means of enhancement. Publishing house «European Scientific Platform», 38-46.